

Unveiling the Virtual Classroom: An In-Depth Analysis of the Online Education System

1. INTRODUCTION

Overview:

During the lockdown days, technology and online classes have become super heroes. Despite being under house arrest, we are all still involved in the educational community. The lack of exposure is obvious because pupils have been unable to maintain contact with the outside world due to the lockdown. The change to online classes has been the only relief for the pupils' mental health. Teachers took a big step forward to identify answers and design new learning environments for their students to ensure that learning never fails to ensure that kids' learning was not compromised. Online learning has been increasingly popular in recent years thanks to the quick improvements in technology and the accessibility of the internet. The results of this project will give educational institutions, decision-makers, and online learning platforms useful information to improve the efficacy and accessibility of online education. In order to contribute to the continuing discussion about education's future and to help create a more inclusive, interesting, and productive learning environment in the digital age, this analysis of the online education system is being published.

Purpose

This project aims to develop the various aspects of online education in-depth, highlighting its advantages, disadvantages, opportunities, and difficulties. The results of this study will give educational institutions, decision-makers, and online learning platforms useful information to improve the efficacy and accessibility of online education. In order to contribute to the continuing discussion about education's future and to help create a more inclusive, interesting, and productive learning environment in the digital age, this analysis of the online education system is being published.

2. LITERATURE SURVEY

Reviewing recent studies on issues connected to ed tech and student behaviour would be part of a literature study for online education. A research topic would need to be established, pertinent sources would need to be found, the literature would need to be read and analysed, organised, and summarised, gaps in the literature would need to be found, and recommendations for e-learning/online education would need to be made based on the findings. Understanding the present level of knowledge on a subject and identifying areas that require additional investigation are the two objectives of a literature review. Building on prior knowledge and avoiding duplication of effort are further benefits.

In this study, Andrew M. Blaine[1] focuses on how teachers and students engage in Virtual Advanced Placement classes throughout a state in the northeastern United States. According to the study's findings, learning presence, a fourth presence, should be taken into account because, without it, many aspects of students' experiences in online and blended courses go unrecognized.

The major findings of the case study conducted at one of the oldest and most prestigious virtual colleges are presented in an international perspective by Pablo Rivera-Vargas[2] et al. The method by which the student body adapted to the educational model and their perspectives of their interactions with the pedagogical, institutional, and technical components intended to promote their learning have been investigated and analysed. The findings demonstrate that students have significant reservations about the institutional and educational support offered.

In this study, Filiz Etin[3] uses a qualitative method to portray the perspectives of potential teachers. The information came from 199 students. The data were examined using the content analysis method. 156 metaphors in all were discovered as a result of the study. The pertinent codes have all been collected, and nine separate categories have been created for the metaphors with comparable meanings. These categories—waste of time, fruitless, information source, comfort, restriction, effectiveness, uninteresting, duty, and restricted communication—were determined. The study's findings revealed that more than half (58%) of the metaphors used by teacher candidates to describe the virtual classroom included negative evaluations (waste of time, unproductive, restriction, boring, limited communication), while a third (34%) of the potential teachers used positive evaluations (source of information, comfort, effectiveness). Other candidates for teaching (8%) described the virtual classroom as a required mechanism. The gender and departments of the positive and negative metaphors made by aspiring teachers did not

significantly differ from each other.

Two distinct contributions are offered by the research findings of L. Jose Andres[4] et al. As a first development, this research has been able to demonstrate that virtual classes, although they were a convenient novelty at the start of quarantine because students were required to participate in this type of unusual teaching; Nowadays and with the passage of time, virtual classes are part of a new daily life for students, who have already become accustomed to this type of virtual methodologies.

The goal of Abhinandan Kulal[5] et al. is to examine how teachers and students see online classes. In addition to attempting to explain teachers' perceptions of the effectiveness of online instruction, the work also attempts to explain students' perceptions of the impact of online courses, their comfort level using it, and the support they receive from instructors. The study was conducted utilising information gathered from two distinct structured questionnaires given to instructors and students in the Karnataka districts of Dakshina Kannada and Udupi. Descriptive statistics were used to analyse the data once they were entered into SPSS.

Existing problem

Unveiling or implementing a virtual classroom, especially on a larger scale, can come with several challenges. These challenges can impact both educators and students, as well as the overall effectiveness of the learning experience. Students may be forced to miss lessons or find it difficult to participate if there are insufficient or unstable internet connections. Students might face distractions at home, affecting their ability to focus on lessons. Students might not have access to devices like laptops or tablets, which are crucial for participating in virtual classes. Different hardware configurations can also lead to compatibility issues. Virtual classrooms can sometimes lack the personal touch of in-person interactions, leading to decreased engagement and participation.

Existing approaches or method to solve this problem

Choose user-friendly virtual classroom platforms and tools that are easy to navigate and offer a range of interactive features such as video conferencing, chat, screen sharing, and virtual whiteboards. Ensure that the platform is accessible across different devices and operating systems. Invest in good quality audio and video equipment to ensure clear communication. This includes using webcams with high resolution and external microphones to improve audio quality. Recognize that students might be in different time zones or have varied schedules. Record lectures and sessions to allow students to access content at their convenience while still offering

live interaction options.

Proposed solution

The virtual whiteboard method refers to a digital tool or software that simulates the experience of using a physical whiteboard for various purposes, such as brainstorming, teaching, collaboration, and presentations. It provides a platform where users can draw, write, type, and interact with digital content in a shared virtual space. This method is particularly popular in remote work, online education, and collaborative projects, where participants are not physically present in the same location.

Key features of a virtual whiteboard typically include:

Drawing and Writing Tools: Drawing and Writing Tools: Users can use a variety of digital pens, brushes, markers, and shapes to draw and write on the virtual whiteboard, mimicking the experience of using physical markers on a physical whiteboard.

Text Input: Users can type text directly onto the virtual whiteboard, which can be useful for adding annotations, labels, or textual explanations to drawings or diagrams.

Images and Media: Users can often import images, documents, and other media files onto the whiteboard. This can be helpful for reference materials, visual aids, or collaborative editing of documents.

Collaboration: Multiple users can access the same virtual whiteboard simultaneously from different locations. This enables real-time collaboration, where participants can see each other's contributions in real-time and work together on the same content.

Integration: Many virtual whiteboard tools integrate with other collaboration and communication tools, such as video conferencing software, project management platforms, and messaging apps.

Gesture Recognition: Some advanced virtual whiteboards can interpret gestures, allowing users to perform actions like pinch-to-zoom or swipe to erase.

With the aid of IBM Cognos Analytics software, the analysis is carried out using the suggested manner. IBM offers an integrated business intelligence package called IBM Cognos Business Intelligence, which is web-based. The software is made up of a number of components that are made to satisfy the various information requirements of a business. Consequently, the outcome is accurate.

2. THEORETICAL ANALYSIS

Block diagram

The data analysis is done as it is shown in the Figure 1 given below.

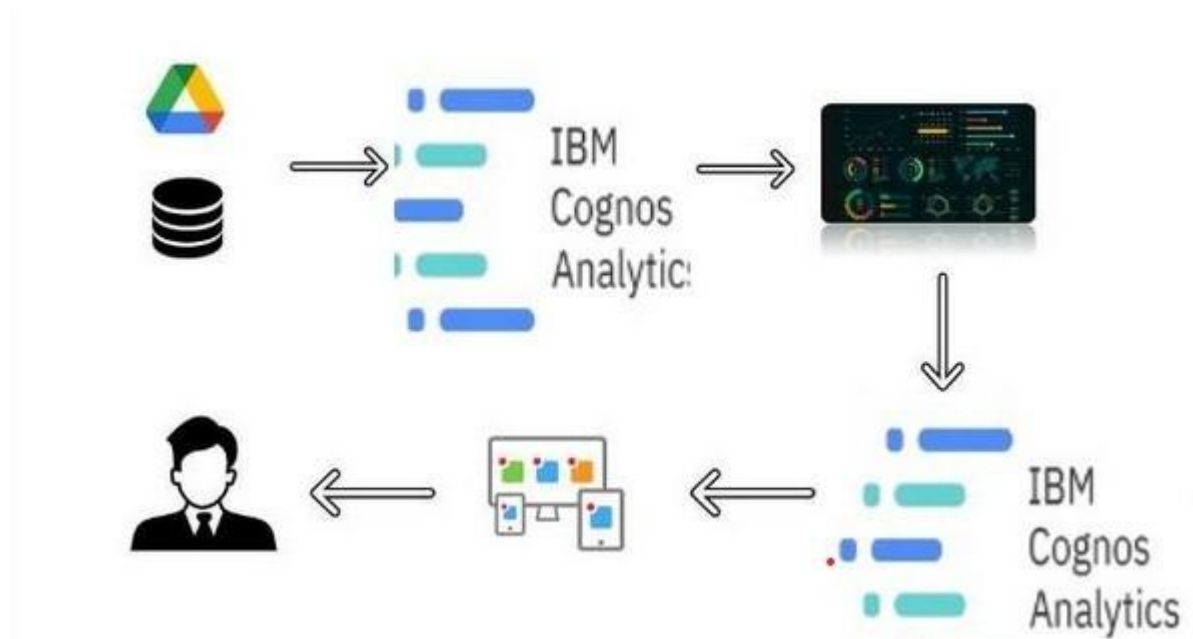


Figure 1 Data Analysis Process

Diagrammatic overview of the project.

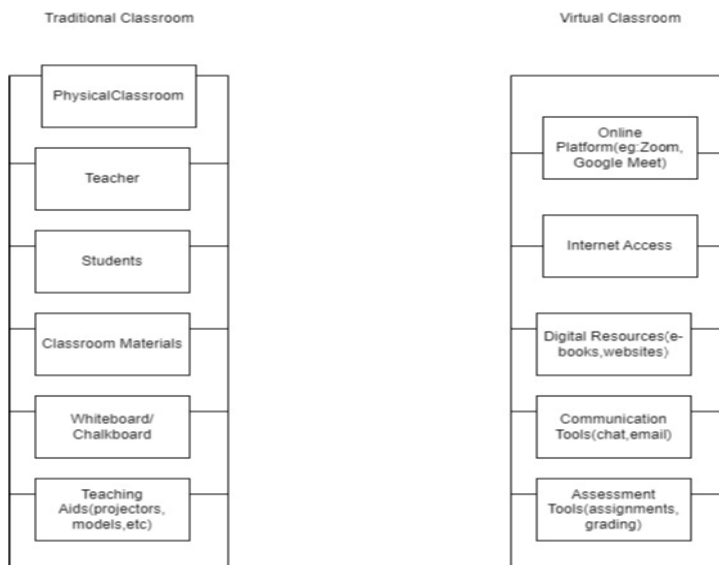


Figure 2 Overview of project

Hardware / Software designing

Hardware and software requirements of the project

Hardware Requirements

- Computers/Laptops
- Internet Connection
- Graphics Card
- Display
- Backup Power Supply

Software requirements

- Video Conferencing Software
- Learning Management System
- Content Creation and Learning Tools
- Virtual Reality Tools
- Interactive Whiteboard Software

4. EXPERIMENTAL INVESTIGATIONS

- It has been discovered that students of average age prefer online learning.
- Only laptops are used to access social media during this time. Laptops are more convenient for students to utilise than phones and desktop computers.
- When compared to school children and postgraduate students, undergraduate students perform well.
- Rich, rural students perform better.
- In the online classes, the pupils are more interested in practice than theory.

5. FLOWCHART

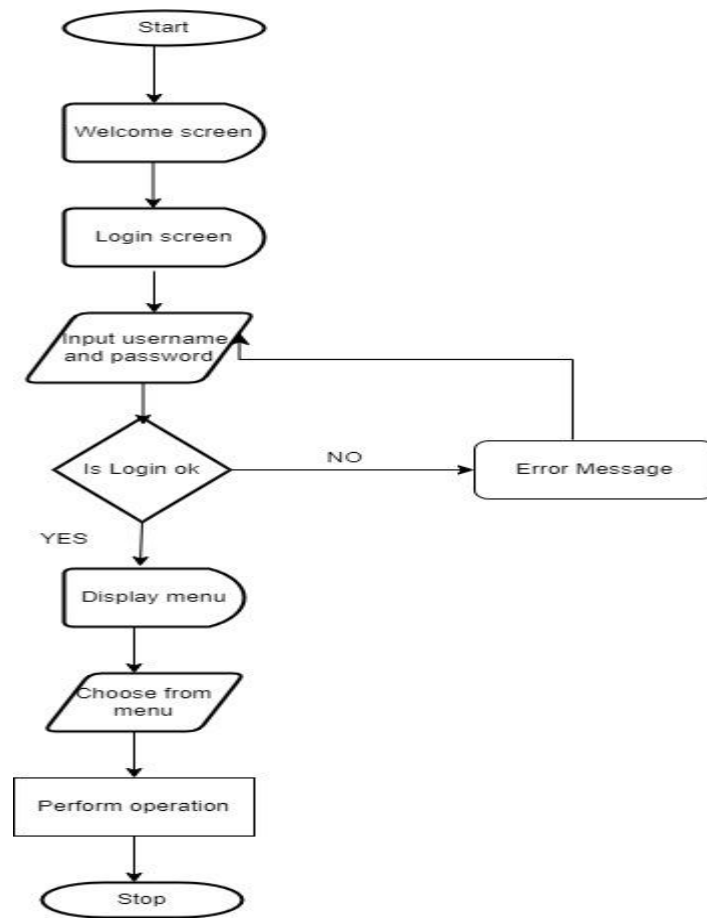


Figure 3 Flowchart of project

Use the virtual whiteboard's drawing and visualization tools to create charts, diagrams, or illustrations that help convey your analysis or investigation. This can make complex information easier to understand.

Use the drawing and visualization tools available on the virtual whiteboard to organize information visually. Create diagrams, flowcharts, mind maps, or other visual aids to structure your analysis.

Ensure that all participants have access to the chosen virtual whiteboard tool. Share invitations or links to the whiteboard session and make sure everyone can join easily.

5. RESULT

The study shows that although students are at ease taking online courses and are receiving adequate teacher support, they do not think that online education would eventually replace traditional classroom instruction. It also reveals that professors are having trouble conducting online classrooms as a result of insufficient training and development. The main difficulty preventing online classes from being effective is technical problems. The majority of colleges consider including online programmes in their curriculum. It is therefore crucial to ask students' ideas before enrolling in an online course. The general understanding of how teachers and students feel about online education.

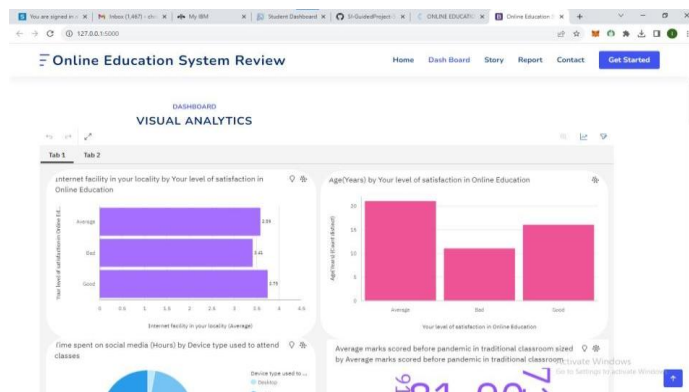


Figure 4 Dashboard

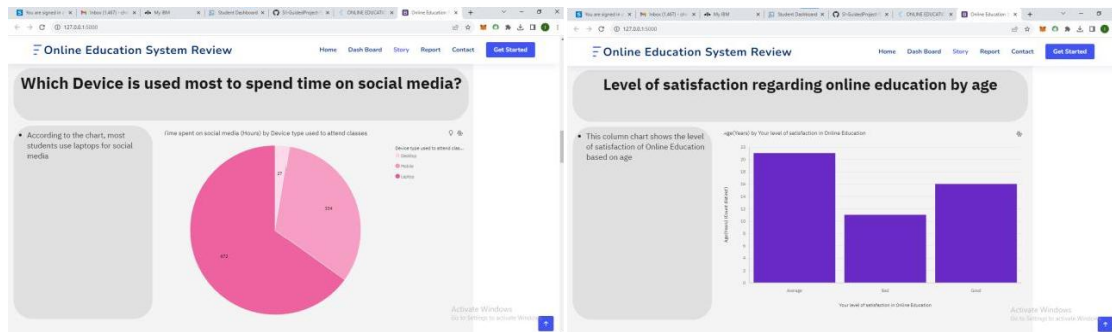


Figure 5 Story

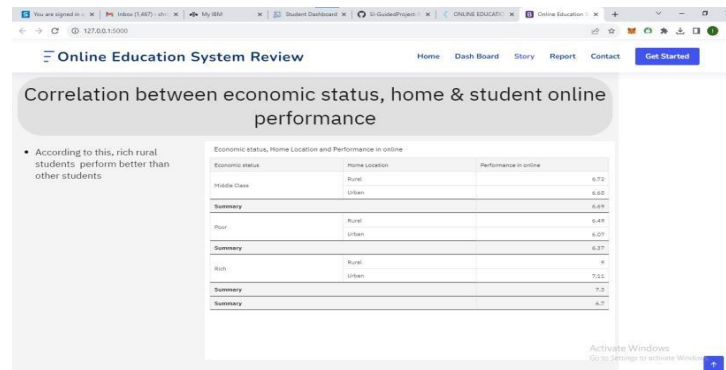


Figure 6 Report

6. ADVANTAGES AND DISADVANTAGES

Improved Decision-Making: It offers strong data visualisation, dashboarding, and reporting features that make it simple and quick for users to acquire pertinent insights. This enables firms to more effectively and efficiently make data-driven decisions.

Improved Data Governance: This enables organisations to control the security, integrity, and quality of their data. This makes it easier to guarantee that data is accurate, consistent, and compliant with laws.

Collaboration is improved as users may more easily cooperate and share ideas with coworkers across the organisation. This encourages a culture of making decisions based on data and makes sure that everyone is using the same information.

Flexibility and Scalability: It has the flexibility to scale in order to fulfill the demands of organizations of all sizes, from small startups to major corporations. The platform is also extremely flexible, enabling users quickly integrate data from different sources and modify reports and visualisations to suit their particular requirements.

The platform's AI and machine learning capabilities enable automated data discovery, the identification of hidden insights, and an improvement in forecast and prediction accuracy. The platform is also quite adaptable, enabling users to quickly combine data from different sources and modify reports and visualisations to suit their particular requirements.

7. CONCLUSION

The comfort of the students is the primary reason for this method of instruction. Reaching learners who are dispersed over the world is best done in this way. The learner will have more time to learn or if he wants to do anything else because it saves time and money. It's a great field because students can get answers to their questions whenever they want, from anywhere. It encourages a certain sense of competition, which boosts academic achievement. Since they study out of their own interests rather than being forced to learn as is typically the case in traditional classrooms, kids who learn through virtual classrooms appear to have more knowledge and good performance.

8. FUTURE SCOPE

Making applications that will assist users across several platforms and be more beneficial and user-friendly based on user experience is the field's future potential.

9. BIBLIOGRAPHY

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3. An Investigation Of Teacher Candidates' Metaphoric Perceptions Regarding The Virtual Classroom Cennet Göloğlu Demir gologlu.cennet@gmail.com Filiz Çetin

4. Quality as a drive-up digital teaching: Analysis of virtual classes in Colombian business schools I Jose Andres Areiza-Padilla, Tatiana Galindo-Becerra, Department of Business Administration, Pontificia Universidad Javeriana, Bogota 110231, Colombia Heliyon

5. A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District Abhinandan Kulal, Anupama Nayak Asian Association of Open Universities Journal, October 2020

6. A Review on Virtual Classroom Saba Maanvizihi*, Jiyaram Neha Jaiswal, Ravi Ram Narayanan, Rajendra Rohit Jain Department of Pharmaceutics, Sri Ramachandra Faculty of Pharmacy, Sri Ramachandra Institute of Higher Education and Research, Porur, Chennai, Tamil Nadu, INDIA. Indian Journal of Pharmaceutical Education and Research | Vol 54 | Issue 3 [Suppl] | Jul-Sep, 2020

ANNEXURE

SOURCE

CODE

```
<!DOCTYPE html>

<html lang="en">

<head>

  <meta charset="utf-8">

  <meta content="width=device-width, initial-scale=1.0" name="viewport">

<title>Online Education System Reviewx</title>

  <meta content="" name="description">

  <meta content="" name="keywords">

  <!-- Favicons -->

  <link href="/static/assets/img/favicon.png" rel="icon">

  <link href="/static/assets/img/apple-touch-icon.png" rel="apple-touch-icon">

  <!-- Google Fonts -->

  <link
href="https://fonts.googleapis.com/css?family=Open+Sans:300,300i,400,400i,600,600i,700,700i|Nunito:300,300i,400,400i,600,600i,700,700i|Poppins:300,300i,400,400i,500,500i,600,600i,700,700i" rel="stylesheet">

  <!-- Vendor CSS Files -->

  <link href="/static/assets/vendor/aos/aos.css" rel="stylesheet">

  <link href="/static/assets/vendor/bootstrap/css/bootstrap.min.css" rel="stylesheet">

  <link href="/static/assets/vendor/bootstrap-icons/bootstrap-icons.css" rel="stylesheet">

  <link href="/static/assets/vendor/glightbox/css/glightbox.min.css" rel="stylesheet">

  <link href="/static/assets/vendor/remixicon/remixicon.css" rel="stylesheet">

  <link href="/static/assets/vendor/swiper/swiper-bundle.min.css" rel="stylesheet">

  <!-- Template Main CSS File -->

  <link href="/static/assets/css/style.css" rel="stylesheet">

  <!-- =====

* Template Name: FlexStart
```

* Updated: Jul 27 2023 with Bootstrap v5.3.1

* Template URL: <https://bootstrapmade.com/flexstart-bootstrap-startup-template/>

* Author: BootstrapMade.com

* License: <https://bootstrapmade.com/license/>

===== -->

</head>

<body>

<!-- ===== Header ===== -->

```

<header id="header" class="header fixed-top">

  <div class="container-fluid container-xl d-flex align-items-center justify-
content-between">

    <a href="index.html" class="logo d-flex align-items-center">

      <span>Online Education System Review</span>

    </a>

    <nav id="navbar" class="navbar">

      <ul>

        <li><a class="nav-link scrollto active" href="#hero">Home</a></li>

        <li><a class="nav-link scrollto" href="#about">Dash Board</a></li>

        <li><a class="nav-link scrollto" href="#services">Story</a></li>

        <li><a class="nav-link scrollto" href="#portfolio">Report</a></li>

        <li><a class="nav-link scrollto" href="#contact">Contact</a></li>

        <li><a class="getstarted scrollto" href="#about">Get Started</a></li>

      </ul>

      <i class="bi bi-list mobile-nav-toggle"></i>

    </nav><!-- .navbar -->

  </div>

</header><!-- End Header -->

<!-- ===== Hero Section ===== -->

<section id="hero" class="hero d-flex align-items-center">

  <div class="container">

    <div class="row">

      <div class="col-lg-6 d-flex flex-column justify-content-center">

        <h1 data-aos="fade-up">Analysis of online education</h1>

        <h2 data-aos="fade-up" data-aos-delay="400">We are a team of talented analyst
who have done an analysis on online education</h2>

        <div data-aos="fade-up" data-aos-delay="600">

```

```

        <div class="text-center text-lg-start">
            <a href="#about" class="btn-get-started scrollto d-inline-flex align-items-center
justify-content-center align-self-center">
                <span>Get Started</span>
                <i class="bi bi-arrow-right"></i>
            </a>
        </div>
    </div>
</div>
<div class="col-lg-6 hero-img" data-aos="zoom-out" data-aos-delay="200">
    
</div>
</div>
</div>
</section><!-- End Hero -->
<main id="main">
    <!-- ===== About Section ===== -->
    <section id="about" class="about">
        <div class="container" data-aos="fade-up">
            <div class="col-lg-6 d-flex flex-column justify-content-center" data-aos="fade-
up" data-aos-delay="200">
                <header class="section-header">
                    <h3>Dashboard</h3>
                    <h2>Visual Analytics</h2>
                    <iframe
src="https://us1.ca.analytics.ibm.com/bi/?perspective=dashboard&pathRef=.my_folders%2
FONLINE%2BEDUCATION%2BSYSTEM%2BVIEW%2BDASH%2BBOARD&close
Win
dowOnLastView=true&ui_appbar=false&ui_navbar=false&shareMode=embedde
d&action=view&mode=dashboard&subView=model00000189d4b1891d_000000
00" width="1100" height="800" frameborder="0" gesture="media" allow="encrypted-media"
allowfullscreen=""></iframe>
                </header>

```

```

    </div>

</div>

</section><!-- End About Section -->

<!-- ===== Services Section ===== -->

<section id="services" class="services">

    <div class="container" data-aos="fade-up">

        <header class="section-header">

            <h2>Story</h2>

            <p>Data Analytics is done on online education</p>

        </header>

    </div>

    <iframe
src="https://us1.ca.analytics.ibm.com/bi/?perspective=story&pathRef=.my_folders%2FONLINE%2BEDUCATION%2BSYSTEM%2BVIEW%2BSTORY&closeWindowOnLastView=true&ui_appbar=false&ui_navbar=false&shareMode=embedded&action=view&sceneId=model00000189d4c3edf8_00000001&sceneTime=0"
        width="1100"height="800"                                frameborder="0"
        gesture="media"            allow="encrypted-media"
allowfullscreen=""></iframe>

</section><!-- End Services Section -->

<!-- ===== Portfolio Section ===== -->

<section id="portfolio" class="portfolio">

    <div class="container" data-aos="fade-up">

        <header class="section-header">

            <h2>Report</h2>

            <p>Check our Report on Online education</p>

        </header>

        <iframe
src="https://us1.ca.analytics.ibm.com/bi/?pathRef=.my_folders%2FONLINE%2BEDUCATION%2BSYSTEM%2BVIEW%2BREPORT&closeWindowOnLastView=true&ui_appbar=false&ui_navbar=false&shareMode=embedded&action=run&format=HTML

```

```
&prompt=false" width="1100" height="800" frameborder="0" gesture="media"
allow="encrypted-media" allowfullscreen=""></iframe>
```

</div>

</section><!-- End Portfolio Section -->

<!-- ===== Testimonials Section ===== -->

<section id="testimonials" class="testimonials">

<div class="container" data-aos="fade-up">

<header class="section-header">

Analysis on online Education

What is derived from the analysis

</header>

<div class="testimonials-slider swiper" data-aos="fade-up" data-aos-delay="200">

<div class="swiper-wrapper">

<div class="swiper-slide">

<div class="testimonial-item">

<div class="stars">

❖
❖
❖
❖

$\langle p \rangle$

People with lower class have found it difficult

</div>

</div><!-- End testimonial item -->

<div class="swiper-slide">

<div class="testimonial-item">

<div class="stars">

❖
❖
❖
❖

</div>

<p>

People of Governement Schools could not coupe with it

</p>

</div>

</div><!-- End testimonial item -->

<div class="swiper-slide">

<div class="testimonial-item">

<div class="stars">

<i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i>

</div>

<p>

Students mostly used MObile foe the classes

</p>

</div>

</div><!-- End testimonial item -->

<div class="swiper-slide">

<div class="testimonial-item">

<div class="stars">

<i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i>

</div>

<p>

Peolple found it difficult to learn in online education

</p>

</div>

</div><!-- End testimonial item -->

<div class="swiper-slide">

<div class="testimonial-item">

```

        <div class="stars">

            <i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-
fill"></i><i class="bi bi-star-fill"></i><i class="bi bi-star-fill"></i>

        </div>

        <p>

            Still improvement required

        </p>

    </div>

</div><!-- End testimonial item -->
    >

</div>

<div class="swiper-pagination"></div>

</div>

</div>

</section><!-- End Testimonials Section -->

<!-- ===== Team Section ===== -->

<section id="team" class="team">

    <div class="container" data-aos="fade-up">

        <header class="section-header">

            <h2>Team</h2>

            <p>Our hard working team</p>

        </header>

        <div class="row gy-4">

            <div class="col-lg-3 col-md-6 d-flex align-items-stretch" data-aos="fade-up"
data-aos-delay="200">

                <div class="member">

                    <div class="member-img">

                        <div class="social">

```

[*<i class="bi bi-twitter"></i>*](#)

[*<i class="bi bi-facebook"></i>*](#)

[*<i class="bi bi-instagram"></i>*](#)

[*<i class="bi bi-linkedin"></i>*](#)

</div>

</div>

<div class="member-info">

<h4>Sarah Jhonson</h4>

Product Manager

<p>Quo esse repellendus quia id. Est eum et accusantium pariatur fugit nihil minima suscipit corporis. Voluptate sed quas reiciendis animi neque sapiente.</p>

</div>

</div>

</div>

<div class="col-lg-3 col-md-6 d-flex align-items-stretch" data-aos="fade-up" data-aos-delay="300">

<div class="member">

<div class="member-img">

<div class="social">

[*<i class="bi bi-twitter"></i>*](#)

[*<i class="bi bi-facebook"></i>*](#)

[*<i class="bi bi-instagram"></i>*](#)

[*<i class="bi bi-linkedin"></i>*](#)

</div>

</div>

<div class="member-info">

<h4>William Anderson</h4>

CTO

<p>Vero omnis enim consequatur. Voluptas consectetur unde qui molestiae deserunt. Voluptates enim aut architecto porro aspernatur molestiae modi.</p>

</div>

</div>

</div>

<div class="col-lg-3 col-md-6 d-flex align-items-stretch" data-aos="fade-up" data-aos-delay="400">

<div class="member">

<div class="member-img">

<div class="social">

<i class="bi bi-twitter"></i>

<i class="bi bi-facebook"></i>

<i class="bi bi-instagram"></i>

<i class="bi bi-linkedin"></i>

</div>

</div>

<div class="member-info">

<h4>Amanda Jepson</h4>

Accountant

<p>Rerum voluptate non adipisci animi distinctio et deserunt amet voluptas. Quia aut aliquid doloremque ut possimus ipsum officia.</p>

</div>

</div>

</div>

</div>

</div>

</section><!-- End Team Section -->

<!-- ===== Contact Section ===== -->

<section id="contact" class="contact">

```
<div class="container" data-aos="fade-up">

  <header class="section-header">

    <h2>Contact</h2>

    <p>Contact Us</p>

  </header>

  <div class="row gy-4">

    <div class="col-lg-6">

      <div class="row gy-4">

        <div class="col-md-6">

          <div class="info-box">

            <i class="bi bi-geo-alt"></i>

            <h3>Address</h3>

            <p>National Engineering College<br>Kovilpatti 628502, Tamil Nadu</p>

          </div>

        </div>

        <div class="col-md-6">

          <div class="info-box">

            <i class="bi bi-telephone"></i>

            <h3>Call Us</h3>

            <p>+91 5589 55488 55<br>+91 6678 254445 41</p>

          </div>

        </div>

        <div class="col-md-6">

          <div class="info-box">

            <i class="bi bi-envelope"></i>

            <h3>Email Us</h3>

            <p>christy@nec.edu.in<br>idaselvin@gmail.com</p>

          </div>

        </div>

      </div>

    </div>

  </div>
```

```

</div>
<div class="col-lg-6">
  <form action="forms/contact.php" method="post" class="php-email-form">
    <div class="row gy-4">
      <div class="col-md-6">
        <input type="text" name="name" class="form-control" placeholder="Your
Name" required>
      </div>
      <div class="col-md-6 ">
        <input type="email" class="form-control" name="email" placeholder="Your
Email" required>
      </div>
      <div class="col-md-12">
        <input type="text" class="form-control" name="subject"
placeholder="Subject" required>
      </div>
      <div class="col-md-12">
        <textarea class="form-control" name="message"
rows="6"placeholder="Message" required></textarea>
      </div>
      <div class="col-md-12 text-center">
        <div class="loading">Loading</div>
        <div class="error-message"></div>
        <div class="sent-message">Your message has been sent. Thank you!</div>
        <button type="submit">Send Message</button>
      </div>
    </div>
  </form>
</div>
</div>

```

```
</div>

</section><!-- End Contact Section -->

</main><!-- End #main -->

<a href="#" class="back-to-top d-flex align-items-center justify-content-center"><i
class="bi bi-arrow-up-short"></i></a>

<!-- Vendor JS Files -->

<script src="/static/assets/vendor/purecounter/purecounter_vanilla.js"></script>
<script src="/static/assets/vendor/aos/aos.js"></script>
<script src="/static/assets/vendor/bootstrap/js/bootstrap.bundle.min.js"></script>
<script src="/static/assets/vendor/glightbox/js/glightbox.min.js"></script>
<script src="/static/assets/vendor/isotope-layout/isotope.pkgd.min.js"></script>
<script src="/static/assets/vendor/swiper/swiper-bundle.min.js"></script>
<script src="/static/assets/vendor/php-email-form/validate.js"></script>

<!-- Template Main JS File -->

<script src="/static/assets/js/main.js"></script>

</body>

</html>
```