

**AVR 360°-FT- ADAPTIVE VIRTUAL K REALITY ON THE EFFECT
OF VIEWING CAMPUS AT FINGER TIP**

A PROJECT REPORT

Submitted by

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In

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BONAFIDE CERTIFICATE

Certified that this project report “**AVR 360° -FT- ADAPTIVE VIRTUAL K REALITY ON THE EFFECT OF VIEWING CAMPUS AT FINGER TIP** ”, is the bonafide work of “**YESWANTH A, SABARINATHAN M**” who carried out the project work under my supervision. Certified further that to the best of my knowledge the work reported here in does not form part of any other thesis or dissertation on the basis of which a degree or award was conferred on an earlier occasion on this or any other candidate.

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INTERNAL EXAMINER

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ABSTRACT

Geotagging of all educational institutions integrated with virtual tour on Map. Students/parents can Visit any part of the country on map and take virtual tour along with facilities/courses available across Our Country is a much needed solution to help the students and their parents/guardians take the decision sitting at Home. Enable the parents and students to get a full virtual tour of the colleges and get the information regarding Courses and facilities provided instantly.

Geotagging, the process of associating geographical coordinates with digital data, has become an Indispensable tool in various domains. In the field of education, geotagging can play a vital role in providing Accurate and up-to-date information about educational institutions. However, the existing methods for Geotagging educational institutions often lack efficiency, scalability, and comprehensive coverage. This project proposes a novel approach for geotagging of all educational institutions, aiming to Overcome the limitations of existing methods. The primary objective is to develop a robust and automated System that can accurately geotag educational institutions, including schools, colleges, universities, and Training centers, on a global scale.

Furthermore, government bodies, policymakers, and researchers can leverage the geotagged data to Gain insights into the distribution and accessibility of educational institutions. It can assist in identifying areas

With educational infrastructure gaps, analyzing enrollment patterns, and optimizing resource allocation for Educational development.

The proposed novel approach for geotagging of all educational institutions has the potential to Revolutionize the way educational information is accessed, analyzed, and utilized. By employing advanced Technologies and innovative methodologies, this project aims to provide a comprehensive and accurate Geotagging solution that benefits both individuals and society as a whole.

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CHAPTER 1

INTRODUCTON

1.1 Background Information

In today's fast-paced and interconnected world, access to quality education plays a pivotal role in shaping individuals' lives and driving societal progress. However, navigating the vast landscape of educational institutions can be daunting, with factors such as location, programs offered, faculty expertise, and campus facilities influencing decision-making processes.

Traditionally, individuals seeking information about colleges and universities relied on static websites, printed brochures, or word-of-mouth recommendations. While these sources provided valuable insights, they often lacked interactivity, real-time updates, and immersive experiences.

Recognizing the need for a more dynamic and user-centric approach to college exploration, our team embarked on a journey to develop an innovative educational platform. Drawing inspiration from advancements in technology, data analytics, and user experience design, we set out to create a solution that would revolutionize how individuals discover, evaluate, and engage with educational institutions.

Through extensive research and collaboration with educators, students, and industry experts, we identified several key challenges and opportunities in the field of college exploration.

1. **Information Overload:** With a plethora of colleges and universities worldwide, individuals often struggle to find relevant and up-to-date information about institutions that match their interests and preferences.
2. **Lack of Interactivity:** Static web pages and printed materials limit users' ability to engage with content and explore colleges in-depth, leading to a passive and superficial understanding of educational offerings.
3. **Geographic Barriers:** Physical distance and travel constraints often hinder individuals' ability to visit campuses in person, making it challenging to assess the suitability of colleges for their needs.
4. **Technological Advancements:** The emergence of virtual reality (VR), augmented reality (AR), and interactive mapping technologies has opened up new possibilities for creating immersive and engaging experiences in the digital realm.

Armed with these insights, our team embarked on the development of a cutting-edge educational platform that addresses these challenges and leverages technological advancements to provide users with a holistic and

immersive college exploration experience. Through the integration of advanced features such as virtual tours, interactive maps, and personalized recommendations, we aim to empower individuals to make informed decisions about their educational journey and unlock their full potential.

1.1.1.Statement Of Problem

Every year there are lakhs of students who seek admission into various colleges around the country. Often students and their parents have to travel to multiple colleges physically to view the entire flora and fauna, view the infrastructure and gather information about various courses and facilities provided by college. Some people travel from one end of country to another which is time taking and is not easy to do instantly give the fact that students have very less time for completing the admission procedure. Summary: Every year there are lakhs of students who seek admission into various colleges around the country. Often students and their parents have to travel to multiple colleges physically to view the entire flora and fauna, view the infrastructure and gather information about various courses and facilities provided by college. Some people travel from one end of country to another which is time taking and is not easy to do instantly give the fact that students have very less time for completing the admission procedure. Hence with the modern technology rapidly growing, sitting at home we can take a virtual tour of some famous places of the world. Addressing this problem will enable the parents and students to get a full virtual tour of the colleges and get the information regarding courses and facilities provided instantly. This will save the time and expenses of travelling also and will enable in better decision making for the parents/guardians while choosing colleges, courses and hostel facilities. Objective: : Geotagging of all educational institutions integrated with virtual tour on Bharat Map so that any students/parents can visit any part of the country on map and take virtual tour along with facilities/courses available across the country is a much-needed solution to help the students and their parents/guardians take the decision sitting at home. It will enable the parents and students to get a full virtual tour of the colleges and get the information regarding courses and facilities provided instantly. This will save the time and with the current COVID crisis, this solution will be a boon for many students as risk of getting affected while travelling will be cut short completely."

1.2. Aim Of Study

The aim of the study is to develop and implement a novel approach for geotagging all educational institutions, including schools, colleges, and universities. To create a comprehensive geospatial database of educational institutions across various regions. To leverage advanced technologies, such as machine learning and natural language processing, for parsing and analyzing publicly available data sources to extract relevant information about educational institutions. To incorporate user-friendly web interfaces and mobile applications to empower users to contribute geolocation data and verify existing entries. To provide advanced search and filtering capabilities, enabling users to discover educational institutions based on location, academic programs, facilities, and other criteria. To explore the integration of geospatial visualization techniques, such as interactive maps and data visualizations, to enhance the presentation of geotagged information and provide valuable insights into educational ecosystems. To facilitate better navigation, foster community engagement, and provide valuable insights into educational landscapes through the geotagging of educational institutions. To revolutionize how individuals navigate and interact with educational landscapes, empowering students, parents, educators, policymakers, and other stakeholders to make informed decisions and better engage with educational institutions in their communities.

1.3. Objectives of the Study

To accomplish the project's purpose, the following particular objectives have been established:

- i. To View the List of Colleges in Home page.
- ii. Separate College Website for Each Colleges.
- iii. Virtual Tour of The College.

1.4. Methodology

Conduct a comprehensive review of existing literature on geotagging, educational databases, machine learning, and natural language processing techniques relevant to the project. Gather publicly available data sources such as online directories, government databases, educational institution websites, and other

relevant sources containing information about educational institutions. Cleanse and preprocess the collected data to remove noise, inconsistencies, and irrelevant information.

This may involve data cleaning, normalization, and standardization processes. Develop a geotagging algorithm utilizing machine learning and natural language processing techniques to parse and analyze the pre-processed data and extract relevant geolocation information for educational institutions. Design and develop a user-friendly web interface and mobile application that allows users to contribute geolocation data, verify existing entries, and explore educational institutions.

Integrate the developed algorithm with the user interface and conduct thorough testing to ensure functionality, accuracy, and usability. This includes unit testing, integration testing, and user acceptance testing. Create a comprehensive geospatial database of educational institutions by incorporating geotagged information along with detailed descriptions, academic programs, faculty profiles, facilities, and other relevant data. Implement advanced search and filtering functionalities within the platform, allowing users to discover educational institutions based on location, academic offerings, accreditation status, and other criteria.

Explore the integration of geospatial visualization techniques, such as interactive maps and data visualizations, to enhance the presentation of geotagged information and provide valuable insights into educational ecosystems. Evaluate the usability, effectiveness, and accuracy of the developed system through user feedback, testing, and validation processes. Collect feedback from users and stakeholders to identify areas for improvement. Share the findings of the study through publications, presentations, and knowledge-sharing platforms to benefit stakeholders, including students, parents, educators, policymakers, and community members.

1.5. Significant of the Project

The significance of the project lies in its potential to revolutionize the way individuals interact with educational institutions and access educational information. By geotagging all educational institutions, the project aims to enhance accessibility to educational information for students, parents, educators,

policymakers, and other stakeholders. Users can easily locate nearby educational institutions and explore their offerings, facilitating informed decision-making.

Geotagging educational institutions enables users to navigate educational landscapes more effectively. Whether seeking schools, colleges, or universities, users can utilize geospatial data to plan routes, identify nearby institutions, and access relevant information with ease.

The project fosters community engagement by providing a platform for users to contribute geolocation data and verify existing entries. This crowdsourcing approach encourages collaboration among users, leading to a more comprehensive and up-to-date database of educational institutions.

The geospatial database generated through the project provides valuable insights into educational ecosystems. Researchers, policymakers, and educational institutions can analyze geotagged data to identify trends, assess educational needs, and make informed decisions regarding resource allocation and program development.

The significance of the project contents lies in their potential to enhance accessibility, improve navigation, foster community engagement, provide data-driven insights, drive technological innovation, promote empowerment and inclusion, and encourage collaboration and networking in the education sector. Through these contributions, the project aims to make a positive impact on education at both local and global levels.

1.6. Scope of the Study

The primary focus is on geotagging all types of educational institutions, including schools, colleges, and universities, across various regions.

The study involves collecting publicly available data sources containing information about educational institutions and utilizing advanced technologies such as machine learning and natural language processing to parse, analyse, and extract relevant geolocation information.

A comprehensive geospatial database of educational institutions will be created, incorporating geotagged information along with detailed descriptions, academic programs, faculty profiles, facilities, and other relevant data.

The scope of the study encompasses the development and implementation of a comprehensive geotagging system for educational institutions, with a focus on data collection, analysis, database creation, user interface design, advanced search functionality, geospatial visualization, evaluation, validation, dissemination, and collaboration.

1.7. Project Report Arrangement

This report is structured into five chapters. The rest of the chapters are stated as follows:

Chapter two describes the summary of works of literature review on the research and related works which is divided into five areas which are: Introduction, Theoretical Review, Conceptual Review, and Empirical Review and Summary of the chapter. Chapter three describes extensively the methodology, system analysis, and design of the system model. Chapter four describes the implementation of the machine learning model in the methodology and discussion on the result. Chapter five discusses the Summary, Conclusion, Recommendation, Limitation of Study, and Contribution to knowledge.

CHAPTER 2

LITERATURE REVIEW

2.1 Overview of the Study

This chapter offers an insight into various important studies conducted by excellent scholars from articles, books, and other sources relevant to the detection of phishing websites. It also provides the project with a theoretical review, conceptual review, and empirical review to demonstrate understanding of the project.

2.2 Theoretical view

Due to the advances in head-mounted displays (HMDs), hardware and software technologies, and mobile connectivity, virtual reality (VR) applications such as viewing 360_ videos on HMDs have seen an increased interest in a wide range of consumer and vertical markets. Quality assessment of digital media systems and services related to immersive visual stimuli has been one of the challenging problems of multimedia signal processing. Specifically, subjective quality assessment of 360_ videos presented on HMDs is needed to obtain a ground truth on the visual quality as perceived by humans. Standardized test methodologies to assess the subjective quality of 360_ videos on HMDs are currently not as developed as for conventional videos and are subject to further study. In addition, subjective tests related to quality assessment of 360_ videos are commonly conducted with participants seated on a chair but neglect other options of consumption such as standing viewing. In this paper, we compare the effect that standing and seated viewing of 360_ videos on an HMD have on subjective quality assessment. A pilot study was conducted to obtain psychophysical and psychophysiological data that covers explicit and implicit responses of the participants to the shown 360_ video stimuli with different quality levels. The statistical analysis of the data gathered in the pilot study is reported in terms of average rating times, mean opinion scores, standard deviation of opinion scores, head movements, pupil diameter, galvanic skin response (GSR), and simulator sickness scores. The results indicate that the average rating times consumed for 360_ video quality assessment are similar for standing and seated viewing. Further, the participants showed higher resolving power among different 360_ video quality levels and were more confident about the given opinion scores for seated viewing. On the other hand, a larger scene exploration of 360_ videos were observed for standing viewing which appears to distract from the quality assessment task. A slightly higher pupil dilation was recorded for standing viewing which suggests a slightly

more immersed experience compared to seated viewing. GSR data indicate a lower degree of emotional arousal in seated viewing which seems to allow the participants to better conduct the quality assessment task. Similarly, simulator sickness symptoms are kept significantly lower when seated. The pilot study also contributes to a holistic view of subjective quality assessment and provides indicative ground truth that can guide the design of large-scale subjective tests.

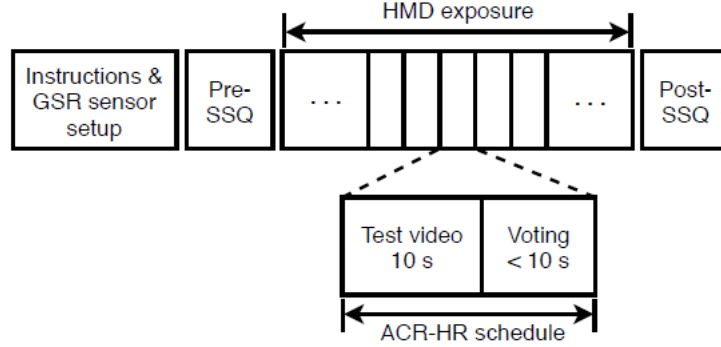


Figure 2.1 Test session schedule used for standing and seated viewing of 360_ videos on an HMD.

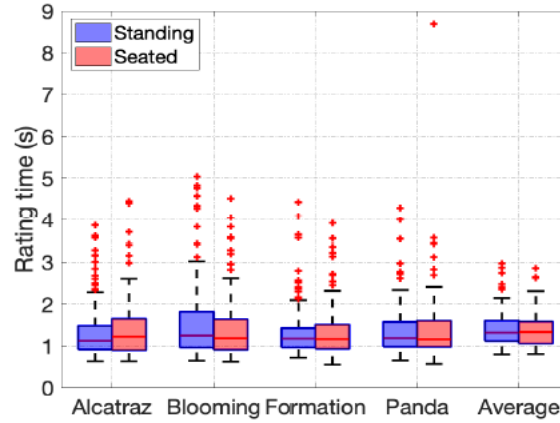


Figure 2.2 Box plots of rating times for each scene and average rating times over the four scenes.

2.2.1 Reference and Test

Four 360_ video scenes of 8K resolution (2D width) were selected from the publicly available VQA-ODV database [41,42], which span over different contents. Figure 3 shows sample frames of the 360_ video scenes: “Alcatraz”, “BloomingAppleOrchards” (Blooming), “Formation Pace” (Formation), and “PandaBaseChengdu” (Panda). These natural scenes were selected to reduce the potential risk of simulator sickness, which otherwise could affect the video quality assessment task in both standing and seated viewing of the reference and test videos. All 360_ reference videos generated from the four scenes were of 10 s duration and were presented with a frame rate of 29.97 frames per second (fps).

To reduce the excessively high bitrates of the uncompressed 8K reference videos ranging from 352.35 Mbps to 844.65 Mbps, perceptual near to lossless encoding was performed using the constant rate factor (CRF) option of H.265 encoding [43,44] with CRF = 10. As a result, the bitrates of the perceptually near to lossless encoded 8K reference videos were reduced to range from 136.68 Mbps to 226.79 Mbps.

Table 2.1 Parameters of the reference and test videos used for each of the four scenes.

Resolution (Pixels)	2D Width	Ref. (CRF)		Test Videos (QP)				
7680 × 3840	8K	10	22	27	32	37	42	
6144 × 3072	6K	10	22	27	32	37	42	
4096 × 2048	4K	10	22	27	32	37	42	
3600 × 1800	OR	10	22	27	32	37	42	
2048 × 1024	2K	10	22	27	32	37	42	

2.3 Empirical Review

The research reported in this paper draws on two subject areas: subjective test methodologies for quality assessment of digital media, and research on viewing conditions in terms of seating arrangements and locomotion interfaces in relation to users' experience in VR. The former area typically uses fixed or swivel chairs in the experimental setup for participants to execute a quality assessment task while the latter area commonly focuses on questions related to immersion, presence, and efficient locomotion in VR.

Subjective video quality assessment methods for conventional videos have been standardized by the International Telecommunication Union (ITU) such as the absolute category rating (ACR), ACR with hidden reference (ACR-HR), and double stimulus impairment scale (DSIS) method as described in [5–7]. The ACR method shows each test video once in a randomly ordered sequence of test stimuli. The ACR-HR method implicitly shows also the reference videos in the sequence of test stimuli to remove bias due to participants' likes or dislikes of scene contents. While the ACR methods use a five-level quality scale, the DSIS method uses a five-level impairment scale.

Several other methods have been proposed in recent years including the subjective assessment of multimedia video quality (SAMVIQ) method [8], subjective assessment of multimedia panoramic video quality (SAMPVIQ) method [9], and the pair comparison. The SAMVIQ and SAMPVIQ method are multi-stimulus approaches allowing us to view each test stimulus multiple times while the PC method requires a large number of video pairs to be compared. Because these methods are more laborious than

Title	Reference Paper	Results	Remark
On the Effect of Standing and Seated Viewing of 360 Videos on Subjective Quality	Yan Hu , Majed Elwardy and Hans-Jürgen Zepernick	The opinion scores, representing conscious responses to the 360° video stimuli, are averaged across participants and scenes giving MOS and average MOS, respectively, along with the related standard deviations.	Develop objective perceptual quality metrics for immersive media that are able to predict the quality as it would be perceived by humans, which then can be used for automatic resource management and quality control in immersive media systems.

Table 2.2 Literature survey

2.4 Subjective Quality

Subjective video quality assessment methods for conventional videos have been standardized by the International Telecommunication Union (ITU) such as the absolute category rating (ACR), ACR with hidden reference (ACR-HR), and double stimulus impairment scale (DSIS) method as described . The ACR method shows each test video once in a randomly ordered sequence of test stimuli. The ACR-HR method implicitly shows also the reference videos in the sequence of test stimuli to remove bias due to participants' likes or dislikes of scene contents. While the ACR methods use a five-level quality scale, the DSIS method uses a five-level impairment scale.

Several other methods have been proposed in recent years including the subjective assessment of multimedia video quality (SAMVIQ) method [8], subjective assessment of multimedia panoramic video quality (SAMPVIQ) method [9], and the pair comparison (PC) method [5]. The SAMVIQ and SAMPVIQ method are multi-stimulus approaches allowing us to view each test stimulus multiple times while the PC method requires a large number of video pairs to be compared. Because these methods are more laborious than the ACR, ACR-HR, and DSIS method, participants' fatigue may have an impact on their opinion scores.

2.5 Viewing Conditions and Users' Viewing Experience in VR

In the effect of fixed, half-swivel, and full-swivel chairs on users' viewing experience of 360° videos on a FOVE-DK-0 HMD with a resolution of 2560 × 1440 pixels was investigated. Eye-tracking, questionnaires, tasks, and semi-structured interviews were used in a between-subject experiment in which participants were shown one training and five 360° test videos of 4K resolution. While fixed and half-swivel chairs were found to discourage exploration for some of the shown videos compared to the full-swivel chair, no significant differences were found regarding incidental memory, general engagement, and simulator sickness. It was also revealed that participants under the fixed chair condition had a greater concern of missing something out for certain videos compared to those sitting on a full-swivel chair.

An evaluation of the effect of display type on viewing experiences for panoramic videos for cinematic VR applications was conducted in [26]. In this study, participants watched four 360° videos on an Oculus Rift CV1 HMD, a surround video+ system, and a standard TV with a 16:9 widescreen aspect ratio while sitting on a fixed chair for all scenarios. The choice of a fixed chair was motivated by the assumption that home viewers would

most likely be seated on a fixed chair or couch when watching cinematic VR. Regarding the aspects of attention guidance and participants' concern of missing something, there were no significant differences between the three display conditions. It was conjectured that using a fixed chair places a soft limit on the field of regard that is more limited than the available field of view. It was pointed out that the unexpected finding of participants under HMD conditions not feeling to miss out on visual events may have interesting practical implications for the creation of 360° videos watched seated on a fixed chair.

2.6 Contributions

In this paper, in continuation of the encouraging results in [36], we compare the impact of standing and seated viewing on subjective 360° video quality assessment. Given the relatively early phase in the development of 360° video streaming systems, especially regarding the evolution of digital value platforms for 5G and 6G mobile systems, a pilot study on subjective video quality assessment for standing and seated viewing of 360° videos on HMDs have been conducted. The approach of conducting pilot tests with small groups of

experts provides indicative results to guide the experimental design of large-scale subjective tests as was stated in [5]. In addition, in view of recent public health concerns, the role of pilot tests may become increasingly important in the future as a measure to constrain potential risks of spreading diseases through test equipment such as controllers and HMDs despite of exercising state-of-the-art hygiene procedures [37,38]. The research reported in this paper hence contributes to both subjective test methodologies and the understanding of QoE for 360_ videos on HMDs.

2.7 Experimental Setup

In the following sections, the experimental setup used in this pilot study is described to the extent needed for the understanding of the statistical analysis of the psychophysical and psychophysiological data that was recorded in the subjective tests for standing and seated viewing. More details about the experimental design regarding the 360_ video scenes, processing and preparation of reference and test videos, software suite, and hardware equipment of the test platform used in our subjective test campaigns on different aspects of 360_ video quality assessment can be found.

2.7.1 Software and Technical Equipment

The Unity 3D game engine Version 2018.3.11f1 and Visual Studio 2017 were used to develop the test platform. The test platform schedules the presentation of the test stimuli, provides the graphical user interface for giving opinion scores according to the ACR-HR method, and records the given opinion scores as well as a variety of sensor data. The Unity build-in random function was used to randomize the video presentation such that each participant views the test stimuli in a different order. The Viewport SDK was used for the implementation of the test platform, which utilities the SteamVR framework. Furthermore, the Tobii XR SDK was used for eye-tracking calibration and data collection. The viewing of the 360_ test stimuli and the category scale for rating their quality are shown on an HTC Vive Pro HMD with a Tobii Pro prototype eye-tracker integrated into the HMD. The HTC Vive controller is used to cast the opinion scores within the virtual world on the HMD after each 360_ video stimulus. The location of the controller was tracked with the SteamVR Tracking System Version 1.5.

CHAPTER 3

SYSTEM ANALYSIS AND DESIGN

3.1 Analysis of Existing System

This chapter describes the various process, methods, and procedures adopted by the researcher to achieve the set aim and objectives and the conceptual structure within which the research was conducted.

The methodology of any research work refers to the research approach adopted by the researcher to tackle the stated problem. Since the efficiency and maintainability of any application are solely dependent on how designs are prepared. This chapter provides detailed descriptions of methods employed to proffer solutions to the stated objectives of the research work.

According to the Merriam-Webster dictionary (11th.Ed), system analysis is "the process of studying a procedure or business to identify its goals and purposes and create systems and procedures that will efficiently achieve them". It is also the act, process, or profession of studying an activity (such as a procedure, a business, or a physiological function) typically by mathematical means to define its goals or purposes and to discover operations and procedures for accomplishing them most efficiently. System analysis is used in every field where the development of something is done. Before planning and development, you need to understand the old systems thoroughly and use the knowledge to determine how best your new system can work.

3.2 Analysis of Existing System

In Existing System, the geotagging of educational institution not all the institutes have a trusted website. In many cases, the geotagging of educational institutions is done manually by collecting information about the institutions, including their names, addresses, and other relevant details.

Educational institutions may be manually entered into a database along with their basic information, such as name, address, and contact details. Geolocation data may be added manually or through third-party mapping services.

Some educational institutions may integrate with mapping services like Google Maps or OpenStreetMap to display their location on a map. However, this may not provide comprehensive coverage or detailed information about all institutions.

The existing system for geotagging educational institutions may be fragmented, manual, and limited in its coverage and capabilities. There is a need for a more comprehensive and systematic approach to geotagging that addresses these limitations and provides users with accurate, up-to-date, and interactive information about educational institutions.

3.3 Proposed System

The proposed system utilizes automated methods for capturing institution details, reducing the reliance on manual data entry. The proposed system allows users to contribute additional information, update institution details, and provide feedback. The proposed system offers advanced search and filtering options, enabling users to find educational institutions based on specific criteria such as location, institution type, academic level, and more. Implement automated data collection processes to gather information about educational institutions from various sources, including online directories, government databases, and educational institution websites. Utilize web scraping techniques and APIs to extract relevant data.

Utilize machine learning algorithms and natural language processing techniques to parse and analyse the collected data. Extract key information such as institution names, addresses, and descriptions, and infer geolocation data using advanced geocoding algorithms. Develop a user-friendly web interface and mobile application that allows users to contribute geolocation data for educational institutions. Implement mechanisms for users to verify existing entries and report inaccuracies. Encourage community participation and collaboration through gamification elements and incentives.

Create a centralized geospatial database of educational institutions, incorporating geotagged information along with detailed descriptions, academic programs, faculty profiles, facilities, and other relevant data. Ensure data quality, accuracy, and currency through regular updates and validation processes.

Provide advanced search and filtering functionalities within the platform, allowing users to discover educational institutions based on location, academic offerings, accreditation status, and other criteria. Implement intuitive and user-friendly search interfaces to enhance user experience.

3.3.1 Benefits of this System

- i. Improved Accessibility
- ii. User Engagement and Collaboration
- iii. Advanced Search and Filtering Functionality
- iv. Interactive Geospatial Visualization
- v. Scalability and Performance
- vi. Empowerment and Informed Decision-Making

3.4 Development Model

i. Home Page Model:

This model represents the home page of the website, which displays a list of colleges.

Features: List of colleges: Display a list of colleges with brief information such as name, location, and possibly some key details.

Search functionality: Allow users to search for colleges based on various criteria such as name, location, or academic programs.

Purpose: The home page serves as the entry point for users to explore the available colleges and find relevant information.

ii. Individual College Website Model:

This model represents the individual websites dedicated to each college.

Features: Detailed college information: Display comprehensive information about the selected college, including academic programs, faculty profiles, facilities, contact details, and any other relevant details.

True and verified information: Ensure that only accurate and verified information is presented on each college's website.

Purpose: The individual college websites provide in-depth information about each institution, allowing users to learn more about the colleges they are interested in.

iii. Virtual Tour Model:

This model represents the virtual tour feature, allowing users to explore the college campus in a 360-degree view.

Features: 360-degree virtual tour: Provide immersive virtual tours of college campuses, allowing users to navigate through various locations and view the surroundings in detail.

Route mapping: Display the entire layout of the college campus, including pathways, buildings, landmarks, and amenities.

Purpose: The virtual tour feature offers users a realistic and interactive way to experience the college environment, helping them visualize the campus layout and facilities before visiting in person.



Figure 3.1 web Development features

(Source: Interview Bit)

3.5 System Modelling

System modeling involves the process of developing an abstract model of a system, with each model presenting a different view or perspective of the system. It is the process of representing a system using various graphical notations that shows how users will interact with the system and how certain parts of the system function. The proposed system was modeled using the following diagrams:

- i. Architecture diagram
- ii. Use case diagram
- iii. Flowcharts

3.5.1 System Architecture

The architecture diagram provides an overview of the system's structure and how its components interact. In the example provided, the diagram illustrates three main components: Frontend, Backend, and Database. Each component has specific functionalities associated with it, such as displaying the home page, managing college websites, and handling virtual tours. Arrows indicate the flow of data or requests between components, showing how information moves through the system.

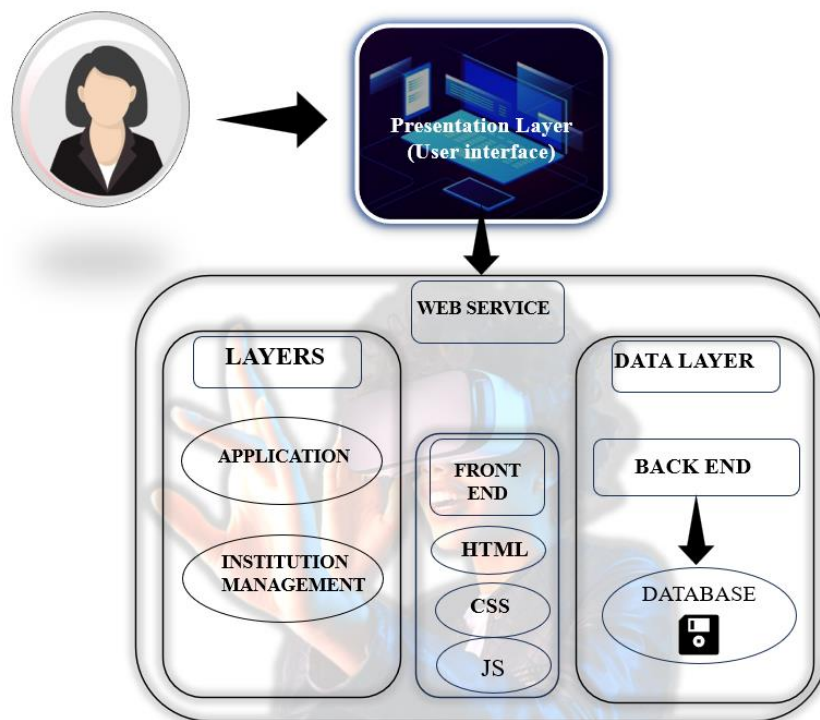


Figure 3.2 Architectural Design of the Proposed System

3.5.2 Use Case Diagram of the System

The use case diagram describes the different interactions or tasks that various types of users can perform within the system. Actors, represented as stick figures, depict the different types of users interacting with the system. Use cases, represented as ovals, describe specific actions or tasks that users can perform. Relationships between actors and use cases show which users are involved in each task or action.

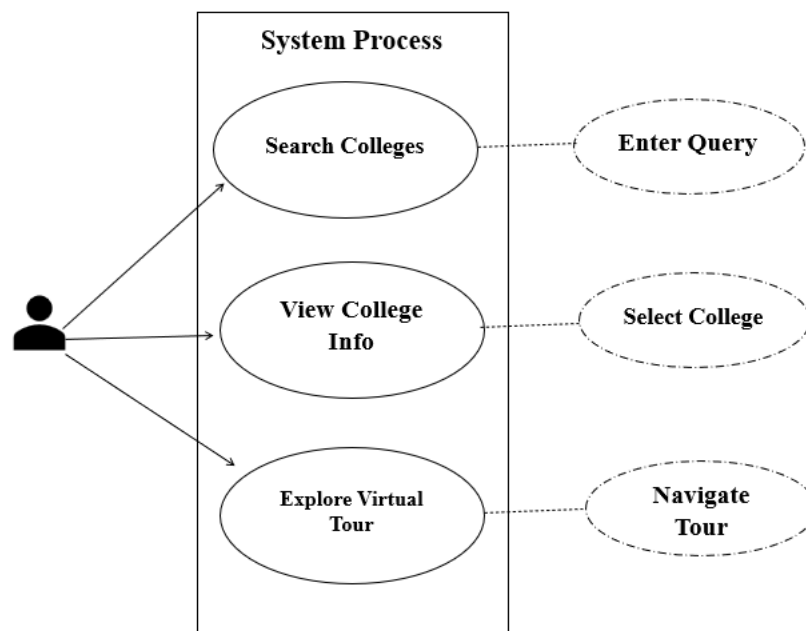


Figure 3.3 Use Case diagram for Proposed System

3.5.3 Flowchart of the System

Flowcharts visualize the sequence of steps or processes within the system. Each step or process is represented by a shape (e.g., rectangle for a process, diamond for a decision). Arrows indicate the flow of control or data between steps, showing the order in which actions are performed. Flowcharts help understand the logic and flow of processes within the system, making it easier to identify potential bottlenecks or inefficiencies.

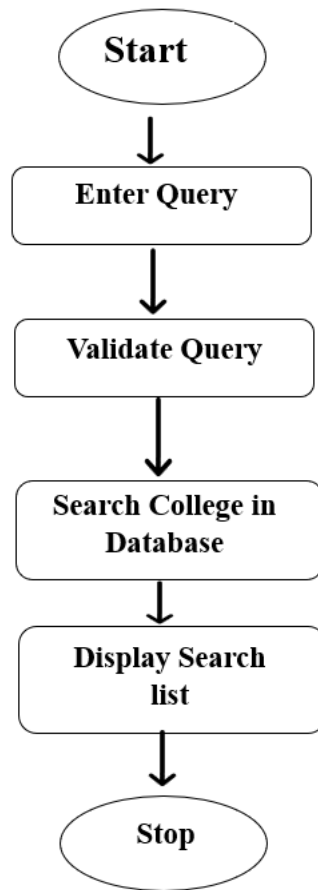


Figure 3.4 Flowchart of the proposed System

CHAPTER 4

SYSTEM IMPLEMENTATION AND RESULTS

This chapter deals with the implementation of multiple machine learning models for the detection of underlying diseases and illnesses as earlier designed in the preceding chapters. The implementation is concerned with all the activities that took place to put up the newly developed system into operation (using the approach that was stated in the methodology (e.g. architectural diagram, flowchart, uses case, etc.)) to achieve the objectives of the project to convert the theoretical design into a working system. The components of the system were also tested and evaluated.

4.1 Installation Requirements

The hardware (physical components of a computer system that can be seen, touched, or felt) and software (both system software and the application software installed and used in the system development) tools needed to satisfy these objectives highlighted below:

4.1.1 Hardware Requirements

The Hardware requirements includes:

- i. A laptop or desktop computer (Preferably 64bit)
- ii. Random Access Memory (RAM): 8 Gigabytes Minimum
- iii. Processor: Intel Core i5, 2.4 GHz Minimum

4.1.2 Software Requirements

The Software requirements for the development of this system include:

- i. Windows Operating System (8/10/11)
- ii. Visual Studio Code
- iii. Frontend Development: HTML, CSS, JavaScript,
- iv. Backend Development: Node.js and Express.js
- v. Database: MySQL
- vi. HTTP Server

4.2 Model Development

The model development content would focus on creating algorithms and methodologies to implement the three main modules: Home Page, Individual College Websites, and Virtual Tour. Here's a breakdown of the model development content for each module.

4.2.1 Home Page Model Development

Algorithm for Listing Colleges: Develop an algorithm to fetch and display a list of colleges on the home page. This may involve querying a database or an API to retrieve college data and formatting it for display. Search Algorithm: Implement a search algorithm to allow users to search for colleges based on criteria such as name, location, or academic programs. This may involve implementing a search engine or filtering mechanism.

HOME PAGE SOURCE CODE:

```
<!DOCTYPE html>

<html lang="en">

<head>

<meta charset="UTF-8" />

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

<meta charset="UTF-8" />

<title>VR</title>

<link rel="stylesheet" href="style2.css" />

<link rel="canonical" href="https://codepen.io/nikki-peel/pen/RwavQer" />

<link

rel="stylesheet"

href="https://cdnjs.cloudflare.com/ajax/libs/twitter-bootstrap/4.5.0/css/bootstrap.min.css"

/>

<link

rel="stylesheet"

href="https://cdnjs.cloudflare.com/ajax/libs/font-awesome/5.14.0/css/all.min.css"/>
```

```

<link rel="icon" href="/favicon.ico" />

<link

rel="stylesheet"

href="https://maxcdn.bootstrapcdn.com/font-awesome/4.7.0/css/font-awesome.min.css" />

</head>

<body>

<section class="dark">

<div class="container py-4">

<h1 class="h1 text-center" id="pageHeaderTitle">

ALL IN ONE FOR EDUCATION

</h1>

<article class="postcard dark blue">

<a class="postcard__img_link" href="#">



</a>

<div class="postcard__text">

<h1 class="postcard__title blue">

<a href="/PEC/index.html">PRIYADARSHINI ENGINEERING COLLEGE</a>

</h1>

<div class="postcard__subtitle small">

<i class="fa fa-map-marker"></i> VANIYAMBADI

</div>

<div class="postcard__bar"></div>

<div class="postcard__preview-txt">

Priyadarshini Engineering College, the flagship of Jai Barath

Charitable Trust, was established in 1995 at Vaniyambadi in

Vellore district of Tamilnadu The college has been approved by All

India Council for Technical Education, New Delhi and affiliated to

```

Anna University, Chennai.

</div>

<ul class="postcard__tagbox">

<li class="tag__item"><i class="fa fa-book"></i> UG

<li class="tag__item"><i class="fa fa-book"></i> PG

<li class="tag__item play blue">

<i class="fa fa-safari"></i> WALKTHROUGH

</div>

</article>

<article class="postcard dark red">

<div class="postcard__text">

<h1 class="postcard__title red">

 BHARATHIDASAN ENGINEERING COLLEGE

</h1>

<div class="postcard__subtitle small">

<i class="fa fa-map-marker"></i> NATTRAMPALI

</div>

<div class="postcard__bar"></div>

<div class="postcard__preview-txt">

The Foundation established Bharathidasan Engineering College (BEC)

in the year 2002 with the objective of bring superior Technical

Education to the doorsteps of the rural youth in the North western

Districts of Tamilnadu. Since than Bharathidasan Engineering

College has grown exponentially and has found a place not only among the best technical institutions in the state of Tamilnadu, but in the country at large.

</div>

<ul class="postcard__tagbox">

<li class="tag__item"><i class="fa fa-book"></i> UG

<li class="tag__item"><i class="fa fa-book"></i> PG

<li class="tag__item play blue">

<i class="fa fa-safari"></i> WALKTHROUGH

</div>

</article>

<article class="postcard dark green">

<div class="postcard__text">

<h1 class="postcard__title green">

PODHIGAI COLLEGE OF ENGINEERING AND TECHNOLOGY

</h1>

<div class="postcard__subtitle small">

<i class="fa fa-map-marker"></i> Adiyur

</div>

<div class="postcard__bar"></div>

<div class="postcard__preview-txt">

Podhigai College of Engineering and Technology (PCET), Tirupattur is administered by Kamaraj Educational Trust. This Institution

originated during the year 2009 with the aim of providing Quality
Technical Education to the Rural Youth. The College has been
approved by All Indian Council for Technical Education (AICTE),
New Delhi and affiliated to Anna University, Chennai

</div>

<ul class="postcard__tagbox">

<li class="tag__item"><i class="fa fa-book"></i> UG

<li class="tag__item"><i class="fa fa-book"></i> PG

<li class="tag__item play blue">

<i class="fa fa-safari"></i> WALKTHROUGH

</div>

</article>

<article class="postcard dark yellow">

<div class="postcard__text">

<h1 class="postcard__title yellow">

SACRED HEART COLLEGE

</h1>

<div class="postcard__subtitle small">

<i class="fas fa-calendar-alt mr-2"></i>Mon, May 25th 2020

</div>

<div class="postcard__bar"></div>

<div class="postcard__preview-txt">

Lorem ipsum dolor sit amet consectetur adipisicing elit. Eligendi,

fugiat asperiores inventore beatae accusamus odit minima enim,
commodi quia, doloribus eius! Ducimus nemo accusantium maiores
velit corrupti tempora reiciendis molestiae repellat vero. Eveniet
ipsam adipisci illo iusto quibusdam, sunt neque nulla unde ipsum
dolores nobis enim quidem excepturi, illum quos!

</div>

<ul class="postcard__tagbox">

<li class="tag__item"><i class="fa fa-book"></i> UG

<li class="tag__item"><i class="fa fa-book"></i> PG

<li class="tag__item play blue">

<i class="fa fa-safari"></i> WALKTHROUGH

</div>

</article>

</div>

</section>

<section class="light">

<div class="container py-2">

<div class="h1 text-center text-dark" id="pageHeaderTitle">

My Cards Light

</div>

<article class="postcard light blue">

<div class="postcard__text t-dark">

 <h1 class="postcard__title blue">Podcast Title</h1>

 <div class="postcard__subtitle small">

 <time datetime="2020-05-25 12:00:00">

 <i class="fas fa-calendar-alt mr-2"></i>Mon, May 25th 2020

 </time>

 </div>

 <div class="postcard__bar"></div>

 <div class="postcard__preview-txt">

 Lorem ipsum dolor sit amet consectetur adipisicing elit. Eligendi,
 fugiat asperiores inventore beatae accusamus odit minima enim,
 commodi quia, doloribus eius! Ducimus nemo accusantium maiores
 velit corrupti tempora reiciendis molestiae repellat vero. Eveniet
 ipsam adipisci illo iusto quibusdam, sunt neque nulla unde ipsum
 dolores nobis enim quidem excepturi, illum quos!

 </div>

 <ul class="postcard__tagbox">

 <li class="tag__item"><i class="fas fa-tag mr-2"></i>Podcast

 <li class="tag__item">

 <i class="fas fa-clock mr-2"></i>55 mins.

 <li class="tag__item play blue">

 <i class="fas fa-play mr-2"></i>Play Episode

</div>

```

```

</article>

<article class="postcard light red">

 <div class="postcard__text t-dark">

 <h1 class="postcard__title red">Podcast Title</h1>

 <div class="postcard__subtitle small">

 <time datetime="2020-05-25 12:00:00">

 <i class="fas fa-calendar-alt mr-2"></i>Mon, May 25th 2020

 </time>

 </div>

 <div class="postcard__bar"></div>

 <div class="postcard__preview-txt">

 Lorem ipsum dolor sit amet consectetur adipisicing elit. Eligendi,

 fugiat asperiores inventore beatae accusamus odit minima enim,

 commodi quia, doloribus eius! Ducimus nemo accusantium maiores

 velit corrupti tempora reiciendis molestiae repellat vero. Eveniet

 ipsam adipisci illo iusto quibusdam, sunt neque nulla unde ipsum

 dolores nobis enim quidem excepturi, illum quos!

 </div>

 <ul class="postcard__tagbox">

 <li class="tag__item"><i class="fas fa-tag mr-2"></i>Podcast

 <li class="tag__item">

```

```

 <i class="fas fa-clock mr-2"></i>55 mins.

 <li class="tag__item play red">

 <i class="fas fa-play mr-2"></i>Play Episode

</div>

</article>

<article class="postcard light green">

 <div class="postcard__text t-dark">

 <h1 class="postcard__title green">Podcast Title</h1>

 <div class="postcard__subtitle small">

 <time datetime="2020-05-25 12:00:00">

 <i class="fas fa-calendar-alt mr-2"></i>Mon, May 25th 2020

 </time>

 </div>

 </div>

 <div class="postcard__bar"></div>

 <div class="postcard__preview-txt">

 Lorem ipsum dolor sit amet consectetur adipisicing elit. Eligendi,

 fugiat asperiores inventore beatae accusamus odit minima enim,

 commodi quia, doloribus eius! Ducimus nemo accusantium maiores

```

velit corrupti tempora reiciendis molestiae repellat vero. Eveniet  
ipsam adipisci illo iusto quibusdam, sunt neque nulla unde ipsum  
dolores nobis enim quidem excepturi, illum quos!

</div>

<ul class="postcard\_\_tagbox">

<li class="tag\_\_item"><i class="fas fa-tag mr-2"></i>Podcast</li>

<li class="tag\_\_item">

<i class="fas fa-clock mr-2"></i>55 mins.

</li>

<li class="tag\_\_item play green">

<a href="#"><i class="fas fa-play mr-2"></i>Play Episode</a>

</li>

</ul>

</div>

</article>

<article class="postcard light yellow">

<a class="postcard\_\_img\_link" href="#">



</a>

<div class="postcard\_\_text t-dark">

<h1 class="postcard\_\_title yellow">

<a href="#">Podcast Title</a>

</h1>

<div class="postcard\_\_subtitle small">

```

<time datetime="2020-05-25 12:00:00">

 <i class="fas fa-calendar-alt mr-2"></i>Mon, May 25th 2020

</time>

</div>

<div class="postcard__bar"></div>

<div class="postcard__preview-txt">

 Lorem ipsum dolor sit amet consectetur adipisicing elit. Eligendi,

 fugiat asperiores inventore beatae accusamus odit minima enim,

 commodi quia, doloribus eius! Ducimus nemo accusantium maiores

 velit corrupti tempora reiciendis molestiae repellat vero. Eveniet

 ipsam adipisci illo iusto quibusdam, sunt neque nulla unde ipsum

 dolores nobis enim quidem excepturi, illum quos!

</div>

<ul class="postcard__tagbox">

 <li class="tag__item"><i class="fas fa-tag mr-2"></i>Podcast

 <li class="tag__item">

 <i class="fas fa-clock mr-2"></i>55 mins.

 <li class="tag__item play yellow">

 <i class="fas fa-play mr-2"></i>Play Episode

</div>

</article>

</div>

</section>

</body>

</html>

```



## Style.css

```
@import url("https://fonts.googleapis.com/css2?family=Baloo+2&display=swap");

$main-green: #79dd09 !default;

$main-green-rgb-015: rgba(121, 221, 9, 0.1) !default;

$main-yellow: #bdbb49 !default;

$main-yellow-rgb-015: rgba(189, 187, 73, 0.1) !default;

$main-red: #bd150b !default;

$main-red-rgb-015: rgba(189, 21, 11, 0.1) !default;

$main-blue: #0076bd !default;

$main-blue-rgb-015: rgba(0, 118, 189, 0.1) !default;

/* This pen */

body {

 font-family: "Baloo 2", cursive;

 font-size: 16px;

 color: #ffffff;

 text-rendering: optimizeLegibility;

 font-weight: initial;

}

.dark {

 background: #110f16;

}

.light {

 background: #f3f5f7;

}

a,

a:hover {

 text-decoration: none;

 transition: color 0.3s ease-in-out;
```

```

}

#pageHeaderTitle {

 margin: 2rem 0;

 text-transform: uppercase;

 text-align: center;

 font-size: 2.5rem;

}

/* Cards */

.postcard {

 flex-wrap: wrap;

 display: flex;

 box-shadow: 0 4px 21px -12px rgba(0, 0, 0, 0.66);

 border-radius: 10px;

 margin: 0 0 2rem 0;

 overflow: hidden;

 position: relative;

 color: #ffffff;

 &.dark {

 background-color: #18151f;

 }

 &.light {

 background-color: #e1e5ea;

 }

 .t-dark {

 color: #18151f;

 }

 a {

 color: inherit;

```

```
}

h1,

.h1 {

 margin-bottom: 0.5rem;

 font-weight: 500;

 line-height: 1.2;

}

.small {

 font-size: 80%;

}

.postcard__title {

 font-size: 1.75rem;

}

.postcard__img {

 max-height: 180px;

 width: 100%;

 object-fit: cover;

 position: relative;

}

.postcard__img_link {

 display: contents;

}

.postcard__bar {

 width: 50px;

 height: 10px;

 margin: 10px 0;

 border-radius: 5px;

 background-color: #424242;
```

```

 transition: width 0.2s ease;

}

.postcard__text {

 padding: 1.5rem;

 position: relative;

 display: flex;

 flex-direction: column;

}

.postcard__preview-txt {

 overflow: hidden;

 text-overflow: ellipsis;

 text-align: justify;

 height: 100%;

}

.postcard__tagbox {

 display: flex;

 flex-flow: row wrap;

 font-size: 14px;

 margin: 20px 0 0 0;

 padding: 0;

 justify-content: center;

 .tag__item {

 display: inline-block;

 background: rgba(83, 83, 83, 0.4);

 border-radius: 3px;

 padding: 2.5px 10px;

 margin: 0 5px 5px 0;

 cursor: default;

```

```

 user-select: none;

 transition: background-color 0.3s;

 &:hover {

 background: rgba(83, 83, 83, 0.8);

 }

}

&:before {

 content: "";

 position: absolute;

 top: 0;

 right: 0;

 bottom: 0;

 left: 0;

 background-image: linear-gradient(-70deg, #424242, transparent 50%);

 opacity: 1;

 border-radius: 10px;

}

&:hover .postcard__bar {

 width: 100px;

}

}

@media screen and (min-width: 769px) {

 .postcard {

 flex-wrap: inherit;

 .postcard__title {

 font-size: 2rem;

 }

 }

}

```

```

.postcard__tagbox {
 justify-content: start;
}

.postcard__img {
 max-width: 300px;
 max-height: 100%;
 transition: transform 0.3s ease;
}

.postcard__text {
 padding: 3rem;
 width: 100%;
}

.media.postcard__text:before {
 content: "";
 position: absolute;
 display: block;
 background: #18151f;
 top: -20%;
 height: 130%;
 width: 55px;
}

&:hover .postcard__img {
 transform: scale(1.1);
}

&:nth-child(2n + 1) {
 flex-direction: row;
}

&:nth-child(2n + 0) {

```

```

 flex-direction: row-reverse;

}

&:nth-child(2n + 1) .postcard__text::before {

 left: -12px !important;

 transform: rotate(4deg);

}

&:nth-child(2n + 0) .postcard__text::before {

 right: -12px !important;

 transform: rotate(-4deg);

}

}

}

}

@media screen and (min-width: 1024px) {

 .postcard__text {

 padding: 2rem 3.5rem;

 }

 .postcard__text:before {

 content: "";

 position: absolute;

 display: block;

 top: -20%;

 height: 130%;

 width: 55px;

 }

 .postcard.dark {

 .postcard__text:before {

 background: #18151f;

 }

 }

}

```

```

}

.postcard.light {

 .postcard__text:before {

 background: #e1e5ea;

 }

}

}

/* COLORS */

.postcard .postcard__tagbox .green.play:hover {

 background: $main-green;

 color: black;

}

.green .postcard__title:hover {

 color: $main-green;

}

.green .postcard__bar {

 background-color: $main-green;

}

.green::before {

 background-image: linear-gradient(

 -30deg,

 $main-green-rgb-015,

 transparent 50%

);

}

.green:nth-child(2n)::before {

 background-image: linear-gradient(

 30deg,

```



```

 $main-green-rgb-015,
 transparent 50%
);
}

.postcard .postcard__tagbox .blue.play:hover {
 background: $main-blue;
}

.blue .postcard__title:hover {
 color: $main-blue;
}

.blue .postcard__bar {
 background-color: $main-blue;
}

.blue::before {
 background-image: linear-gradient(
 -30deg,
 $main-blue-rgb-015,
 transparent 50%
);
}

.blue:nth-child(2n)::before {
 background-image: linear-gradient(30deg, $main-blue-rgb-015, transparent 50%);
}

.postcard .postcard__tagbox .red.play:hover {
 background: $main-red;
}

.red .postcard__title:hover {
 color: $main-red;
}

```

```

}

.red .postcard__bar {

 background-color: $main-red;

}

.red::before {

 background-image: linear-gradient(-30deg, $main-red-rgb-015, transparent 50%);

}

.red:nth-child(2n)::before {

 background-image: linear-gradient(30deg, $main-red-rgb-015, transparent 50%);

}

.postcard .postcard__tagbox .yellow.play:hover {

 background: $main-yellow;

 color: black;

}

.yellow .postcard__title:hover {

 color: $main-yellow;

}

.yellow .postcard__bar {

 background-color: $main-yellow;

}

.yellow::before {

 background-image: linear-gradient(

 -30deg,

 $main-yellow-rgb-015,

 transparent 50%

);

}

.yellow:nth-child(2n)::before {

```

```

background-image: linear-gradient(
 30deg,
 $main-yellow-rgb-015,
 transparent 50%
);
}

@media screen and (min-width: 769px) {
 .green::before {
 background-image: linear-gradient(
 -80deg,
 $main-green-rgb-015,
 transparent 50%
);
 }
 .green:nth-child(2n)::before {
 background-image: linear-gradient(
 80deg,
 $main-green-rgb-015,
 transparent 50%
);
 }
 .blue::before {
 background-image: linear-gradient(
 -80deg,
 $main-blue-rgb-015,
 transparent 50%
);
 }
}

```

```
.blue:nth-child(2n)::before {

 background-image: linear-gradient(

 80deg,

 $main-blue-rgb-015,

 transparent 50%

);
}

.red::before {

 background-image: linear-gradient(

 -80deg,

 $main-red-rgb-015,

 transparent 50%

);
}

.red:nth-child(2n)::before {

 background-image: linear-gradient(

 80deg,

 $main-red-rgb-015,

 transparent 50%

);
}

.yellow::before {

 background-image: linear-gradient(

 -80deg,

 $main-yellow-rgb-015,

 transparent 50%

);
}
```

```
.yellow:nth-child(2n)::before {
background-image: linear-gradient(
80deg,
$main-yellow-rgb-015,
transparent 50%
);
}
}
```

### 4.2.2 College Website Model Development

**Data Retrieval Algorithm:** Develop algorithms to retrieve detailed information about each college from the database or an external data source. This may involve querying multiple tables or APIs to gather comprehensive data.

**Data Presentation Algorithm:** Design algorithms to format and present the college information in a user-friendly manner on the individual college websites. This may involve organizing the data into sections such as academic programs, faculty, facilities, and contact information.

### COLLEGE WEBSITE SOURCE CODE

```
<!DOCTYPE html>
<html>
<head>
<title>PEC</title>
<link rel="stylesheet" href="css/style.css" />
<link rel="stylesheet" href="https://maxcdn.bootstrapcdn.com/font-awesome/4.7.0/css/font-
awesome.min.css"/>
</head>
<body>
<div class="width-100 header">
<div class="container">
<div class="width-25 head-left">


```

```

 <i class="fa fa-lock"></i> staff login

 <i class="fa fa-lock"></i> student login

</div>
<div class="width-50">
 <marquee class="notification">
 Examination Notification
 Get Ready To Explore The Genius In You Genius
2024
 Enrollment Form Notification 2024
 </marquee>
</div>
<div class="width-25 head-right">

 <i class="fa fa-comment"></i>Admission Open <span class="head-
span">
 <i class="fa fa-rss"></i>Blogs

</div>
</div>
<div class="container">
 <div class="width-25 logo">

 </div>
 <div class="width-75 head-menu">

 Home
 About us
 Admission

```

```

Gallery
Notice Board
Event
Contact us

</div>
</div>
<div class="width-100"></div>
<div class="main-section">
<div class="container">
<div class="note-event">
<h2 class="heading-text mt-20">Notice Boards</h2>

<div class="notice-board mt-30">
<marquee direction="up" behavior="scroll" scrollamount="12" style="height: 300px;">

<i class="fa fa-check-square-o"></i>NEWS 1
<i class="fa fa-check-square-o"></i>NEWS 2
<i class="fa fa-check-square-o"></i>NEWS 3
<i class="fa fa-check-square-o"></i>NEWS 4
<i class="fa fa-check-square-o"></i>NEWS 5

</marquee>
</div>
</div>
<div class="note-event">
<h2 class="heading-text mt-20">Recent Event</h2>

<marquee direction="up" behavior="scroll" scrollamount="12" style="height: 400px;">
<div class="event-list">
<div class="event-date">
<p>June</p>
<h4>21</h4>
</div>

```

```

<div class="event-content">
 <p>Maths $ English</p>
 <h3>offer with Higher package of 40 LPA</h3>
</div>

<div class="event-date">
 <p>June</p>
 <h4>21</h4>
</div>

<div class="event-content">
 <p>Maths $ English</p>
 <h3>offer with Higher package of 40 LPA</h3>
</div>

<div class="event-date">
 <p>June</p>
 <h4>21</h4>
</div>

<div class="event-content">
 <p>Maths $ English</p>
 <h3>offer with Higher package of 40 LPA</h3>
</div>
</div>
</div>

<div class="main-section bg-lightgrey">
 <div class="container"></div>
 <div class="width-50">

 </div>
 <div class="width-50">
 <div class="about-campus">
 <h2 class="heading-text">Campus Information</h2>


```



<p>Get Ready To Explore The GENius In you With Genius 2023.Welcome To The Best uniuersity in M.Welcome to the best private uniuersity in MThe Genius In you With Genius 2024</p>

<div class="width-50">

<ul>

<li><i class="fa fa-check"></i>The Private uniuersity</li>

<li><i class="fa fa-check"></i>The Private uniuersity</li>

<li><i class="fa fa-check"></i>The Private uniuersity</li>

</ul>

</div>

<div class="width-50">

<ul>

<li><i class="fa fa-check"></i>The Private uniuersity</li>

<li><i class="fa fa-check"></i>The Private uniuersity</li>

<li><i class="fa fa-check"></i>The Private uniuersity</li>

</ul>

</div>

<div class="width-33">

<div class="about-year">

<h3>35<span>+</span></h3>

<h5>Year of Experience</h5>

</div>

</div>

<div class="width-33">

<div class="about-year">

<h3>35<span>+</span></h3>

<h5>Year of Experience</h5>

</div>

</div>

<div class="width-33">

<div class="about-year">

<h3>35<span>+</span></h3>

<h5>Year of Experience</h5>

</div>

</div>

```

 <div class="width-100">Start your Application <i class="fa fa-arrow-
right"></i></div>

 </div>

</div>

<div class="main-section">

 <div class="container">

 <div class="width-33">

 <div class="achievement">

 <h2 class="heading-text mt-20">Achievement</h2>

 <h3>Get ready to explore the genius in you with genius 2023.</h3>

 <p>Get ready To Explore The Genius In You With Genius 2023.Welcome To The Best Private
University in M.Welcome To The Best Private University in India</p>

 Read More

 </div>

 </div>

 <div class="width-33">

 <div class="achievement-banner">

 <h5>Award For Best Camous Best Private </h5>

 <p>Welcome To The Best private university in MP</p>

 </div>

 </div>

 <div class="width-33">

 <div class="achievement-banner">

 <h5>Award For Best Camous Best Private </h5>

 <p>Welcome To The Best private university in MP</p>

 </div>

 </div>

 </div>

</div>

<div class="main-section bg-lightgrey">

 <div class="container">

 <div class="width-33">

 <div class="popular-course">

```

```

<h2 class="heading-text mt-50">Our Popular Courses</h2>

<p>Neque porro quisquam est qui dolore ipsum quia dolor sit amet, consectetur, adipisci
velit. Lorem Ipsum is simply dummy text of the printing and typesetting industry.</p>

<i class="fa fa-arrow-right"></i>View All Courses

</div>

</div>

<div class="width-66">

<div class="width-25">

<div class="course-list bg-yellow"> <i class="fa fa-graduation-cap"></i>

<p>Bachelor of Engineering CSE</p>

</div>

</div>

<div class="width-25">

<div class="course-list bg-blue"> <i class="fa fa-graduation-cap"></i>

<p>Bachelor of Engineering ECE</p>

</div>

</div>

<div class="width-25">

<div class="course-list bg-green"> <i class="fa fa-graduation-cap"></i>

<p>Bachelor of Engineering MECH</p>

</div>

</div>

<div class="width-25">

<div class="course-list bg-grey"> <i class="fa fa-graduation-cap"></i>

<p>Bachelor of Engineering EEE</p>

</div>

</div>

<div class="width-25">

<div class="course-list bg-yellow"> <i class="fa fa-graduation-cap"></i>

<p>Bachelor of Engineering CIVIL</p>

</div>

</div>

<div class="width-25">

<div class="course-list bg-blue"> <i class="fa fa-graduation-cap"></i>

```

```

 <p>Master of Engineering CSE</p>
 </div>
</div>
<div class="width-25">
 <div class="course-list bg-green"> <i class="fa fa-graduation-cap"></i>
 <p>Master of Bussness Application </p>
 </div>
</div>
<div class="width-25">
 <div class="course-list bg-grey"> <i class="fa fa-graduation-cap"></i>
 <p>Master of Computer Application </p>
 </div>
</div>
</div>
</div>
</div>
<div class="main-section">
 <div class="container">
 <h2 class="heading-text mt-50">What Student Say's About Courses</h2>

 <marquee class="mt-50" behavior="scroll" scrollamount="12">
 <table>
 <tr>
 <td style="width:100px;">
 <div class="testimonial">
 <div class="testimonial-content"><i class="fa fa-quote-left"></i>
 Country To popular belief, Lorem Ipsum is not simply

 It has roots in a piece of classical Latin literature

 from 45 BC, making it over 2000 years old. Richard McClintock,

 a Latin professor at Hampden-Sydney College in Virginia, look.
 </div>
 <div class="testimonial-detail">
 <div class="testimonial-img">


```

```

</div>

<div class="testimonial-name">

 <h5>YESHO A</h5>

 <p>Data Analysis</p>

</div>

</div>

</div>

</td>

<td style="width:100px;">

 <div class="testimonial">

 <div class="testimonial-content"><i class="fa fa-quote-left"></i>

 Country To popular belief, Lorem Ipsum is not simply

 It has roots in a piece of classical Latin literature

 from 45 BC, making it over 2000 years old. Richard McClintock,

 a Latin professor at Hampden-Sydney College in Virginia, look.

 </div>

 <div class="testimonial-detail">

 <div class="testimonial-img">

 </div>

 <div class="testimonial-name">

 <h5>SABARI M</h5>

 <p>Data Analysis</p>

 </div>

 </div>

 </div>

</td>

<td style="width:100px;">

 <div class="testimonial">

 <div class="testimonial-content"><i class="fa fa-quote-left"></i>

 Country To popular belief, Lorem Ipsum is not simply

 It has roots in a piece of classical Latin literature

 from 45 BC, making it over 2000 years old. Richard McClintock,

 a Latin professor at Hampden-Sydney College in Virginia, look.

 </div>

```

```

 <div class="testimonial-detail">
 <div class="testimonial-img">

 </div>
 <div class="testimonial-name">
 <h5>NAZI F</h5>
 <p>Data Analysis</p>
 </div>
 </div>
 </div>
</div>
</td>
</tr>
</table>
</marquee>
</div>
</div>
<div class="width-100 placement">
 <div class="container">
 <div class="width-50">
 <div class="placement-sect mt-50">
 <h2>PLACEMENT</h2>
 <h3>2020-2024</h3>
 <h4>offer with Higher package of 40 LPA*</h4>
 <p>Salary include all</p>
 </div>
 </div>
 <div class="width-50">
 <ul class="placement-company mt-50">

 </div>
 </div>

```

```


</div>
</div>
</div>
<div class="main-section">
 <div class="container">
 <h2 class="heading-text">Gallery</h2>

 <div class="gallery">
 <div class="width-25"></div>
 <div class="width-25"></div>
 <div class="width-25"></div>
 <div class="width-25"></div>
 <div class="width-25"></div>
 <div class="width-25"></div>
 <div class="width-25"></div>
 <div class="width-25"></div>
 </div>
 </div>
</div>
<div class="main-section">
 <div class="container">
 <div class="width-50">
 <div class="our-teacher">

```

<h3>Featured Teacher</h3>

<h2 class="heading-text">Meet our Teacher</h2>

<span class="heading-border"></span>

<p>Get Ready To Explore The Genius In You With Genius 2023.Welcome To The Best Private University in M.Welcome To The Best Private University in MThe.Welcome To The Best Private University in M.Welcome To The Best Private University in MThe</p>

<p>Get Ready To Explore The Genius In You With Genius 2023.Welcome To The Best Private University in M.Welcome To The Best Private University in MThe.Welcome To The Best Private University in MThe</p>

<a href="#">Career with us</a>

</div>

</div>

<div class="width-50">

<div class="width-50">

<div class="meet-tech">



<div class="meet-tech-div">

<h5>Mark alen</h5>

<p>Chairman</p>

</div>

</div>

</div>

<div class="width-50">

<div class="meet-tech">



<div class="meet-tech-div">

<h5>Mark alen</h5>

<p>Chairman</p>

</div>

</div>

</div>

<div class="width-50">

<div class="meet-tech">



<div class="meet-tech-div">

<h5>Mark alen</h5>



```

 <p>Chairman</p>
 </div>
</div>
</div>
<div class="width-50">
 <div class="meet-tech">

 <div class="meet-tech-div">
 <h5>Mark alen</h5>
 <p>Chairman</p>
 </div>
 </div>
</div>
</div>
</div>
</div>
</div>
<div class="footer-section">
 <div class="container">
 <div class="width-25">
 <div class="footer-link">
 <h2>My Global Campus</h2>
 <p>Contrary to popular belief, Lorem Ipsum is not simply random text. It has roots in a piece
of classical Latin literature from 45 BC, making it over 2000 years old. Richard McClintock.</p>
 <ul class="social-icon">
 <i class="fa fa-twitter"></i>
 <i class="fa fa-whatsapp"></i>
 <i class="fa fa-facebook"></i>
 <i class="fa fa-linkedin"></i>

 </div>
 </div>
</div>
<div class="width-25">
 <div class="footer-link">
 <h2>Featured Links</h2>
 <div class="width-100">

```

```

<ul class="footer-menu">
 <i class="fa fa-angle-right"></i>Gradution
 <i class="fa fa-angle-right"></i>Admission
 <i class="fa fa-angle-right"></i>Courses
 <i class="fa fa-angle-right"></i>International
 <i class="fa fa-angle-right"></i>Gradution
 <i class="fa fa-angle-right"></i>Admission
 <i class="fa fa-angle-right"></i>Courses
 <i class="fa fa-angle-right"></i>International

</div>
</div>
</div>
<div class="width-25">
 <div class="footer-link">
 <h2>Contact Info</h2>
 <ul class="footer-contact">
 <i class="fa fa-envelop-o"></i> E-MAIL:info@gmail.com
 <i class="fa fa-whatsapp"></i> WHATS-APP: +91 -123456789
 <i class="fa fa-fax"></i> Contact NO: +91 987654321
 <i class="fa fa-globe"></i> WEBSITE: https://www.google.com

 </div>
</div>
</div>
<div class="width-25">
 <div class="footer-link newsletter">
 <h2>News Letter</h2>
 <p>Welcome To The Best Private University</p>
 <input type="text" name="" placeholder="E-MAIL">
 <button>Subscribe Now</button>
 </div>
</div>
</div>
</div>

```

```
</body>
```

```
</html>
```

## **Style.css**

```
* {
```

```
margin: 0px;
```

```
padding: 0px;
```

```
-webkit-box-sizing: border-box;
```

```
-moz-box-sizing: border-box;
```

```
box-sizing: border-box;
```

```
outline: 0;
```

```
}
```

```
html {
```

```
-webkit-text-size-adjust: 100%;
```

```
-ms-text-size-adjust: 100%;
```

```
font-size: 10px;
```

```
-webkit-tap-highlight-color: transparent;
```

```
}
```

```
html,
```

```
body {
```

```
font-family: Roboto, sans-serif, arial;
```

```
font-size: 14px;
```

```
color: #242424;
```

```
font: family 400px;
```

```
width: 100%;
```

```
height: 100%;
```

```
background: linear-gradient(-45deg, #ee7752, #e73c7e, #23a6d5, #23d5ab);
```

```
background-size: 400% 400%;
```

```
animation: gradient 7s ease infinite;
```

```
}
```

```
@keyframes gradient {
```

```
0% {
```

```
background-position: 0% 50%;
```

```

}
50% {
 background-position: 100% 50%;
}
100% {
 background-position: 0% 50%;
}
}
.container {
 width: 1100px;
 margin: 0px auto;
 display: table;
}
.width-100 {
 width: 100%;
 float: left;
}
.width-50 {
 width: 50%;
 float: left;
}
.width-25 {
 width: 25%;
 float: left;
}
.width-75 {
 width: 75%;
 float: left;
}
.width-33 {
 width: 33%;
 float: left;
}
.width-66 {

```

```

width: 66%;
float: left;
}
.main-section {
width: 100%;
float: left;
padding-top: 70px;
padding-bottom: 70px;
}
.mt-20 {
margin-top: 20px;
}
.mt-30 {
margin-top: 30px;
}
.mt-50 {
}
/*top header section starts*/
.header {
background: linear-gradient(-45deg, #ee7752, #e73c7e, #23a6d5, #23d5ab);
background-size: 100% 100%;
animation: gradient 4s ease infinite;
}
.head-left ul {
list-style: none;
float: left;
}
.head-left ul li {
border-right: 1px solid rgba(255, 255, 255, 0.3);
border-left: 1px solid rgba(255, 255, 255, 0.3);
float: left;
padding: 15px;
color: white;
}

```

```
.head-left ul li a {
 color: white;
 text-decoration: none;
}

.notification {
 padding-top: 17px;
 color: white;
}

.notification span img {
 height: 14px;
 width: 30px;
}

.notification span {
 padding-right: 5px;
}

.head-right ul {
 list-style: none;
 float: right;
}

.head-right ul li {
 border-right: 1px solid rgba(255, 255, 255, 0.3);
 border-left: 1px solid rgba(255, 255, 255, 0.3);
 float: left;
 padding: 15px;
 color: white;
}

.head-right ul li a {
 color: white;
 text-decoration: none;
}

.head-span img {
 height: 14px;
 width: 30px;
}
```

```
/*top header section ends*/

/*menu section starts*/

.logo {
 padding-top: 5px;
 padding-bottom: 5px;
}

.logo img {
 height: 70px;
}

.head-menu {
 padding-top: 25px;
 padding-bottom: 12px;
}

.head-menu ul {
 list-style: none;
 float: right;
 font-size: 14px;
}

.head-menu ul li {
 float: left;
 padding-left: 20px;
}

.head-menu ul li a {
 color: #4a4a4a;
 text-decoration: none;
 font-size: 17px;
 font-weight: bold;
}

/*menu section ends*/

/*banner section starts*/

.main-banner {
 width: 100%;
 height: 400px;
```

```

}

/*banner section ends*/

/*main banner section starts*/

.heading-text {
 color: #064727;
 font-size: 28px;
 line-height: 20px;
}

.heading-border {
 background-color: #ffc600;
 display: inline-block;
 height: 3px;
 margin-bottom: 0;
 margin-top: 0;
 position: relative;
 width: 100px;
}

.note-event {
 padding: 10px;
 border: 1px solid #e3e3e3;
 width: 48%;
 float: left;
}

.notice-board {
 border: 1px solid linear-gradient(-45deg, #ee7752, #e73c7e, #23a6d5, #23d5ab);
 padding: 37px;
 color: rgb(16, 0, 0);
 background: linear-gradient(-45deg, #ee7752, #e73c7e, #23a6d5, #23d5ab);
 width: 100%;
 float: left;
}

.notice-board ul {
 list-style: none;

```



```

padding: 0px;
width: 100%;
float: left;
}
.notice-board ul li {
font-size: 14px;
margin-bottom: 20px;
width: 100%;
float: left;
}
.event-list {
padding: 10px;
width: 100%;
float: left;
border-bottom: 1px solid #e1e1e1;
}
.event-date {
width: 90px;
float: left;
text-align: center;
background: linear-gradient(-45deg, #ee7752, #e73c7e, #23a6d5, #23d5ab);
color: #0f0000;
padding: 5px 5px;
border-radius: 10px;
}
.event-date p {
font-weight: 400;
}
.event-date h4 {
font-weight: 400;
font-size: 28px;
}
.event-content {
width: calc(100% - 110px);

```

```

float: center;
margin-left: -10px;
margin-right: 15px;
margin-top: 9px;
margin-bottom: 15px;
}
/*main banner section ends*/
/*campus section starts*/
.bg-lightgrey {
background-color: #f7f7f7;
}
.about-campus {
width: 100%;
float: left;
padding: 20px;
}
.about-campus p {
color: #65716b;
font-size: 16px;
margin-top: 15px;
line-height: 23px;
}
.about-campus ul {
list-style: none;
margin-top: 30px;
width: 100%;
float: left;
}
.about-campus li {
color: #626262;
font-size: 15px;
margin-bottom: 8px;
}
.about-campus li i {

```

```

 color: #68bb59;
}
.about-year {
 margin-top: 40px;
}
.about-year h3 {
 font-size: 45px;
 color: #68bb59;
 line-height: 0;
}
.about-year h5 {
 font-size: 14px;
 font-weight: 400;
 margin-top: 20px;
}
.about-campus a {
 padding: 15px;
 border: none;
 background-color: #68bb59;
 color: white;
 border-radius: 2px;
 font-size: 14px;
 margin-top: 25px;
 float: left;
 text-decoration: none;
}
/*campus section ends*/
/*achievement section starts*/
.achievement,
.achievement-banner {
 padding: 10px;
}
.achievement h3 {
 margin-top: 15px;

```

```

 font-size: 16px;
 font-weight: 600;
 letter-spacing: 0.1px;
}
.achievement p {
 margin-top: 10px;
 font-size: 15px;
 line-height: 22px;
 letter-spacing: 0.1px;
}
.achievement a {
 padding: 10px 40px;
 background-color: #68bb59;
 color: white;
 border-radius: 2px;
 font-size: 14px;
 margin-top: 15px;
 text-decoration: none;
 float: left;
}
.achievement-banner h5 {
 font-size: 16px;
 padding: 0px;
 margin: 0px;
 margin-top: 10px;
 line-height: 20px;
}
.achievement-banner p {
 font-size: 16px;
 margin-top: 2px;
}
/*achievement section ends*/
/*popular course section starts*/
.popular-course h2 {

```

```
color: #064727;
font-size: 28px;
}
.popular-course p {
font-size: 14px;
margin-top: 10px;
line-height: 25px;
font-weight: 400;
}
.popular-course a {
text-decoration: none;
color: #064727;
float: left;
margin-top: 20px;
}
.bg-yellow {
background: #ffc252;
}
.bg-blue {
background: #add8e6;
}
.bg-green {
background: #90ee90;
}
.bg-grey {
background: #d3d3d3;
}
.course-list {
text-align: center;
margin-bottom: 20px;
padding: 20px 0px;
width: 90%;
float: left;
}
```

```

.course-list i {
 font-size: 20px;
}

/*popular course section ends*/

/*testimonial section starts*/

.testimonial {
 width: 100%;
 float: left;
 padding-right: 20px;
}

.testimonial-content {
 background: #76c568;
 color: #fff;
 width: 100%;
 float: left;
 padding: 20px;
 font-size: 16px;
 line-height: 35px;
 position: relative;
}

.testimonial-content ::after {
 content: "";
 position: absolute;
 top: 100%;
 left: 20px;
 margin-left: 6px;
 border-width: 34px;
 border-style: solid;
 border-color: #76c568 transparent transparent;
 width: 0%;
}

.testimonial-detail {
 width: 100%;
 float: left;

```

```

 margin-top: 40px;
}
.testimonial-img {
 width: 90px;
 float: left;
 text-align: center;
}
.testimonial-img img {
 width: 70px;
 height: 70px;
 border-radius: 50%;
}
.testimonial-name {
 margin-left: 10px;
 float: left;
 width: calc(100% - 100px);
 font-size: 16px;
}
.testimonial-name h5 {
 font-size: 18px;
 margin-top: 10px;
}
.testimonial-name p {
 font-size: 16px;
}
/*testimonial section ends*/
/*testimonial section starts*/
.placement {
 background-image: url(../images/bg-img.jpg);
 background-size: cover;
 height: 400px;
}
.placement-sect {
 padding: 50px;

```

```

}
.placement-sect h2 {
 color: #fff;
 font-size: 40px;
 letter-spacing: 1px;
}
.placement-sect h3 {
 color: #fff;
 font-size: 40px;
 margin-top: 20px;
}
.placement-sect h4 {
 color: #fff;
 font-size: 25px;
 margin-top: 10px;
}
.placement-sect p {
 color: #fff;
 font-size: 18px;
 margin-top: 10px;
}
ul.placement-company {
 width: 100%;
 float: left;
 padding: 0px;
}
.placement-company li {
 width: 25%;
 float: left;
 text-align: center;
 list-style: none;
}
.placement-company li img {
 width: auto;

```



```

height: 70px;
max-width: 100%;
margin-top: 20px;
}
/*placement section ends*/
/*gallery section starts*/
.gallery {
width: 100%;
float: left;
margin: 30px;
}
.gallery img {
height: auto;
width: 100%;
}
/*gallery section ends*/
/* our teacher section starts*/
.our-teacher {
padding: 20px;
width: 100%;
float: left;
}
.our-teacher p {
font-size: 15px;
line-height: 25px;
margin-top: 10px;
}
.our-teacher a {
background: #68bb59;
color: #fff;
padding: 14px 20px;
float: left;
text-decoration: none;
font-size: 16px;

```

```

 margin-top: 20px;
}
.meet-tech {
 position: relative;
}
.meet-tech img {
 border-radius: 8px;
 width: 100%;
 height: auto;
 padding: 5px;
}
.meet-tech-div {
 position: absolute;
 bottom: 20px;
 left: 65px;
 border-radius: 5px;
 text-align: center;
 background-color: white;
 padding: 10px;
}

/* our teacher section ends*/

/* footer section starts*/

.footer-section {
 background-color: #1f2836;
 padding-top: 70px;
 padding-bottom: 70px;
 width: 100%;
 float: left;
}
.footer-link h2 {
 color: #fff;

```

```

 text-align: left;
 margin-top: 20px;
}
.footer-link p {
 color: #fff;
 line-height: 20px;
 padding: 0px 30px 0px 0px;
}
.social-icon {
 list-style: none;
 margin-top: 20px;
}
.social-icon li {
 float: left;
 padding-left: 10px;
}
.social-icon li a i {
 color: #fff;
 font-size: 8px;
 padding: 5px 10px;
}
.social-icon .fa-twitter {
 background: #2ed1ff;
}
.social-icon .fa-whatsapp {
 background: #4caf50;
}
.social-icon .fa-facebook {
 background: #3b5998;
}
.social-icon .fa-linkedin {
 background: #3b5998;
}
.footer-menu {

```

```

padding: 0px;
width: 100%;
float: left;
list-style: none;
}
.footer-menu li {
width: 50%;
float: left;
list-style: none;
margin-bottom: 10px;
}
.footer-menu li a {
color: #fff;
text-decoration: none;
}
.footer-contact {
list-style: none;
color: #fff;
padding: 0px;
float: left;
width: 100%;
}
.footer-contact li {
width: 100%;
float: left;
margin-bottom: 10px;
}
.footer-contact span {
padding-left: 5px;
}
.newsletter p {
margin-top: 10px;
}
.newsletter input {

```

```

width: 100%;
float: left;
padding: 10px;
}
.newsletter button {
width: 100%;
float: left;
padding: 10px;
border: none;
background-color: gold;
margin-top: 10px;
border-radius: 4px;
}
/*footer section ends*/

```

### 4.2.3 Virtual Tour Model:

This model represents the virtual tour feature, allowing users to explore the college campus in a 360-degree view. Features: 360-degree virtual tour: Provide immersive virtual tours of college campuses, allowing users to navigate through various locations and view the surroundings in detail. Route mapping: Display the entire layout of the college campus, including pathways, buildings, landmarks, and amenities. Purpose: The virtual tour feature offers users a realistic and interactive way to experience the college environment, helping them visualize the campus layout and facilities before visiting in person.

### VIRTUAL PAGE SOURCE CODE:

```

<!DOCTYPE html>
<html lang="en">
<head>
<title>VR...!</title>
<link rel="stylesheet" href="css/vrstyle.css" />
<meta charset="UTF-8" />
<meta name="viewport" content="width=device-width, initial-scale=1.0" />
<script src="https://aframe.io/releases/1.2.0/aframe.min.js"></script>

```

```

<script>
function toggleGifAndAudio() {
 var gif = document.getElementById("video");
 var audio = document.getElementById("audio");
 var audio1 = document.getElementById("audio1");
 if (gif.style.display === "none" || gif.style.display === "") {
 gif.style.display = "block";
 audio.pause(); // Pause audio
 audio1.play(); // Play audio1
 } else {
 gif.style.display = "none";
 audio1.pause(); // Pause audio1
 audio.play(); // Play audio
 }
}

function toggler(menuId) {
 var menu = document.getElementById(menuId);
 if (menu.style.display === "block") {
 menu.style.display = "none";
 } else {
 menu.style.display = "block";
 }
}
</script>
</head>
<body>
<audio id="audio" loop="true" controls="controls" style="display: none">
 <source
 src="https://s3.ap-south-1.amazonaws.com/vitvlr-s3-vr360/audio/bgm.mp3"
 type="audio/mp3"
 />
</audio>
<audio id="audio1" loop="true" controls="controls" style="display: none">
 <source src="/VR/entrace aud.mp3" type="audio/mp3" />

```

```

</audio>

<a-scene cursor="rayOrigin: mouse" raycaster="objects: .clickable">

 <!-- Background Image -->

 <a-sky

 src="IMG_8594.jpg"

 rotation="0 360 0"

 crossorigin="anonymous"

 material="shader: flat;"

 scale="5 1 5"

 rotate-bacground

 ></a-sky>

 <!-- Overlay Image (Clickable) -->

 <a-image

 src="/VR/front arrow.png"

 crossorigin="anonymous"

 material="shader: flat;"

 scale="10 10 10"

 look-at="[camera]"

 rotation="0 90 0"

 position="20 0 5"

 class="clickable"

 event-set__click="_target: #camera; _raycasterObjects: .clickable; position: 20 0 5; lookAt: [0 0 0]"

 onclick="window.location.href='/VR/INTRO2.html';"

 ></a-image>

</a-scene>

<!-- GIF Image -->

<!-- Video Icon -->
<div class="circle">
 <image
 class="video_icon"
 src="/VR/videoicon.png"
 alt="CHECK"
 onclick="toggleGifAndAudio()"
 style="
 position: absolute;
 top: 150px;
 left: 1200px;
 width: 50px;
 height: 50px;
 object-fit: cover;
 z-index: 999;
 background: #2e3191;
 border-radius: 100%;
 "
 ></image>
</div>
<!-- Menu Icon -->
<div class="menu_list" style="position: absolute; top: 150px; left: 20px">
 <image
 class=""
 src="/VR/menuicon.png"
 alt=""
 style="
 width: 60px;

```



```

 height: 60px;
 background: #2e3191;
 object-fit: cover;
 border-radius: 100%;
 cursor: pointer;
 "

 onclick="toggler('menubox');"
></image>
</div>
<!-- Menu Box -->
<div>
 <nav
 role="navigation"
 class="menu"
 id="menubox"
 style="
 display: none;
 position: absolute;
 top: 230px;
 left: 15px;
 width: 150px;
 height: 150px;
 border-radius: 8px;
 z-index: 1000;
 "
 >
 <div
 class="close"
 style="opacity: 1"
 onclick="toggler('menubox');"
 ></div>
 <a
 href="#"
 class="logotype"

```

```

style="
background-color: #2e3191;
color: black;
list-style: none;
padding: 20px;
margin: 4px;
border-radius: 8px;
cursor: pointer;
text-align: center;
background-size: cover;
background-position: center;
width: 150px;
"
>VITCAMPUS
>
<div class="overflow-container">
<ul class="menu-dropdown">
<li
style="
background-image: url('IMG_8594.jpg');
width: 150px;
height: 30px;
border-radius: 8px;
"
>
<a href="#" class="back_img1" onclick="ScenLoader(1);"
>MAIN ENTRANCE
>

<li
style="
background-image: url('IMG_8594.jpg');
width: 150px;
height: 30px;

```

```

 border-radius: 8px;
 "
>
<a href="#" class="back_img2" onclick="ScenLoader(2)"
 >CSE Block

<li
 style="
 background-image: url('IMG_8594.jpg');
 width: 150px;
 height: 30px;
 border-radius: 8px;
 "
>
 Library

</div>
</nav>
</div>
</body>
</html>

```

### 4.3 General Working of The System

A one-page phishing detection web application called “AVR 360<sup>0</sup>-FT” has been developed to run on any browser. The application was developed using programming languages such as HTML, CSS, PHP, and JavaScript.

#### 4.3.1 Home Page Display:

The home page displays a list of colleges retrieved from the database. Each college is listed with basic information such as name, location, and possibly a brief description. Search functionality allows users to search for colleges based on various criteria.

#### **4.3.2 Individual College Websites:**

Upon selecting a college from the home page, users are directed to the college's dedicated website. The college website provides comprehensive details about the institution, including academic programs, faculty profiles, facilities, contact information, and more. Only accurate and verified information is displayed on each college website to ensure credibility.

#### **4.3.3 Virtual Tour Experience:**

Users interested in exploring college campuses virtually can engage in a 360-degree virtual tour. The virtual tour provides an immersive experience, allowing users to navigate through different areas of the college campus. Interactive features such as zooming, panning, and clickable hotspots enhance user engagement. Route mapping guides users through the college campus, highlighting key points of interest along the way.

## PRIYADARSHINI ENGINEERING COLLEGE

📍 VANIYAMBADI

Priyadarshini Engineering College, the flagship of Jai Barath Charitable Trust, was established in 1995 at Vaniyambadi in Vellore district of Tamilnadu. The college has been approved by All India Council for Technical Education, New Delhi and affiliated to Anna University, Chennai.

📖 UG 📖 PG 🗂️ WALKTHROUGH



## BHARATHIDASAN ENGINEERING COLLEGE

📍 NATRAMPALLI

The Foundation established Bharathidasan Engineering College (BEC) in the year 2002 with the objective of bring superior Technical Education to the doorsteps of the rural youth in the North western Districts of Tamilnadu. Since then Bharathidasan Engineering College has grown exponentially and has found a place not only among the best technical institutions in the state of Tamilnadu, but in the country at large.

📖 UG 📖 PG 🗂️ WALKTHROUGH

## PODHIGAI COLLEGE OF ENGINEERING AND TECHNOLOGY

📍 Adiyur

Podhigai College of Engineering and Technology (PCET), Tirupattur is administered by Kamaraj Educational Trust. This Institution originated during the year 2009 with the aim of providing Quality Technical Education to the Rural Youth. The College has been approved by All Indian Council for Technical Education (AICTE), New Delhi and affiliated to Anna University, Chennai.

📖 UG 📖 PG 🗂️ WALKTHROUGH

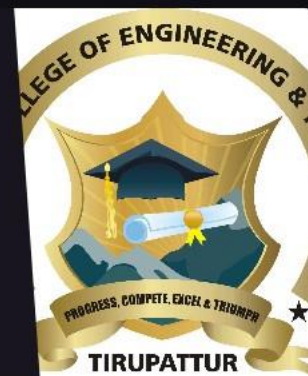
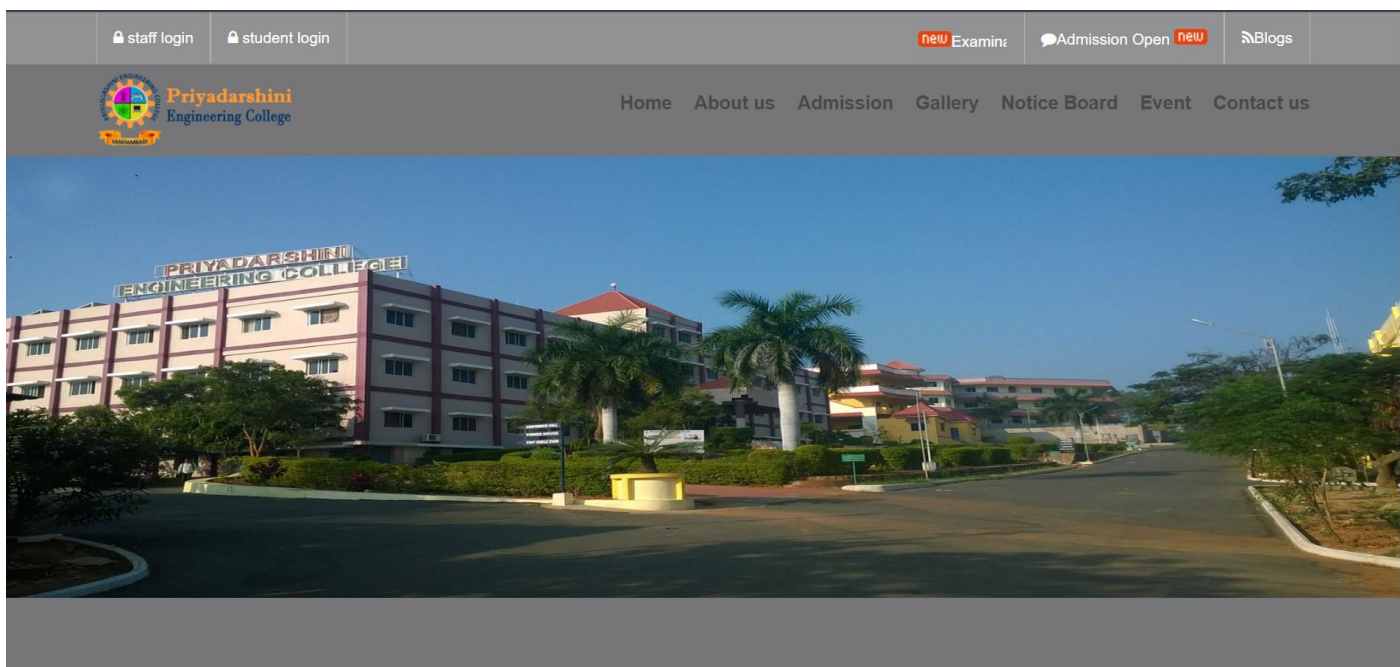
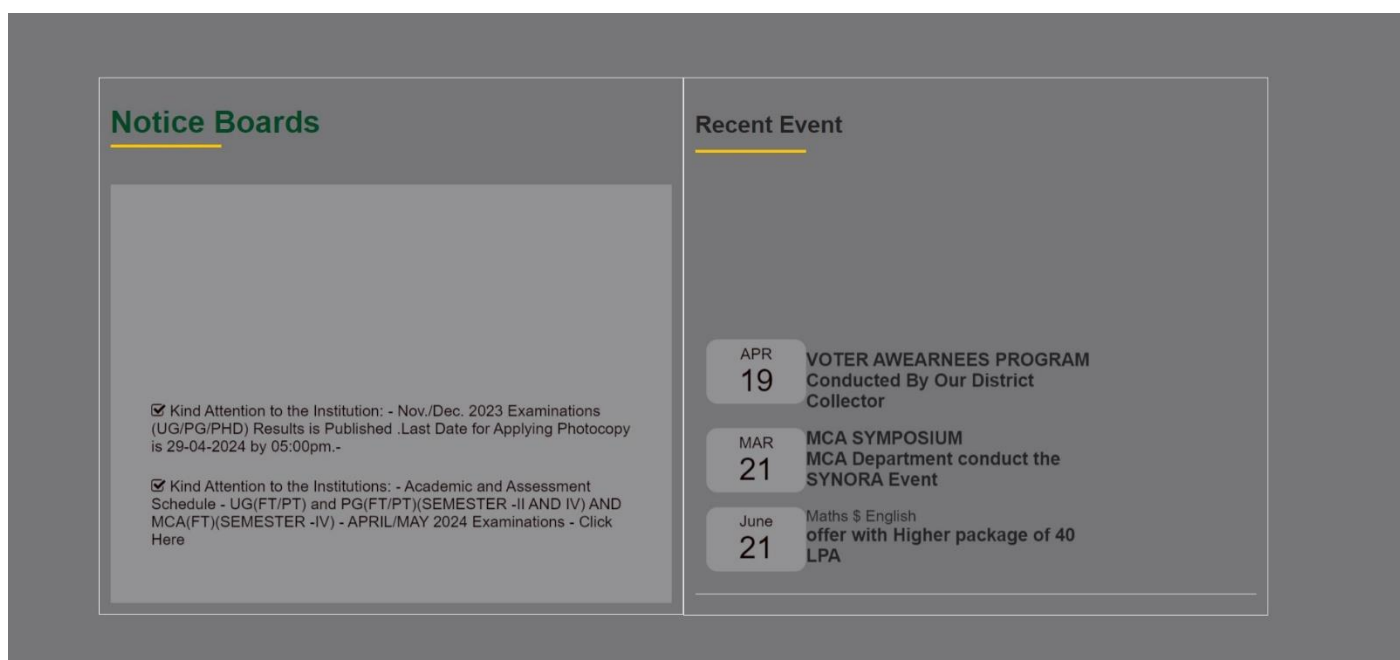


Figure 4.1(a): The Home Page



**Figure 4.2: The College Website Home Page**



**Figure 4.3: College Notice Board and Recent Events**



## Campus Information

Get Ready To Explore The Genius In you With Genius 2023. Welcome To The Best university in M. Welcome to the best private university in M. The Genius In you With Genius 2024

- ✓ The Private university
- ✓ The Private university
- ✓ The Private university

- ✓ The Private university
- ✓ The Private university
- ✓ The Private university

**35+**

Year of Experience

**35+**

Year of Experience

**35+**

Year of Experience

[VIRTUAL WALKTHROUGH➔](#)

**Figure 4.4: College Information and VR redirect**

## Achievement

Get ready to explore the genius in you with genius 2023.

Get ready To Explore The Genius In You With Genius 2023. Welcome To The Best Private University in M. Welcome To The Best Private University in India

[Read More](#)



**Award For Best Camous Best Private**  
Welcome To The Best private university in MP



**Award For Best Camous Best Private**  
Welcome To The Best private university in MP

**Figure 4.5: College Achievement**



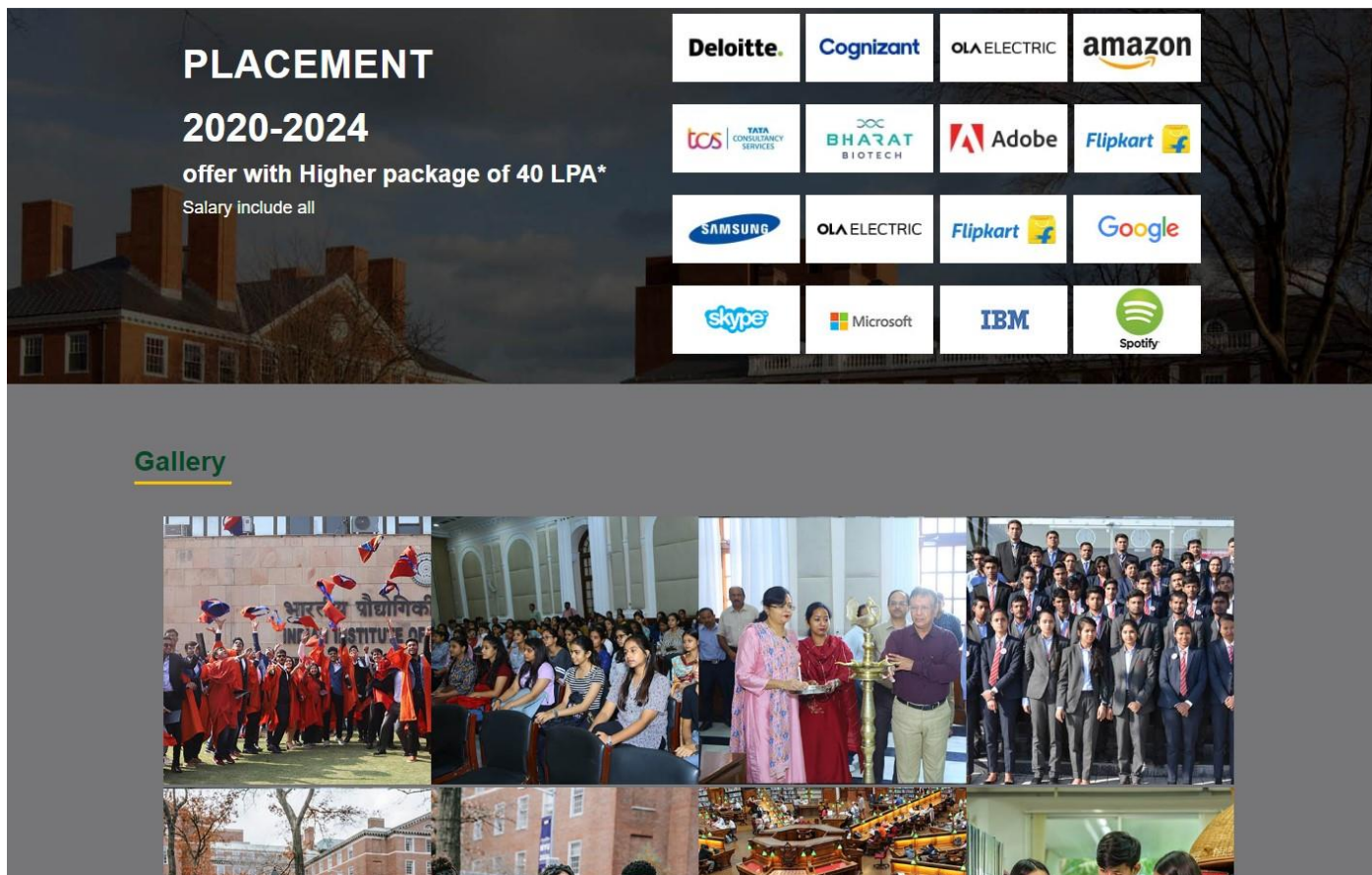
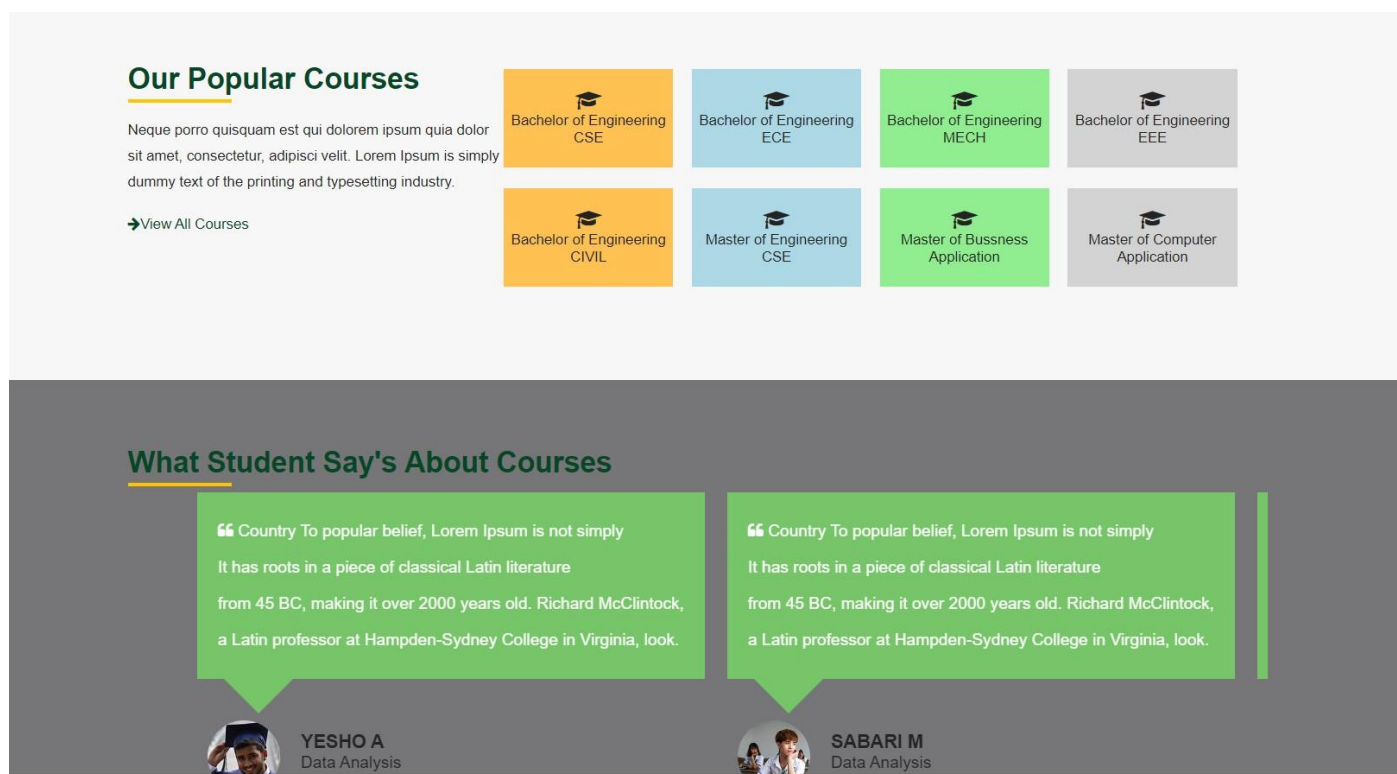


Figure 4.6: College Gallery and Course Details.





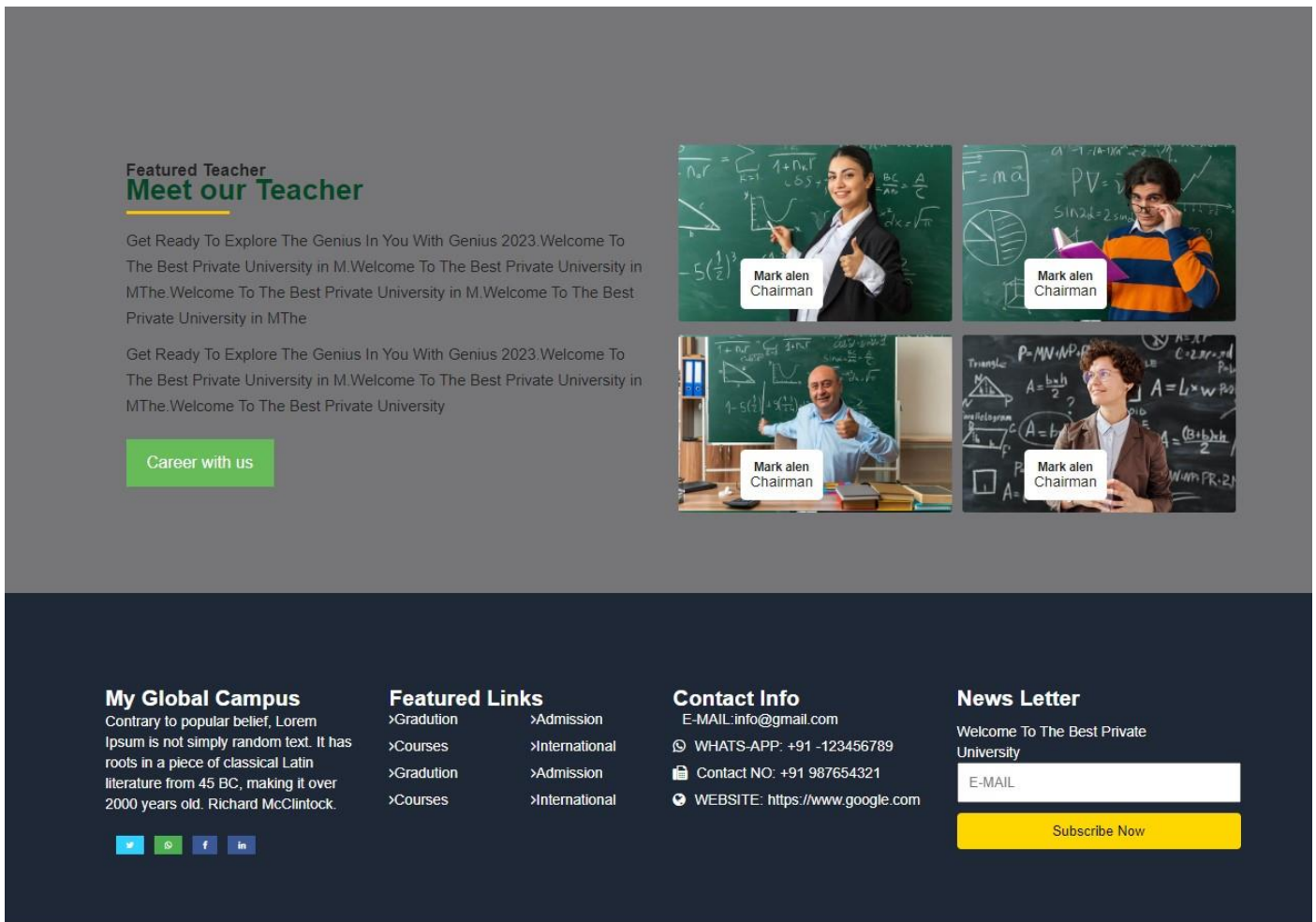


Figure 4.7: College Website Footer



Figure 4.8: College VR Toure Page.

## **CHAPTER 5**

### **SUMMARY, CONCLUSION, AND RECOMMENDATIONS**

#### **5.1 Summary**

The project seeks to address the growing need for a centralized and user-friendly platform to explore educational institutions. By implementing three core models - the home page, individual college websites, and virtual tours - users gain access to a wealth of information essential for informed decision-making. The home page serves as the gateway, offering a curated list of colleges alongside robust search functionality. Upon selecting a college, users are directed to its dedicated website, where comprehensive details such as academic programs, faculty information, and campus facilities are readily available. To further enrich the user experience, the inclusion of immersive virtual tours allows individuals to explore campuses in a 360-degree view, providing invaluable insights into the college environment. Overall, the project aims to empower users with the tools necessary to navigate the educational landscape effectively, fostering engagement, facilitating exploration, and ultimately aiding in the selection of the most suitable educational institutions.

#### **5.2 Contribution to Knowledge**

The project's contributions to knowledge encompass user experience enhancement, data accuracy, immersive technology integration, centralized information dissemination, and technological advancements, thereby enriching the educational landscape and empowering stakeholders with valuable resources for decision-making.

#### **5.3 Conclusion**

In conclusion, the project successfully implements the three main models to create a user-friendly and informative platform for exploring educational institutions. By integrating features such as search functionality, detailed college profiles, and virtual tours, the system meets the needs of users seeking information about colleges. The project demonstrates the potential for leveraging technology to enhance the user experience and provide valuable resources for educational decision-making.

#### **5.4 Recommendation**

Moving forward, it is recommended to further enhance the system by incorporating additional features such as user reviews, social media integration, and personalized recommendations. Continuous updates and improvements should be made to ensure the accuracy and relevance of the information provided.

## REFERENCE

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