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RealityScope:ARTextbookVisualizer

Devyani Bonde
ComputerEngineering
Marathwada Mitramandal's
Institute of Technology
Pune, India.

Shriyash Kadam
ComputerEngineering
Marathwada Mitramandal's
Institute of Technology
Pune, India.

Shravani Jambure
Computer Engineering
Marathwada Mitramandal's
Institute of Technology
Pune, India.

Ridhi Sharma
ComputerEngineering
Marathwada Mitramandal's
Institute of Technology
Pune, India.

Sohum Gosavi
ComputerEngineering
Marathwada Mitramandal's
Institute of Technology
Pune, India.

Abstract—**AugmentedReality(AR)hasbecomeacrucial research area for mobile apps and social interactions. Mobile augmented reality technologies include the blending of the virtual and physical worlds, cognitive representations, and interactions between people via portable devices. By allowing the three-dimensional object to completely join with the client's actual surrounding, it enhances the apparent range. The purpose of this study is to develop three-dimensional models of complex engineering concepts and diagrams havingintricatedesigns,andlayeredfunctionalitiesofthe scene using Unity 3D modelling to teach students how to learn about fascinating subjects in a more modern manner than traditional textbook teaching and learning methods. Users may interact and manipulate virtual objects in an augmented environment. This application assistsstudentstolearninawaythatresultsinenhanced knowledge, enhances their skills, and develops their remembering capacities by challenging them to be original and creative in order to absorb things that may otherwisebelost when taughtina conventional manner. Thedevelopmentofamobileapplicationisdemonstrated in this study using Unity 3D environment, Vuforia, and Android SDK.**

Keywords - Augmented Reality , unity3d , vuforia , android , 3dmodels , education

1. INTRODUCTION

The younger generations of students are highly computer aware, with a focus on social media, mobile devices, and strategic games. Virtual Reality (VR) learning applications are one type of digital technology that can lead to effective and efficient learning. In order to provide an effective learning environment, many schools and educational institutionshaverecentlyexpressedinterestinadoptingsuch technology.

Virtual reality gave rise to a new technology called augmented reality. Rather than producing a totally fake environment, augmented reality (AR) creates an interactive experience and seeks to complement the real world. For computer-generated graphics, the backdrop and target images aretheactualobjectsintheperson'senvironment.Theuseris more cognizant of the surroundings in real life when using augmented reality. The way we educate and learn is being revolutionized by augmented reality (AR).

Based on the data provided by the computer system, this technique primarily improves the user's view of the real world. Reality can be "augmented" by superimposing computer-generated virtual items, scenarios, and system alertsovertheactualscene.Itbasicallyhelpspeopleshowthe inaccessible scenes in the actual world.

Futureadvancementsandtechnologieswill followthe pathof augmentedreality,arelativelynewtechnology.Ithasawide range of uses in the industries of medicine, marketing, advertising, entertainment, education, manufacturing, and maintenance, as well as in the domains of architecture, navigation, emergency systems, search and rescue, interactive gaming, and tourism.

Inordertoimprovestudents'learningexperiences,thisstudy offers an architectural concept of a mobile application that leveragesaugmented reality technology. Thedeviceuses an Android handset. In order to produce a more efficient teaching strategy that improves student learning, this effort creates a system that makes use of augmented reality technology.Itdescribesamethodforscanning2Dimagesof computer/mechanicalcomplexconceptsanddiagramsusing an Android-based smart phone's camera which further overlays the augmented model in real time.

2. LITERATUREREVIEW

[1] **Development of Augmented Reality (AR) for Innovative Teaching and Learning in Engineering Education**, by Nur Idawati Md Enzai1, Norhayati Ahmad, MohdAmirHamzahAb.Ghani,SitiSaraRais,Syazilawati Mohamed. In order to get over physical space constraints, safety worries, and low student participation in the learning and teaching process, augmented reality (AR) was developed, as described in this study. Engineering education must take intoaccountfactorslikelimitedspace,safetyprocedures,and lack of facilities. AR can be a good answer to problems in engineeringeducationsinceitcanbeusedanywhereand

offers virtual experiences rather than direct physical touch with lab equipment. As a result, an AR for microprocessor courses has been created with computer hardware components as the contents. For the initial testing of the producedAR,anumberofinstructorsinengineeringclasses were chosen to experience AR demonstrations. The replies gathered show that the created augmented reality is highly appreciated and has the potential to increase student involvement in the teaching and learning process.

[2] **Augmented Reality in Education,** byRaqshanda Siddiqua ,Pallikonda Subhashini , Pamu Pavani , Aitha Keerthana**.** The studyallowsusers to hold acamera over a pagetoobtainaugmenteddata,suchasa3Dmodel,video,or explanation of the page. It is a place where accessing information does not require typing or searching. The programme helps the kids by motivating them to learn new concepts with the use of graphics. A student can use the programme in accordancewithhisorherpreferencesbecause it can be delivered on any smart phone.The interactive elements of this programme, such as the 3D model demonstration, help the user understand the concept from every angle. The programme may be improved and used by many age groups to assist people not only adapt but also visualise and understand concepts more quickly. It offers a remarkable and captivating way to study and understand complex concepts.

[3] **ApplicationDevelopmentwithAugmentedReality Technique using Unity 3D and Vuforia**, by Xinqi Liul, Dong-WonPark,Young-HoSohn.BeforehighlightingUnity 3D technology and Qualcomm QCAR development framework, Vuforia, this article discusses the underlying conceptsandstructure.Onthebasisofthis,Unity3Dcreates a representation of the scene in three dimensions. In accordancewiththecomparativelocationandinformationof various identifiers on the optical plane, the Vuforia engine mayrecogniseandmonitordistinguishingtraitsandbuildthe suitable 3D model. With a digital surrounding, it can play videos, control animation, and engage with both the virtual and physical worlds. Also, the entire gaming environment's process may be seen. The experimental effect is made more vivid and nearly genuine by images that have been merged after multiple angle observations.

[4] Augmented Reality- an Application for Kid's Education, by Shailendra Kumar Jha, Surabhi Nanda. The studyexaminestheareaofaugmentedrealitywithaprimary emphasisonchildren'seducation.Augmentedrealitybridges the knowledge gap between the classroom and the actual world.. In general, an AR system creates a composite view, which combines the user's vision of the actual world with a computer-generated virtual scene that adds more details, in real time. In an enhanced environment, it enables users to manageandinteractwithvirtualthings.Theessentialbuilding blocks of each language are its alphabets. By using such an application, studentsmay engageinpre-schoollearning, geta greaterunderstanding of the lettersand the soundsthat go with them, improvetheir pronouncing skills,and strengthen their recall of the English alphabet. It enhances the educational experienceofstudents.Theprogrammehasvariousfreshand intriguing features, such as home screen and previous/next alphabet navigation buttons. In each scenario, more words that begin with the exact same alphabet have been added. Any smartdevicethathastheinstalledARapplicationcanserveas thehardware.

[5] Smart learning based on augmented reality with androidplatformanditsapplicability,byAashishVerma, Yogita Bahuguna, Kunal Raj. The goal of this study is to improve the present methods of learning and teaching by introducingtheideaofaugmentedrealityviamobiledevices. Bothchildrenandinstructorswillprofitfromthistechnology. Also,educatorsmaycreateimproved3Dmodelsofthetopics theyteachandcreativelyconveythemtotheirstudents.Even pupilsmaylearntheconceptsmoreeffectivelywiththeaidof augmentedreality3Dmodels.Anotherkeybenefitofandroid augmented reality apps is that they can be operated on even themostbasicandroid-enableddeviceswithdecentcameras. Thisprogramme alsomakes iteasiertorecognisemanytargets.

3. PROPOSEDSYSTEM

OurProposedSystemisaMobilebasedARApplication.Itis anapplicationwhichhelpstoshow3Dmodelsofcomplex2D computer and mechanicalengineering diagramsand concepts havinglayeredfunctionalitiesandmultiplesubparts;scanned from a text book for better understanding and making education more interactive and fun.

a.SystemArchitecture

Themajorcomponentsofourapplicationareshownbelow.

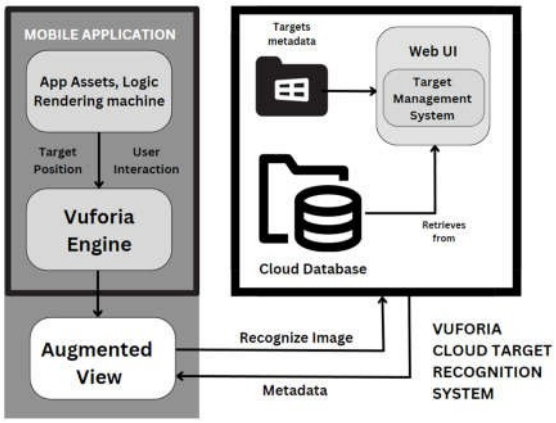

Fig.1.SystemArchitecture

The system has a client-server architecture, with communicationtakingplacebetweenthemobileapplication andtheVuforiaCloudSystem.Vuforiareceivesrequestsfor scannedARMarkersandrespondswiththeappropriatedata.

The mobile app was created as an Android app. This component performs a variety of functions, including managing the camera, scanning targets which are the textbook images and Augmented Reality (AR) markers, identifying images, correctly interpreting them, sending requests to Vuforia for recognition. After Recognition metadataissentback,basedonwhichaugmentedviewofthe modelisshownonthephone'sdisplay.Developersmayhost and manage online picture targets using Vuforia, an enterprise-class image recognition tool. It functions as a recognition system that looks for matches by comparing targets stored in the database with requests from the mobile application. When a match is found, the appropriate data related to the target is supplied to the client as a response in the form of a 3D model.

4. MATHEMATICALMODEL

AR uses SLAM algorithm for the purpose of matching and identification and therefore to get good SLAM solutions, probability is crucial. SLAM algorithms use erroneous measurements of their surroundings to create an accurate map. The algorithm must rely on sensors to obtain data because it has no foreknowledge of its environment.

Thedirectionandpositionofthemobileareddescribedbythe state vector $\mathbf{s_x}$at time step x.
The control vector, $\mathbf{u_x}$, specifies the odometer readings with alterations in position and orientation at time step x. The position of landmarks (clear identification locations on our two-dimensional pictures) are described by the time-independent vector $\mathbf{v_k}$. The range and bearing of the kth landmarkfromthe sensorattimestepxare describedbythe observationvector$\mathbf{z_{kx}}$.Thealgorithm'sfirstcalculationsare incorrect. Two forms of input are used

1. The first is information provided by the mobile device's odometer, which projects the locations of the landmarks based on the device's past positions and most recent movements.
2. Readingsfromthevisionsensor,whichisthesecondform of input.

Thelocationmaybedeterminedusingtheseestimations.The position information from both sensors is combined as indicated in the general probability distribution of SLAM, which is used to characterize the location of the model.

$$\mathbf{P(s_x,v|z_{0-x},u_{0-x},s_0)}$$

- $\mathbf{v}$=Collectionofalllandmarks(irrespectiveoftime).
- $\mathbf{z_{0-x}}$= The totality of all landmark-observations that reveal thedirectionandrangeoflandmarksthatmaybeseeninthe related state.
- $\mathbf{u_{0-x}}$= Control input history representing changes in orientationorpositionasshownbyodometrymeasurements.
- $\mathbf{s_0}$=Themobile'sinitiallocation

This depicts how the likelihood of the mobile's position depends on the location of landmarks, the readings on its odometer, and the background of its former states.

5. CONCLUSION

Through this work, we have emphasized the project's architectureandintroducedthenotionofutilizingaugmented reality's enormous potential in the field of education. The creation of augmented reality is discussed in this study in order to overcome variousdifficultiesand to piquestudents' interestintheteachingandlearningprocess.ARhasemerged asaviablesolutiontoissuesinengineeringeducationsinceit can be used anywhere and offers a virtual experience rather than direct physical touch. As a result, an AR for various complexdiagramshasbeencreatedwithcomputerhardware components and mechanical models as the contents. This projecthighlightsVuforia,andUnity3Dtechnologiesbefore introducingseveralconceptsandaframework.Basedonthis, Unity3Dsimulatesathree-dimensionalrepresentationofthe scene.TheVuforiaengineisabletorecognizeandkeeptrack ofdistinguishingcharacteristics,aswellascreatetheproper 3D model in line with relative position and location data of multiple distinguishing characteristics on the visual plane. Images that have been combined after multiple-angle observations enhance and almost perfectly replicate the experimental result. As befits today's technology age, we seek to apply ideas from textbooks to the actual world.

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