

Project Report

on

Codeial- A Social Media Website

*Submitted in partial fulfillment of the
requirement for the award of the
degree of*

B.Tech of Computer Science and Engineering



(Established under Galgotias University Uttar Pradesh Act No. 14 of 2011)

**Under The
Supervision of
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**SCHOOL OF COMPUTING SCIENCE AND ENGINEERING
DEPARTMENT OF COMPUTER SCIENCE AND
ENGINEERING GALGOTIAS UNIVERSITY, GREATER
NOIDA INDIA OCTOBER, 2021**



**SCHOOL OF COMPUTING SCIENCE AND
ENGINEERING
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CANDIDATE'S DECLARATION

We hereby certify that the work which is being presented in the project entitled **“Codeial -Social Media Website”** in partial fulfillment of the requirements for the award of the B.Tech submitted in the School of Computing Science and Engineering of Galgotias University, Greater Noida, is an original work carried out during the period of July 2021 to December 2021 under the supervision of Dr. Kavita Saini Assistant Professor, Department of Computer Science and Engineering, Galgotias University, Greater Noida.

The matter presented in the project has not been submitted by us for the award of any other degree of this or any other places.

Lokesh Kumar Pal, 18SCSE1010413

Chaman Kumar, 18SCSE1010505

This is to certify that the above statement made by the candidates is correct to the best of my knowledge.

Dr. Kavita Saini

Assistant Professor

CERTIFICATE

The Final Project Viva-Voce examination of Lokesh Kumar Pal, 18SCSE1010413 and Chaman Kumar, 18SCSE1010505 has been held on 19 Dec 2021 and Their work is recommended for the award of B.tech.

Signature of Examiner

Signature of Supervisor

Signature of Project Coordinator

Signature of Dean

Date: December 2021

Place: Greater Noida

Acknowledgment

This project consumed a huge amount of work, research, and dedication. Still, implementation would not have been possible if we did not have the support of many individuals and organizations. Therefore we would like to extend our sincere gratitude to all of them.

We are grateful to Galgotias University for the provision of expertise, and technical support in the implementation. Without their superior knowledge and experience, the Project would like in quality of outcomes, and thus their support has been essential.

We would like to express our sincere thanks to volunteer researchers who devoted their time and knowledge to the implementation of this project.

Nevertheless, we express our gratitude toward our families and colleagues for their kind co-operation and encouragement which help us in the completion of this project.

Abstract

Social networking sites (SNSs) are visible communities where users can create individual social profiles, interact with real-life friends, and meet other people based on shared interests.

Social networking (SNS) is a way for people in the offline world to stay connected regardless of a particular distance, time difference, or other contextual barriers.

They are social spaces for ordinary communities, working communities, or those that are united by shared interests. They have gained international popularity as a place for people to transmit, connect, and, in some cases, live their lives. Powered by Web 2.0 technology, SNSs participate in transparency, negotiation, and user content. Sites like MySpace, Facebook, Twitter, and YouTube are distribution sites, which feature explicit multimedia features of everyday life that invite comment and discussion. They provide a continuous diary for personal review or invention.

In this project, we present a website using JavaScript, EJS, Node.js, Express.js, MongoDB, Socket.io where users can see their friend's status.

- Authorized users can upload, edit and delete their posts, comments and also follow and unfollow friends.

All essential features like authorization, authentication, chatting of friends, APIs, mail notification were taken in account.

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Chapter-1

Introduction

Social Networking - It's the way the 21st century communicates now. Social networking is the grouping of individuals into specific groups, like small rural communities or a neighborhood subdivision. Although social networking is possible in person, especially in the workplace, universities, and high schools, it is most popular online. This is because unlike most high schools, colleges, or workplaces, the internet is filled with millions of individuals who are looking to meet other people.

Social network is the mapping and measuring of relationships and flows between people, groups, organizations, computers, URLs, and other connected information/knowledge entities. The nodes in the network are the people and groups while the links show relationships or flows between the nodes. The social network provides both a visual and mathematical analysis of human relationships. The Social Networking Website project itself is a huge project comprising various features like profile updating, friend's list organization, and various other applications to enhance the overall look and feel of the website. However, in this project, I am basically working on two essential features or modules (PROFILE MANAGEMENT & FRIENDS ORGANIZATION).

PROFILE MANAGEMENT module maintains the profile of a user like a name,

likes, dislikes, hobbies, status, etc.

FRIENDS ORGANIZATION module maintains the friend list, handles requests, and sends the request to the other user.

Profiles and Friends lists are two key features on social network sites. The third is a public commenting feature ('Testimonials', 'Comments', 'The Wall'). This feature allows individuals to comment on their Friends' profiles. These comments are displayed prominently and visible for anyone who has access to that profile.

The Internet has rapidly evolved into a mere information-sharing space into a social network that is used to share content, ideas and information. Social networking is a global phenomenon that has changed the way people communicate. It affects almost every aspect of our lives: education, communication, employment, politics, health care, social relationships, and personal productivity.

Social Networking (SNS) is an Internet-based platform used to build and build social relationships between people. It provides ways for users to communicate online with people with similar interests, whether for romantic or social purposes. Allows users to share emails, instant messaging, online comments, wikis, digital photos and videos, and blog post submissions. It also gives people with disabilities the opportunity to make their thoughts and ideas public.

Social networks serve two roles as content providers and consumers. They give the

user the opportunity to choose who can view his or her profile. The profile is created with answers to questions, such as age, location, interests, etc. Some sites allow users to upload photos, add multimedia content or change the look and feel of a profile, post blogs, post comments, compile and share contact lists. To protect user privacy, social networks often have controls that allow users to choose who can view their profile, communicate with them, add them to their contacts list, and so on.

1. POPULAR SOCIAL WEBSITES

Today's major SNSs include Facebook, Twitter, YouTube, LinkedIn, Google+, and MySpace.

Facebook: Facebook was first launched in 2004 as Harvard's social networking site, extending to other universities and eventually to everyone. It became the largest social networking site in 2009. It remains a great photo-sharing site.

Marketing strategists have found Facebook to be useful because it encompasses a wide range of personal and organizational interests.

Twitter: Twitter was founded in 2006 by Odeo, Inc. and was originally intended for Odeo Inc employees and family only

members. It became a social network in 2006. Twitter provides a real-time, Web-based service that enables users to send messages to other users and comment on other user posts. Tweets released on Twitter. A tweet is a small message that no

more than 140 characters users create to convey their thoughts. Microblogging is a new blog option made popular with Twitter.

YouTube: This is a video sharing platform where more people can discover, watch, and share user-generated videos. Custom participation website.

It has become the most successful Internet website providing a short video sharing service since its inception in early 2005. Since YouTube is a Google property, signing up for a YouTube account requires a Google Account.

LinkedIn: LinkedIn is a professional networking site that allows professionals to connect with one another. By creating a LinkedIn account, one can connect with other professionals who share similar interests. LinkedIn continues to be the most popular social networking site for businesses looking to hire new staff.

MySpace: The existence of this social networking site is based on advertisers that pay for page views. There is a lot that people can do with it. In the United Kingdom, Ireland, and Australia, there are MySpace sites. These are just a few of the social networking sites that are now available on the Internet. Instagram, Renren, Friendster, Vox, and Bebo, LiveJournal, and Flickr are among the others. The impact of these modern social networks on social, health, political, and economic arenas has far surpassed the expectations of many.

Many experts see the future of social networking applications in smaller, tailored, or specialized private systems [2].

2. Problem Statements

We define social network sites as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site.

Since their introduction, social network sites (SNSs) such as MySpace, Facebook, Cyworld and Hi5 have attracted millions of users, many of whom have integrated these sites into their daily practices. As of this writing, there are hundreds of SNSs, with various technological affordances, supporting a wide range of interests and practices. While their key technological features are fairly consistent, the cultures that emerge around SNSs are varied. Most sites support the maintenance of pre-existing social networks, but others help strangers connect based on shared interests, political views, or activities. Some sites cater to diverse audiences, while others attract people based on common language or shared racial, sexual, religious, or nationality-based identities. Sites also vary in the extent to which they incorporate new information and communication tools, such as mobile connectivity, blogging, and photo/ video-sharing.

Social networking sites are not only for you to communicate or interact with other

people globally but, this is also one effective way for business promotion. A lot of business minded people these days are now doing business online and use these social networking sites to respond to customer queries. It isn't just a social media site used to socialize with your friends but also, represents a huge pool of information from day-to-day living.

A social networking service is an online service, platform, or site that focuses on facilitating the building of social networks or social relations among people who, for example, share interests, activities, backgrounds, or real-life connections. A social network service consists of a representation of each user (often a profile), his/her social links, and a variety of additional services. Most social network services are web-based and provide means for users to interact over the Internet, such as e-mail and instant messaging. Online community services are sometimes considered as a social network service, though in a broader sense, social network service usually means an individual-centered service whereas online community services are group-centered. Social networking sites allow users to share ideas, activities, events, and interests within their networks.

3. Domain Study

As of May 2013, almost three-quarters (72%) of online U.S. adults use social networking sites, up from 67% in late 2012. When we first started asking about

social networking sites in February 2005, just 8% of online adults said they used social networking sites.

Today, social networking site use is a major activity for internet users from a wide range of demographic groups. Younger adults are especially avid adopters, but social networking continues to grow in popularity for older adults as well. Six out of ten internet users ages 50-64 are social networking site users, as are 43% of those ages 65 and older. Although online seniors are less likely than other age groups to use social networking sites, adoption rates for those 65 and older have tripled in the last four years (from 13% in the spring of 2009 to 43% now).

The main types of social networking services are those that contain category places (such as former school year or classmates), means to connect with friends (usually with self-description pages), and a recommendation system linked to trust. Popular methods now combine many of Facebook, Google+, YouTube, LinkedIn, Instagram, Pinterest, Tumblr, and Twitter widely used worldwide: Nexopia in Canada; Badoo, Bebo, VKontakte (Russia). Delphi (also called Delphi Forums), Draugiem.lv (mostly in Latvia). Hi5 (Europe), Hyves (mostly in The Netherlands), iWiW (mostly Hungary), Nasza-Klasa, Soup (mostly in Poland). Glocals in Switzerland, Skyrock. The Sphere, StudiVZ (mostly in Germany), Tagged,

Tuenti(mostly in Spain), and XING in parts of Europe; Hi5 and Orkut in South America and Central America; Mxit in Africa; and Cyworld, Mixi, Orkut, Renren, Weibo and Wretch in Asia and the Pacific Islands. Many of these early communities focused on bringing people together to interact with each other through chat rooms and encouraged users to share personal information and ideas via personal web pages by providing easy-to-use publishing tools and free or inexpensive webspace. Some communities such as Classmates.com - took a different approach by simply having people link to each other via email addresses. In the late 1990s, user profiles became a central feature of social networking sites, allowing users to compile lists of "friends" and search for other users with similar interests. New social networking methods were developed by the end of the 1990s, and many sites began to develop more advanced features for users to find and manage friends. This newer generation of social networking sites began to flourish with the emergence of SixDegrees.com in 1997 followed by Makeoutclub in 2000, HubCulture, and Friendster in 2002, and soon became part of the Internet mainstream. Friendster was followed by MySpace and Linked In a year later, and eventually Bebo. Friendster became very popular on the Pacific Island. Orkut became the first social networking in Brazil and then also grow fast in India (Madhavan, 2007). Attesting to the rapid increase in social networking sites popularity, by 2005. it was reported that Myspace was getting more page views

than Google. Facebook, launched in 2004, became the largest social networking site in the world in early 2009. Facebook was first introduced (in 2004) as a Harvard social networking (Cassidy, 2006).

4. Existing Solutions

According to the definition above, the first recognizable social network site launched in 1997. SixDegrees.com allowed users to create profiles, list their Friends and, beginning in 1998, surf the Friends lists. Each of these features existed in some form before Six Degrees, of course. Profiles existed on most major dating sites and many community sites. AIM and ICQ buddy lists supported lists of Friends, although those Friends were not visible to others.

Six Degrees was the first to combine these features. SixDegrees promoted itself as a tool to help people connect with and send messages to others. While SixDegrees attracted millions of users, it failed to become a sustainable business and, in 2000, the service closed. Looking back, its founder believes that SixDegrees was simply ahead of its time (A. Weinreich, personal communication, July 11, 2007). While people were already flocking to the Internet, most did not have extended networks of friends who were online. Early adopters.com explained that there was little to do after accepting Friend requests, and most users were not interested in meeting strangers.

Classmates.com allowed people to affiliate with their high school or college and surf the network for others who were also affiliated, but users could not create profiles or list Friends until years later.

From 1997 to 2001, a number of community tools began supporting various combinations of profiles and publicly articulated Friends. Asian Avenue, Black Planet, and MiGente allowed users to create personal, professional, and dating profiles- users could identify Friends on their personal profiles without seeking approval for those connections (O. Wasow, personal communication, August 16, 2007). Likewise, shortly after its launch in 1999, LiveJournal listed one-directional connections on user pages. LiveJournal's creator suspects that he fashioned these Friends after instant messaging buddy lists (B. Fitzpatrick, personal communication. June 15, 2007) on LiveJournal, people mark others as Friends to follow their journals and manage privacy settings. The Korean virtual worlds site Cyworld was started in 1999 and added SNS features in 2001, independent of these other sites (see Kim & Yun, this issue). Likewise, when the Swedish web community Lunar Storm refashioned itself as an SNS in 2000, it contained Friends lists, guestbooks, and diary pages (D. Skog, personal communication, September 24, 2007).

5. Project Scope

- This system provides users to register their various types of profile like

social, personal, general, professional.

- This system provides users to send a scrap message, images, and data files to their friends. User can maintain the scrap book whatever scraps he has send to users.
- The system provides user to upload the photos so that user can maintain own album.
- This system provides user to join the communities according to their scenario.
- This system provides the user to maintain their friend list and user can update their friend list.
- This system provides user to send invitation to another friend and can add to their friend list for future.

6. Organizational Profile

Incorporated in 2004, as JAVASTREAM Technologies and later got registered as SYSINNOVA Info Tech Pvt. Ltd., it's an ISO 9001:2000 certified organization that operates through well-defined systems and procedures. They have been relentlessly endeavoring to provide end-to-end solutions to the Information Technology Industry. With our expertise developed through the profound experience, we continue contributing in Technology Consulting, Software Development, Training & Talent Management Consulting, and Software

Development Services to the clients globally. With their headquarters in Bangalore, the IT silicon valley of India, their activities are spread over many locations in Karnataka and other states in India. Formidable manpower of over 58 qualified professionals and strong associations with Global Technology Leaders such as Oracle & SAP are undoubtedly their core strengths. SYSINNOVA InfoTech is an offshore software services and IT consulting company based in Bangalore, India. As a committed outsourcing partner and an IT vendor, our goal is to ensure cost effective, technical excellence and on-time deliveries. While they take care of their end-to-end programming and consulting needs, their clients focus on core business activities which correlate directly to their revenues and profitability. Strategic partnership with them gives their clients the access to latest technology, skilled manpower and scalable team which ultimately results in lower risk and higher ROI. Our core competency lies in web technologies, be it Java-J2EE, Spring, Hibernate. Oracle-XML Publisher, DBA tuning. Oracle Application implementation, PHP and the associated frameworks and CMSs like Joomla, Drupal. SharePoint (MOSS).

Chapter-2

Literature Review

According to global digital snapshot statistics, the world's total population in 2016 was 7.395 billion people. There are 3.419 billion Internet users and 2.307 billion active social media users out of this total (We are social Singapore, 2016).

Facebook, as a famous social networking site, is widely used throughout the world and offers several benefits for higher education (Chugh & Ruhi, 2017). It is the most popular SNS among students and faculty members (Junco, 2015). (Faculty Focus, 2011). For example, in the United States, over 90% of students utilize Facebook for online social networking (Dahlstrom, Grunwald, de Boor, & Vockley, 2011).

SNS adoption, growth, and use are on the rise not just among the general public, but also among students in higher education (Boyd and Ellison, 2007). Some distance education students, according to Andrews, Tynan, and Backstrom (2012), are actively and purposefully adopting popular, non-institutional social media platforms to supplement and improve their learning experiences. For example, zmen and Atc (2014) discovered that distance education students had favourable attitudes regarding the usage of social media sites, which has a beneficial impact on the quality of communication between instructors and students. Callaghan and Fribbance (2016) investigated Facebook at the Open University of the United

Kingdom and discovered that it may be utilised to create a community for distance education students. Furthermore, a growing number of instructors and institutions of higher education have begun to mix distant education with social networking sites (Brady, Holcomb, & Smith, 2010; Ractham, & Firpo, 2011; Roblyer, McDaniel, Webb, Herman, & Witty, 2010; Tess, 2013). Distance education is typically delivered to students through learning management systems (LMSs) that provide structured instruction (DeSchryver, Mishra, Koehler, & Francis, 2009; Lee, & McLoughlin, 2010; West, Waddoups, & Graham, 2006); however, some research findings suggest that these platforms fail to provide the social experience that is an important component of learning (DeSchryver, Mishra, Koehler, & Francis, 2009 (Brady et al, 2010; Lee & McLoughlin, 2010; Mazman & Usluel, 2010; Schroeder, Minocha, & Schneider, 2010; Whitworth, & Benson, 2010). According to recent research, Facebook can be used as an alternative to an LMS (Maleko, Nandi, Hamilton, D'Souza, & Harland, 2013; Wang et al., 2011), with some major advantages over traditional LMSs in promoting collaborative and active learning (Maleko, Nandi, Hamilton, D'Souza, & Harland, 2013; Wang et al., 2011). (Meishar-Tal, Kurtz, & Pieterse, 2012).

Callaghan and Fribbance (2016) investigated Facebook at the Open University of the United Kingdom and discovered that it may be utilized to create a community for distance education students. Furthermore, a growing number of instructors and

institutions of higher education have begun to mix distant education with social networking sites (Brady, Holcomb, & Smith, 2010; Ractham, & Firpo, 2011; Roblyer, McDaniel, Webb, Herman, & Witty, 2010; Tess, 2013). SNSs also help students establish virtual communities of practice by allowing them to connect, communicate, engage, and cooperate through online networks (McCann, 2009). SNSs also give students with social communication tools that allow for greater freedom, flexibility, fluidity, and digital identity in the learning process (Brady et al., 2010; Lee, & McLoughlin, 2010; Webb, 2009). The ability to create a digital identity in social networking sites is important because it makes learners visible to other learners and increases a sense of social presence; in other words, it makes networked learning experiences more human, which is critical for increasing social learning interaction (Bozkurt, & Tu, 2016). Furthermore, students may interact and communicate with one another in their own learning settings, facilitating the development of personal knowledge and enthusiasm in learning (Li, Ganeshan, & Xu, 2012). By utilizing the immediacy and intimate aspects of SNSs as communication and interaction platforms in educational contexts, students may be able to strengthen their social relationships (Wheeler, Yeomans, & Wheeler, 2008; Dron, & Anderson, 2009; Greenhow, 2011). Facebook is utilized for conversation and peer learning/assessment, content production, content distribution, sharing resources, and supporting self-organized learning, according to a systematic study

by Manca and Ranieri (2016a).

Another comprehensive review found that Facebook has a benefit in terms of enhanced teacher-student and student-student contact, improved performance, and the convenience of learning as well as more engagement (Chugh, & Ruhi, 2017). Many more benefits of utilizing Facebook in higher education are reported in the research on social media and education. SNSs can be utilized for informal learning and peer assistance (Pimmer, Linxen, & Gröhbiel, 2012). (Garcia, Elbeltagi, Dungay, & Hardaker, 2015).

SNSs may be utilized as an extra social space in educational processes such as MOOCs (Liu, McKelroy, Kang, Harron, & Liu, 2016), and act as a third space between social life and schoolwork as an educational tool that promotes teaching and learning (Bicen, & Uzunboylu, 2013; O'neil, & Wels, 2016). (Aaen, & Dalsgaard, 2016).

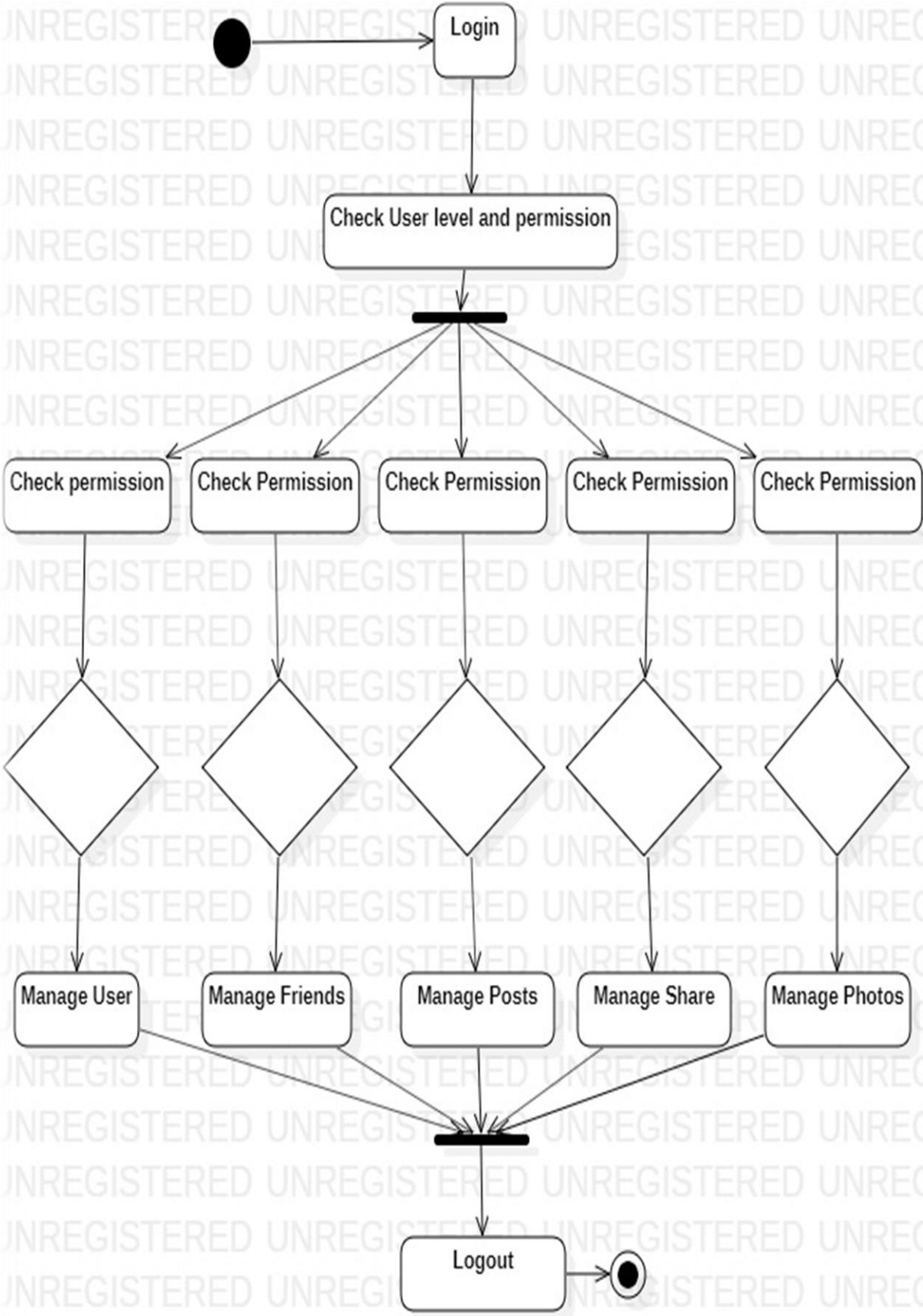
In addition to these benefits, it has been claimed that SNS has an influence on university students' learning results.

Chapter-3

Project Design

Activity Diagram

- Admin User can search Videos, view a description of selected Videos, add Videos, update Videos and delete Videos.
- It shows the activity flow of editing, adding, and updating of Users
- User will be able to search and generate **reports** of Social Network, Photos, Posts
- All objects such as (Videos, Users, Posts) are interlinked
- It shows the full description and flow of Videos, Photos, Posts, Social Network, Users



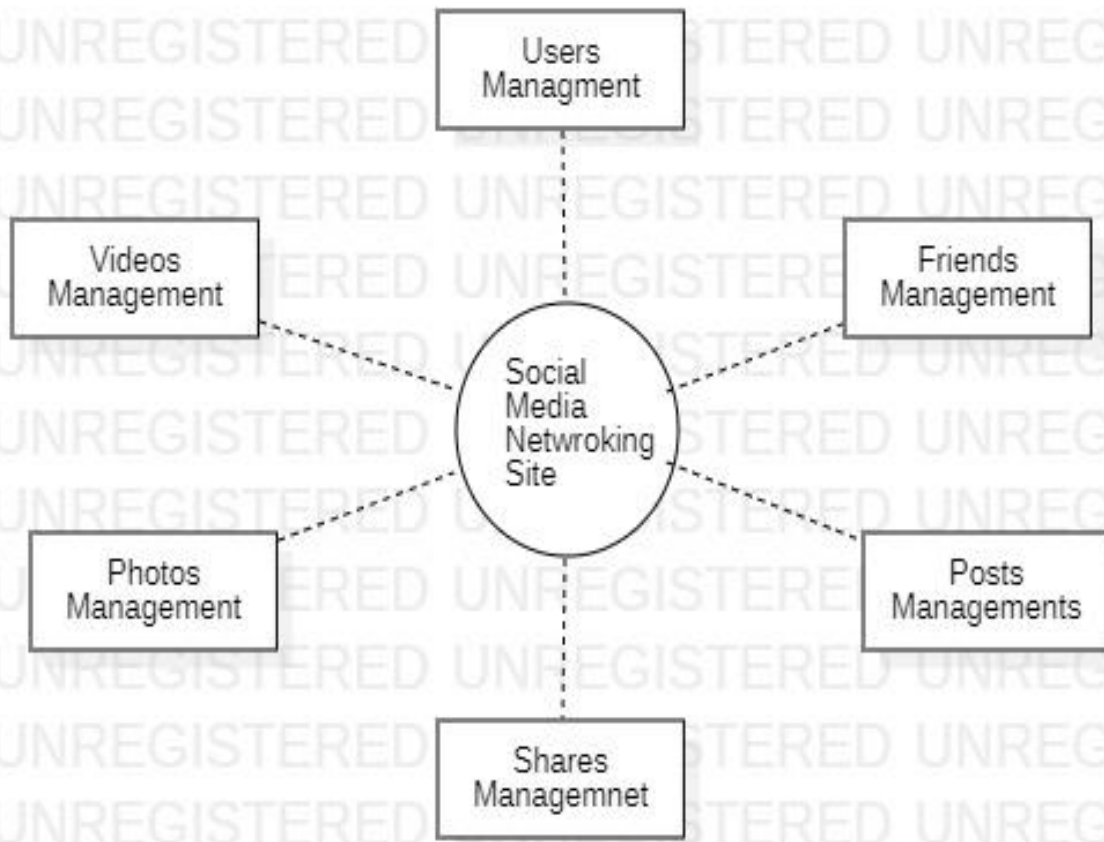
DFD (Data Flow Diagram):

Social Networking Site Data flow diagram is often used as a preliminary step to create an overview of Social Networking without going into great detail, which can later be elaborated.

Zero-Level DFD:

This is the Zero Level DFD of Social Networking Site, where we have elaborated the high-level process of Social Networking. It's a basic overview of the whole Social Networking Site or process being analyzed or modeled.

- Managing all the Users
- Managing all the Friends
- Managing all the Posts
- Managing all the Shares
- Managing all the Photos
- Managing all the Videos
- Managing all the Social Network

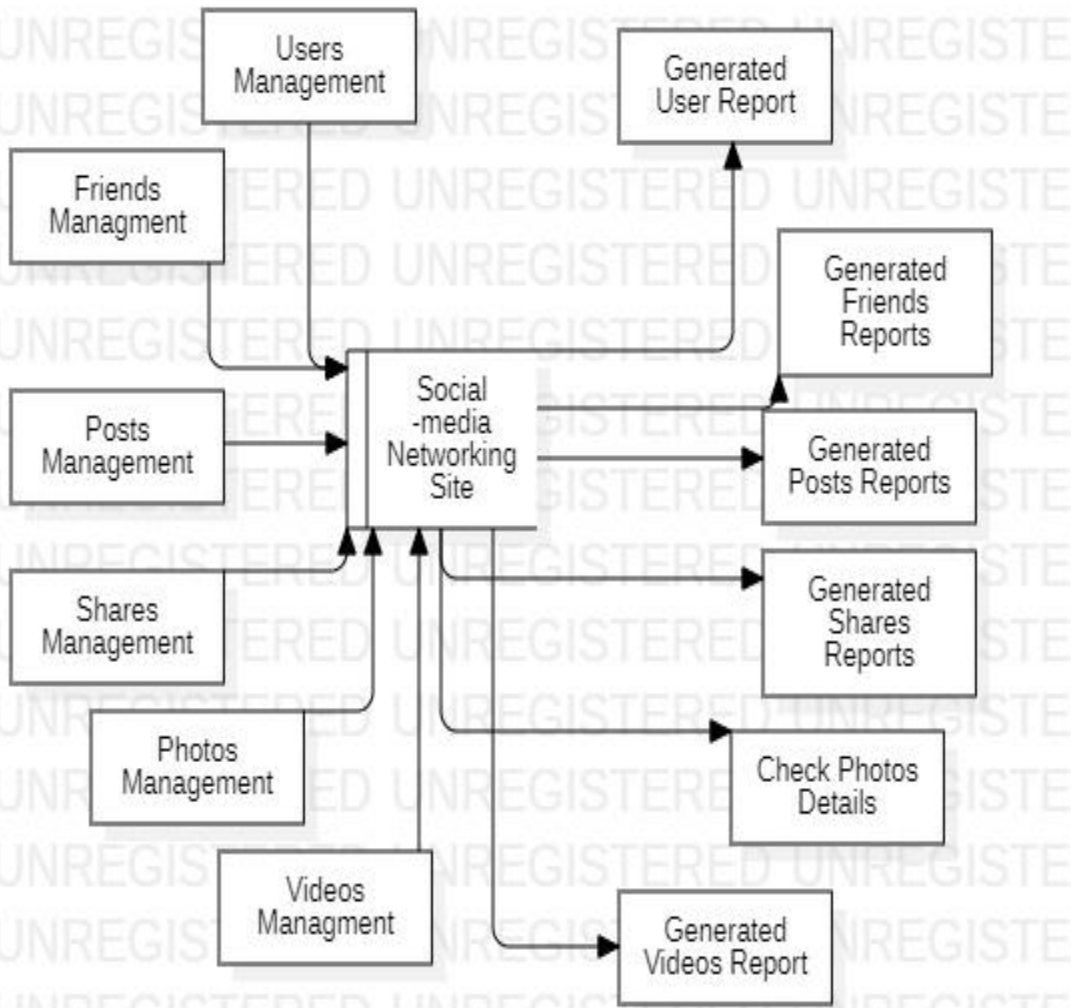


Zero Level DFD - Social Media Networking Site

First-Level DFD:

First Level DFD (1st Level) of Social Networking Site shows how the system is divided into sub-systems (processes), each of which deals with one or more of the data flows to or from an external agent, and which together provide all of the functionality of the Social Networking Site system as a whole.

- Processing user records and generates reports of all Users
- Processing Friends records and generate reports of all Friends
- Processing Posts records and generate reports of all Posts
- Processing Shares records and generate reports of all Shares
- Processing Photos records and generate reports of all Photos
- Processing video records and generate reports of all Videos
- Processing Social Network records and generate report of all Social Network

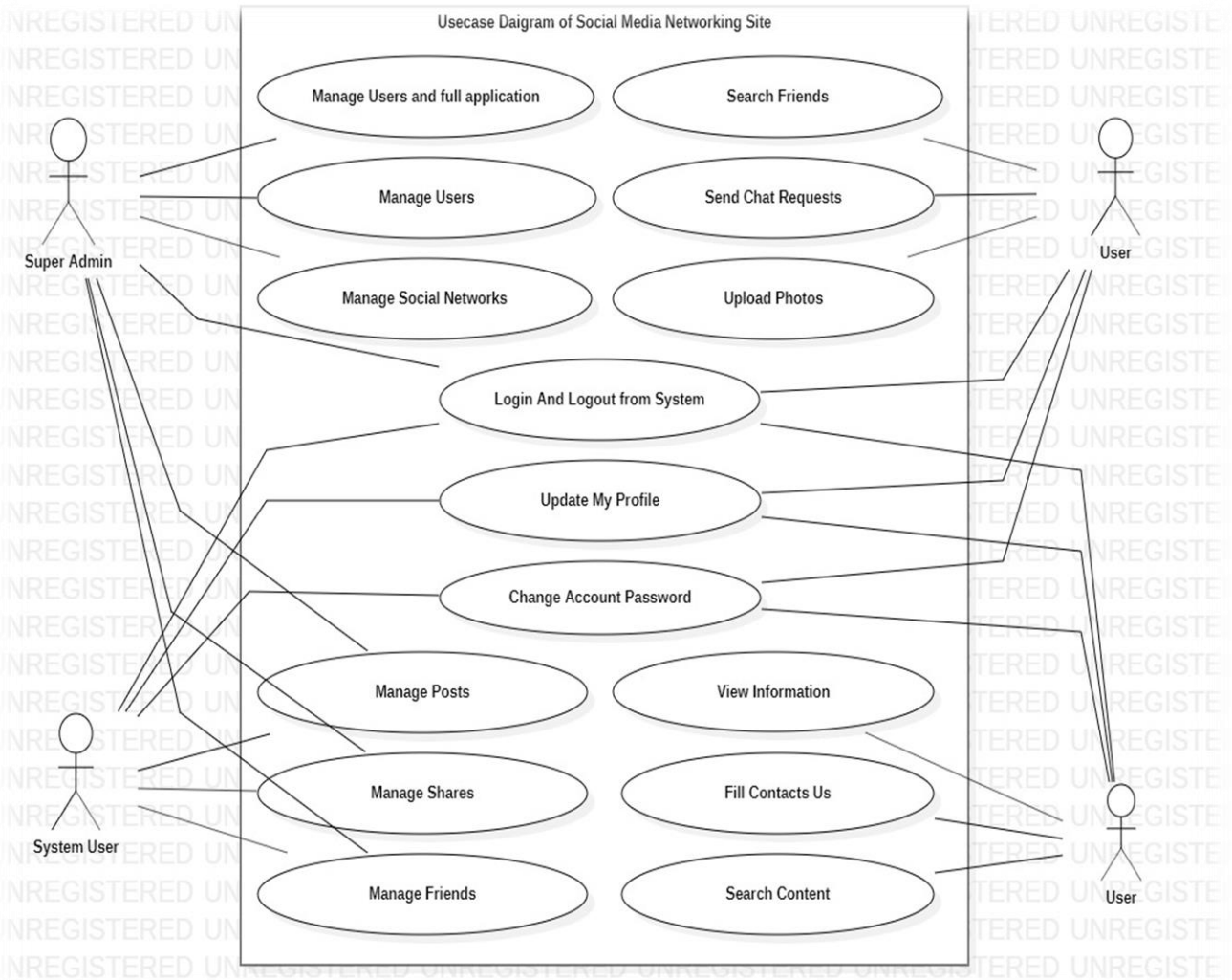


Frist level DFD -Social Media Networking Site

User Case Diagram:

This Use Case Diagram is a graphic depiction of the interactions among the elements of a Social Networking Site. It represents the methodology used in system analysis to identify, clarify, and organize system requirements of Social Networking sites. The main actors of Social Networking Site in this Use Case Diagram are Super Admin, System User, Users, Anonymous Users.

- **Super Admin Entity:** Use cases of Super Admin are Users, Manage Friends, Manage Posts, Manage Shares, Manage Photos, Manage Videos, Manage Social Network, Manage Users and Full Social Networking Site Operations
- **System User Entity:** Use cases of System User are Users, Manage Friends, Manage Posts, Manage Shares, Manage Photos, Manage Videos, Manage Social Network
- **Users Entity:** Use cases of Users are Search Friends, Send Chat Requests, Send Friendship Request, View Profiles, Upload Photos
- **Anonymous Users Entity:** Use cases of Anonymous Users are View Information, Fill Contact Us, Search Content.



Chapter 4

Modules Description

Structure the Website (Using HTML):

HTML is the language for describing the structure of Web pages. HTML gives authors the means to:

- Publish online documents with headings, text, tables, lists, photos, etc.
- Retrieve online information via hypertext links, at the click of a button.
- Design forms for conducting transactions with remote services, for use in searching for information, making reservations, ordering products, etc.
- Include spread-sheets, video clips, sound clips, and other applications directly in their documents.

With HTML, authors describe the structure of pages using markup. The elements of the language label pieces of content such as “paragraph,” “list,” “table,” “flex” and so on.

Style the Website (Using CSS):

CSS is the language for describing the presentation of Web pages, including colors, layout, and fonts. It allows one to adapt the presentation to different types of devices, such as large screens, small screens, or printers. CSS is independent of HTML and can be used with any XML-based markup language. The separation of HTML from CSS makes it easier to maintain sites, share style sheets across pages, and tailor pages to different environments. This is referred to as the separation of

structure (or: content) from the presentation.

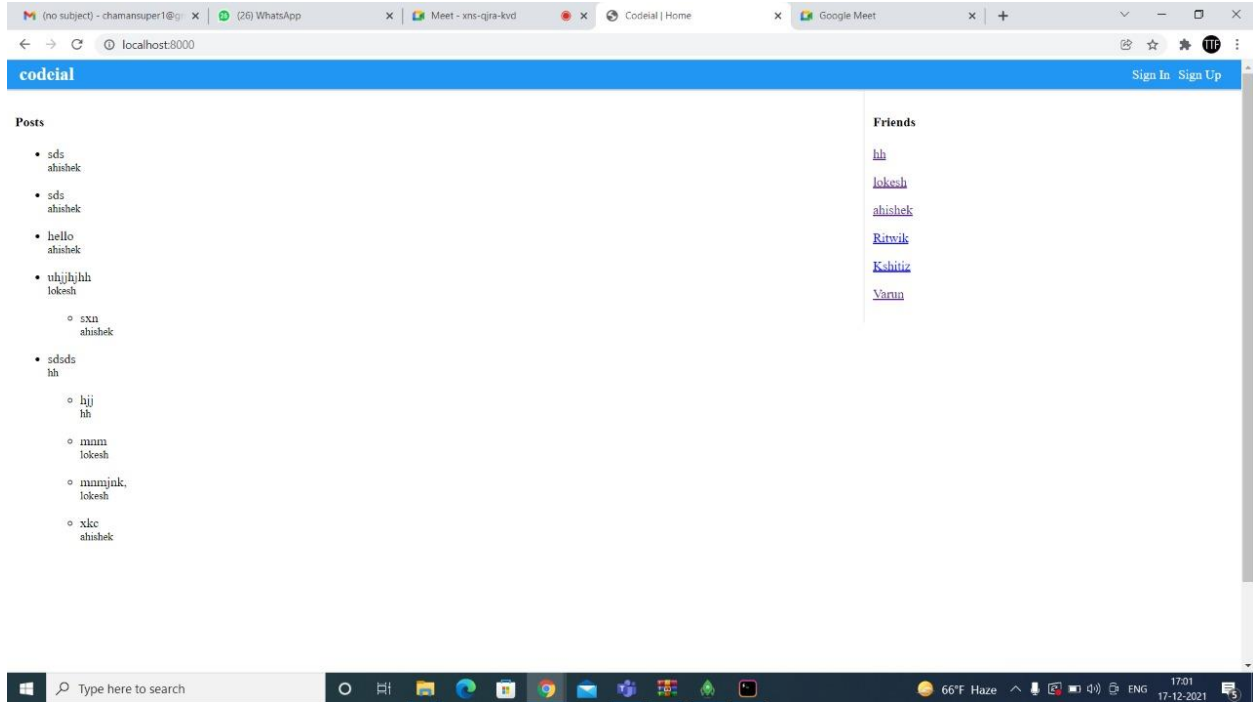
Adding Behavior to the website (Using JavaScript):

JavaScript is commonly used for creating web pages. It allows us to add dynamic behavior to the webpage and add special effects to the webpage. On websites, it is mainly used for validation purposes. JavaScript helps us to execute complex actions and also enables the interaction of websites with visitors. Using JavaScript, it is also possible to load the content in a document without reloading the webpage.

Chapter 5 Project Output

Exact Output:

1.

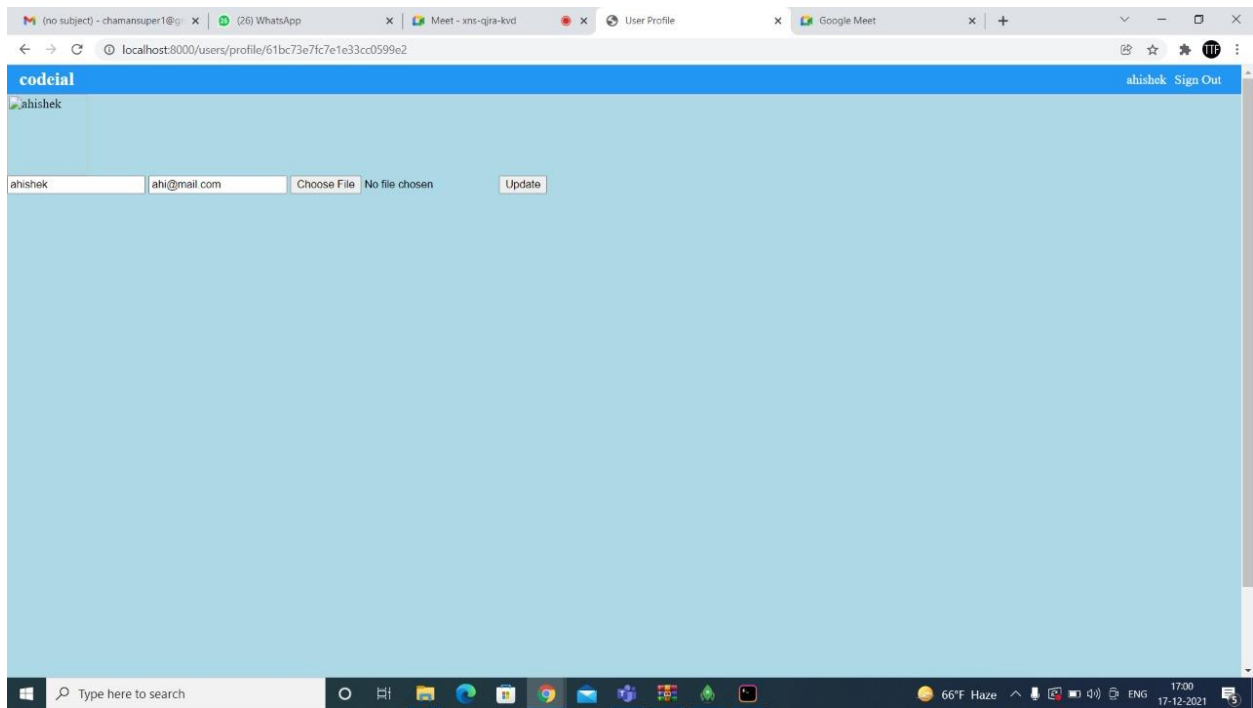


2.

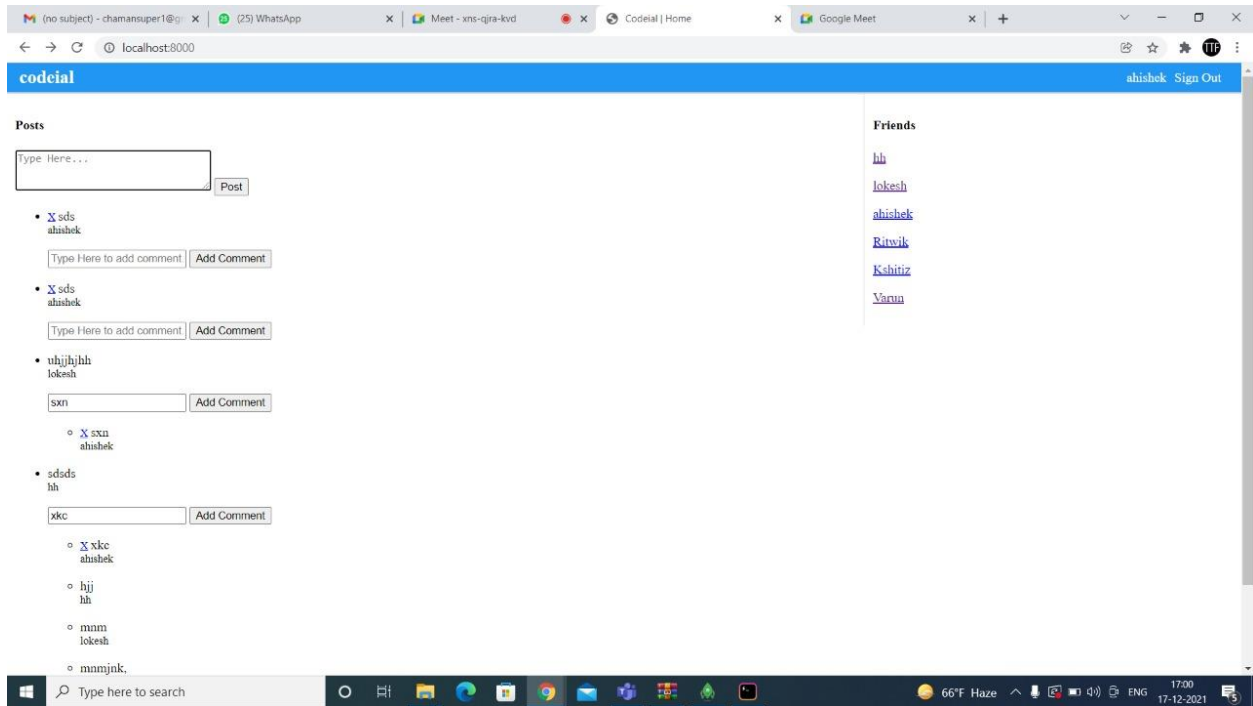
The screenshot displays a web browser window with the following elements:

- Browser Tabs:** (no subject) - chamansuper1@..., (26) WhatsApp, Meet - xns-qjra-kvd, User Profile, Google Meet.
- Address Bar:** localhost:8000/users/profile/61bc73e7fc7e1e33cc0599e2
- Page Header:** codial (left), ahishk Sign Out (right)
- Profile Section:**
 - Avatar:** Doraemon character
 - Name:** ahishk
 - Email:** ahi@mail.com
 - File Upload:** Choose File, No file chosen, Update
- Taskbar:** Windows search bar, system tray showing 66°F Haze, ENG, and 17:01 17-12-2021.

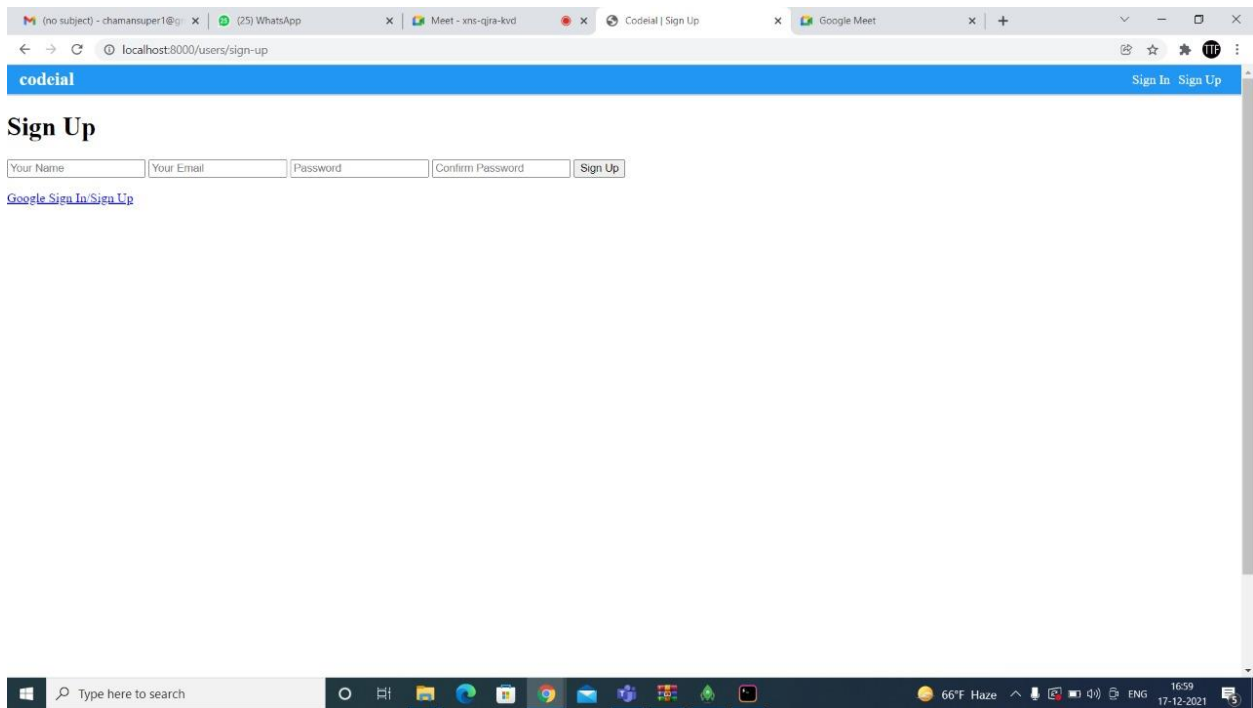
3.



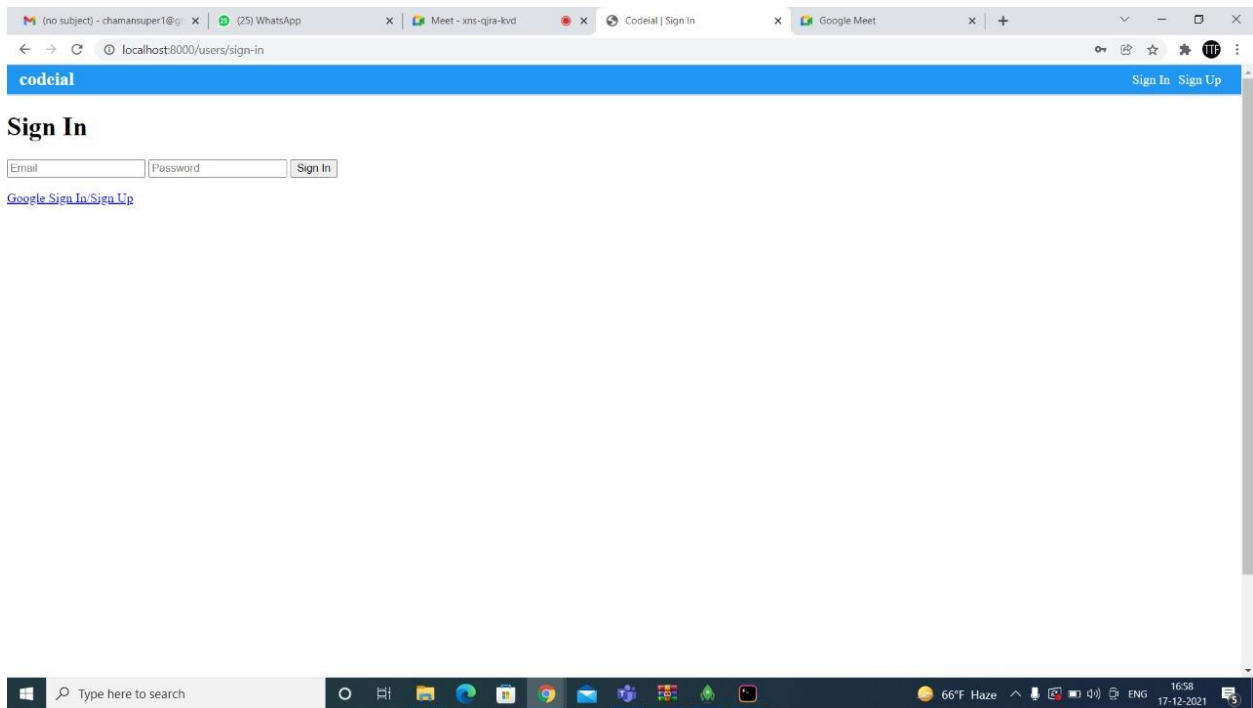
4.



5.

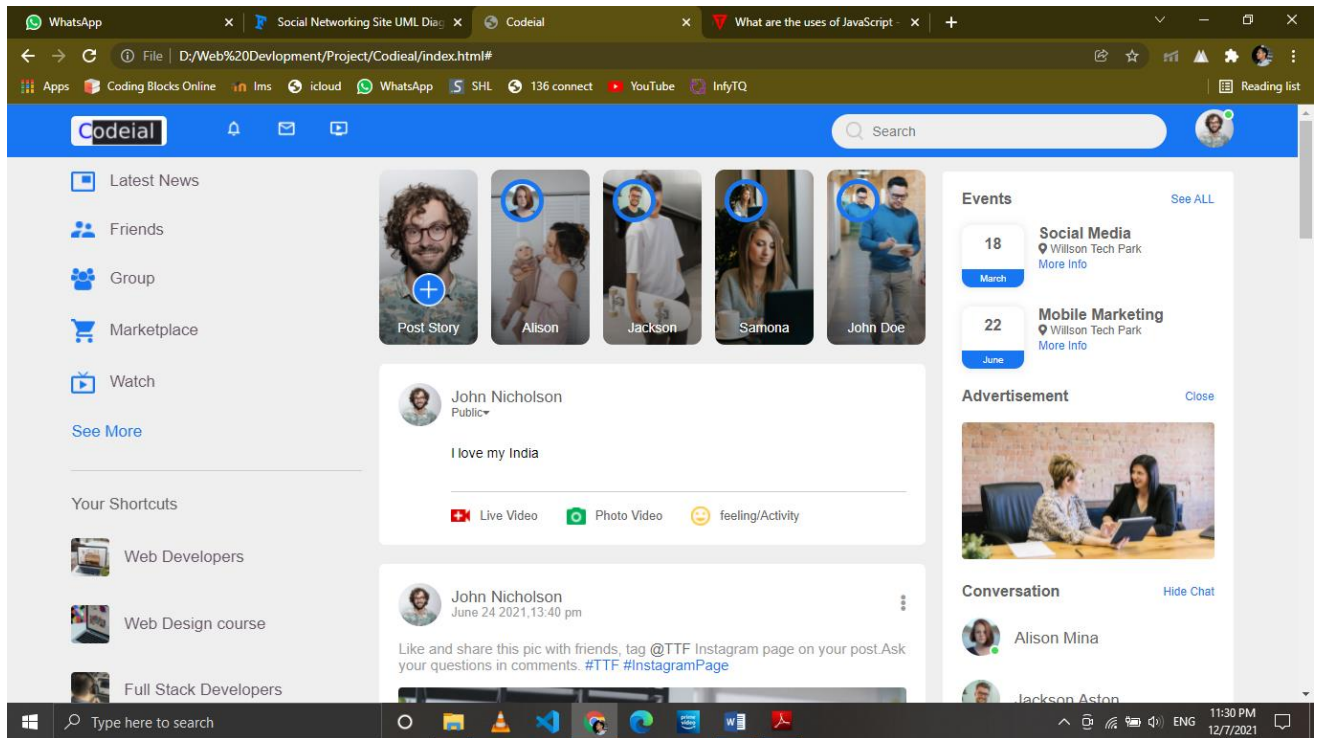


6.

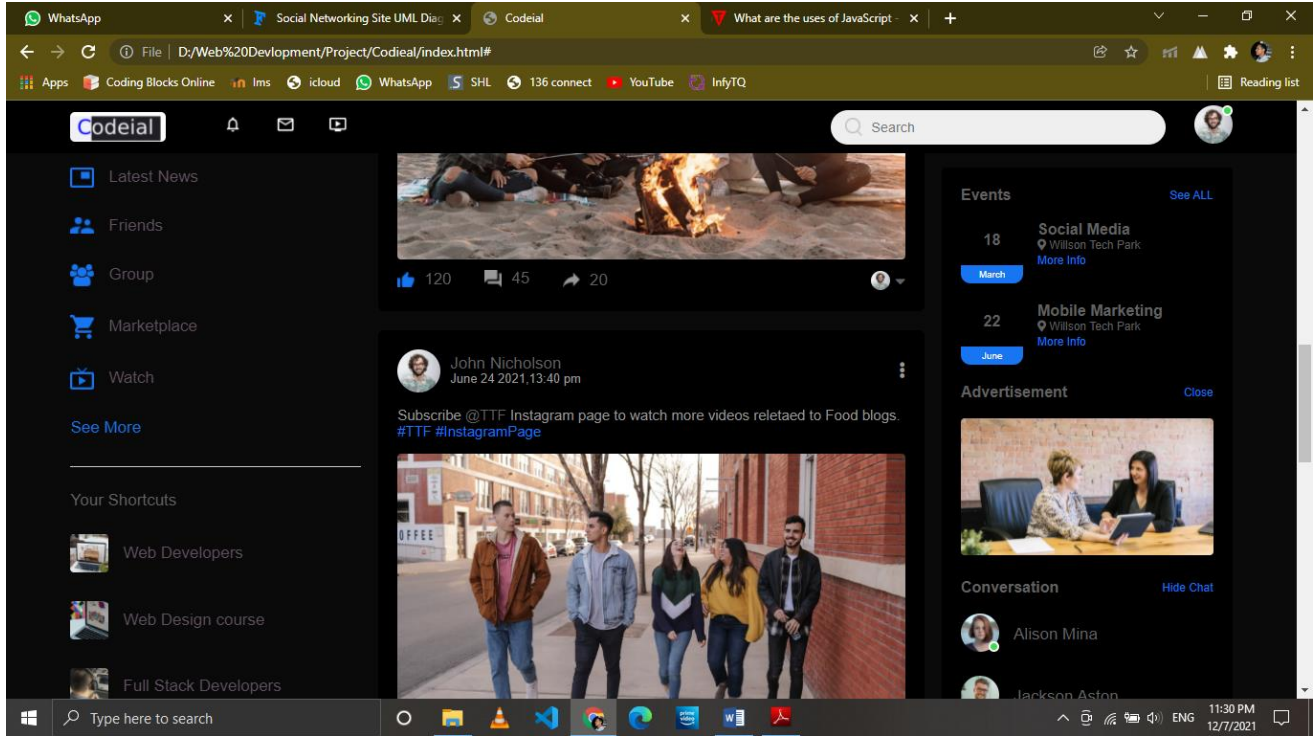


Expected Output:

1.



2.



Chapter-5

System Requirements

1. Hardware Requirements

Processor: Intel Pentium IV 2.0 GHz and above

RAM: 512 MB and above

Hard disk: 80GB and above

Monitor: CRT or LCD monitor

Keyboard: Normal or Multimedia

Mouse: Compatible mouse

2. Software Requirements

Editor: VS Code, Notepad++, Notepad

Browser: Opera, Google Chrome, Firefox

Frontend: HTML, CSS, JavaScript, React, Bootstrap

Backend: JavaScript, MySQL, NodeJS

Operating System: Windows 10

Chapter-6

Conclusion

During the training we learnt how to make a product is doesn't mean take raw material & just put it together and product is ready but it means that manufacturing a product is a systematic process which consist of a step by step process for this purpose.

Our training included the development of a dummy website on Social Networking.

In the sessions we acquired the knowledge about the planning of System Requirement Specification. We learned the steps involving in software development life cycle.

In the practical sessions we made the project assigned, on which we developed the design documents & made an analysis on how it can be developed. At last, training period is a time, which really enables the trainee to develop his/her skills, gain knowledge that how, an organization works & now a product is manufactured with collective work of so many people.

In brief a training period is really essential for every technical person.

Chapter-7

Future Scope

The scope of this project is that we can add features of User-based Communities and Live Chat servers for online users.

User Communities

Online Chat Server

Privacy of user information among another person on the network

Games & other Application

A Wall to comment and share information on the network.

Chapter-7

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