

Introducing A Comprehensive Student Networking And Education Management Platform

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Abstract- The internet application points to create a dependable web-based social organize framework between an understudy and an educating part. This diagrams an organizing system's scope, capacities, needs, and viability. This project points to make web site that encourages organized communication between individuals and capacities like a social media location. Moreover, this site offers the capacity to compose and transfer a post or any occasion in one area. The essential goal is to spread the valuable data transferred by understudies and staff by including a post that will be seen by any staff and understudies getting to the site. The director can oversee staff and understudies utilizing this web application.

Keywords- Web technology, Networking, Student Management, Online Education, MYSQL, Database and Utility Application.

I. INTRODUCTION

The most objective of this venture is to create college understudies to associated with their resources. This makes a difference the college chairman to track all the exercises of the college. In this venture, the resources can transfer task points of interest, notes, etc. Indeed, understudies can inquire questions to resources. The resources can transfer consider materials online. The understudies can see transferred think about materials by resources. The extend has a Person and bunch chat include where understudies can chat with resources. A Test is given as an arrangement of questions. Answers are at that point put away within the database. Scores and results are shown amid or after the test. Within the occasions area the admin can organize and distribute all sorts of occasions and understudies can apply for occasion interest. Admin has full specialist of the website to oversee understudies, resources, address answers, comes about, Examinations, courses, occasions, etc. A Web association is required to get to this site. Fundamental computer information is required. As of now, it's working for a single college, and within the future, able to connect this venture with different colleges. The point of this location is to supply a single stage for understudies and the staff to connected with each other,

such as examining their inquiries, uploading and seeing the ponder materials, chatting with each other, going to the test given by the staff individuals, uploading their messages, pictures, and recordings in their timeline, seeing the take note distributed by the staff individuals. The admin of the location takes care of the exercises such as including and evacuating courses, subjects, understudies, and staff individuals and distributing takes note.

II. EXISTING SYSTEM

A. *Teaching-focused social networks among college faculty: exploring conditions for the development of social capital*

Scholars have long recognized that teachers' social interactions play an important role in their learning and professional development. Still, while a growing body of research shows that teaching-focused social ties can give pre-college educators access to valuable information, knowledge, and advice—or “social capital”—that improves professional practice and student learning, empirical, mixed methods studies on the phenomenon in the higher education sector are rare, and few investigate what conditions are necessary for these social ties to develop among college instructors. Focusing on college faculty in 17 associate- and baccalaureate-level institutions in one U.S. city, this study uses survey and interview data to explore the connections between structural and positional educator characteristics and the “social networks,” or compilations of social ties, in which faculty reported discussing teaching. Regression analyses of survey responses (n = 244) indicate that fewer years of teaching experience, the time faculty take preparing to teach, discipline, and institution type are correlated with social network dimensions linked to improved professional practice. An inductive analysis of interview data from a subset of faculty (n = 22) supplements survey findings with descriptions of how teaching experience, organizational support, and other factors constrain and reinforce the development of teaching-focused social ties. Results confirm and extend prior research indicating that the development of teaching-focused social networks and the accrual of ties linked to social capital demand faculty and organizational investment. Findings also

suggest that leaders hoping to foster beneficial ties should tailor instructional initiatives to more closely align with faculty experience and time commitments.

B. Risks of Online Victimization Among College Students on Mobile Social Networks

Networks This research paper aims to investigate the relationship between the attitudes of social network users and the risks of victimization online. It also aims to use the results to explore a more comprehensive and effective approach toward the development of cyber policing and safety education programs targeting young adults who make up the majority of social network users. Through a survey of 55 students at Bond University in Gold Coast, Australia, this paper examines students' social network habits and attitudes through a self-report measure and inferences from their daily behaviors on social network applications through their mobile smartphones (MSNAs). Bivariate correlational analyses such as Pearson's r and Spearman's ρ (ρ) reveal that online victimization risks were significantly correlated with the time spent on MSNAs ($\rho=.44$; $p<.01$), feelings of anxiety if accounts were not checked ($\rho=.33$; $p=.02$), feelings of restlessness if experiences were not shared ($\rho=.42$; $p=.01$), and willingness to personally meet up with strangers befriended on MSNAs ($\rho=.30$; $p=.03$). The results can shed light towards enhancing better cyber policing and safety education programs, aim to detect risky behaviors and prevent students from being potential victims on the cyberspace.

III. PROPOSED METHOD

DASHBOARD MODULE: This dashboard module is for chairman where admin can oversee total control of the site. Admin is the super client of the site.

SETTINGS MODULE: Within the settings module the chairman can include or erase division subtle elements, course subtle elements, subject subtle elements, etc.

ADMIN MODULE: Within the admin module the director can have all the get to over the staff and understudy logins counting online test get to.

FACULTY CONTROL PANEL: The director has choice to include modern staff records. The framework will send login points of interest to the resources. The resources can distribute test questions, consider materials, timetable, syllabus and result.

STUDENT ACCOUNT PANEL: The understudies can login to the site by entering login id and watchword. The chairman

favors modern understudy profile points of interest. The understudy can overhaul their profile after the login.

DISCUSSION MODULE: In this module understudies can send questions within the dialog board. The resources can reply to all students' questions. All the question-and-answer records stores within the talk board. All understudies can see dialog board records.

STUDY MATERIALS MODULE: In this module the resources can transfer notes and records by entering book points of interest. This makes a difference understudy to allude for exam, considers, etc.

ATTENDANCE MODULE: This permits staff to require participation concurring to their course arms. Staff can modify the participation any time they need. Eventually, they can download the overall report of participation it'll have get to for past one week.

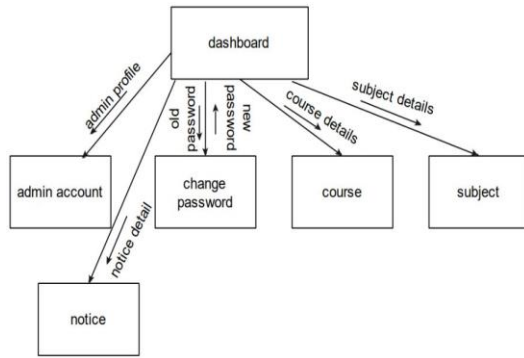
QUIZ MODULE: The staff can make Test and understudy can take up test. The test result and point framework will show within the understudy account board. This module too has timestamp to conduct online test. Person login can be created for each understudy.

RESULT MODULE: The resources can distribute students' exam comes about in this module, where understudy can see their result by entering their roll number and watchword.

USER INTERFACES: Chairman: The chairmen are the most clients with full specialist who handles total site data. Workforce: Resources are the clients who screen understudies, transfers test questions, ponder materials, and distribute result. Understudy: Understudies are the enrolled clients. They can see think about materials, test questions, comes about and communicate with each other etc.

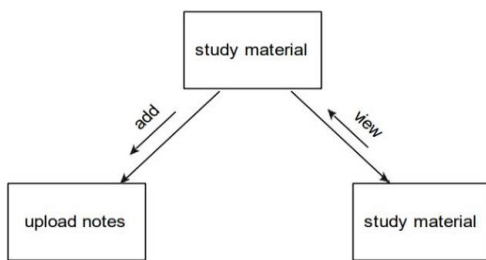
COMMUNICATION TECHNIQUES: The venture should utilize the HTTP convention for communication over the web and for the intranet communication will be through TCP/IP convention suite.

IV. DATABASE DETAILED DESIGN



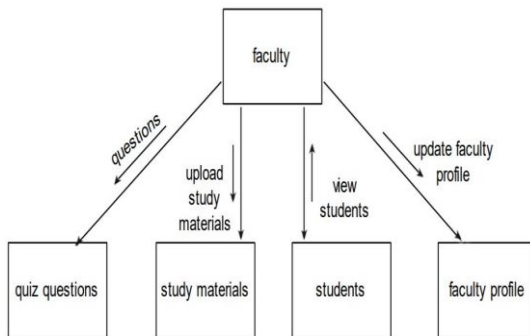
STRUCTURE CHART FOR DASHBOARD

Figure 1



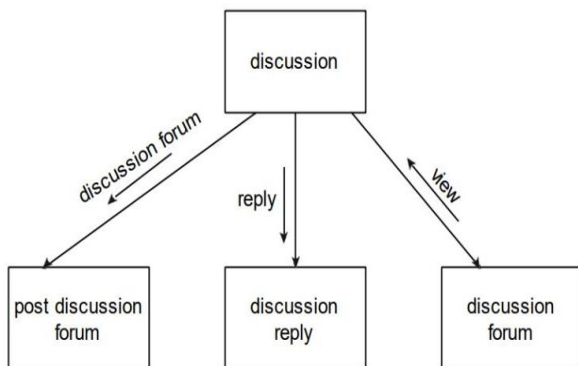
STRUCTURE CHART FOR STUDY MATERIAL

Figure 2



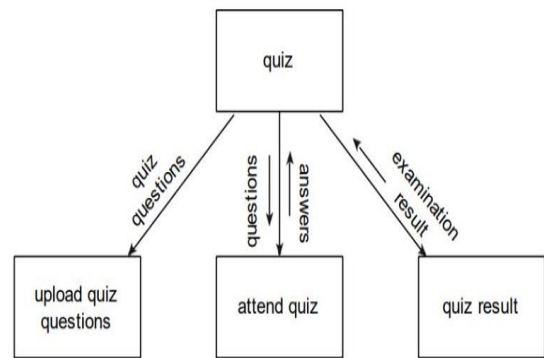
STRUCTURE CHART OF FAULTY

Figure 3



STRUCTURE CHART FOR QUIZ

Figure 4



STRUCTURE CHART OF DISCUSSION

Figure 5

IV. CONCLUSION

The extend work titled “COLLEGE CONNECT” has been planned utilizing PHP – Hypertext Pre-Processor where in numerous user-friendly frame controls have been included in arrange to form it a client intuitively application. The framework is created in such a way that the client with common information of computers can handle it effectively. This site makes it simple for the College to associated with their staffs and students in single stage. It may be a superb learning involvement whereas working on this venture.

This venture took us through the different stages of extend improvement and gave us genuine understanding into the world of program planning. The bliss of working and the excite included whereas handling the different issues and challenges gave us a feel of developer’s industry.

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