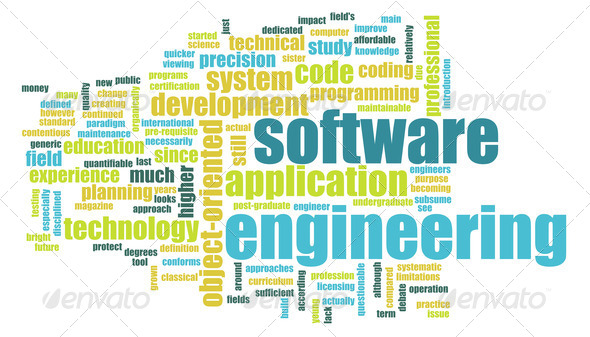
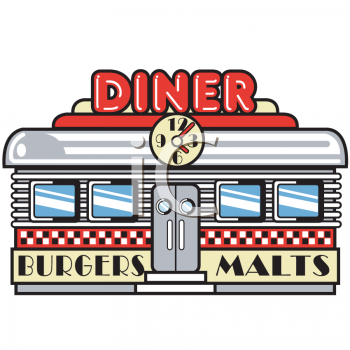
SOFTWARE ENGINEERING THEORY PROJECT LEGACY



**Fall Semester 2016-2017**

**TOPIC:**

Restaurant Service System



**Teacher:**

Prof. Alok Chauhan

**STUDENTS:**

* Osho Agyeya(15BCE1326)
* Kashish Miglani(15BCE1003)
* Sanchay Gupta(15BCE1190)
* Sachin Gopal(15BCE1188)

## SECTION 1: PROJECT DESCRIPTION:

The project is aimed at developing a website as a restaurant service system. The customers are provided with the functionality of being able to send their orders online to the restaurant administrator. They are supposed to create an account on the website. Same is expected from the restaurant administrator. Customers have been provided various dishes in the menu from which they can choose the desired dishes and their respective quantities. The bill is calculated and displayed on the following screen. The administrator has the choice of accepting or rejecting the orders that have been placed by the customers. The administrator can reset his preferences in case of any predicament.

## SECTION 2: INITIAL EXPECTATIONS:

The description above provides the basic functionalities of the application. The initial expectation of the project were as follows:

* The website was supposed to be launched on a proper web server.
* The customer was supposed to have all the relevant functionalities in order to make changes to his/her account.
* The styling of the project website was supposed to be done perfectly using CSS,Bootstrap.
* The admin was supposed to have all the functionalities to enable him to send a message to his customers via chat.
* The customers were supposed to have this functionality of being able to decide whether they want the food to be delivered to their home or to eat it in restaurant.
* An additional feature of being able to book a table at the restaurant.
* A la carte and buffet options were supposed to be incorporated in the project.
* The current location of the customer was supposed to be tracked by the website in order to tell how much amount of time will be needed in order to deliver their food items to them if they opt for delivery.
* An inventory telling the admin about how many resources(vegetables,syrups,spices) are left in the stock was supposed to be included in the project
* An option of availing a discount by ordering within a specific time range.
* Specifying all the necessary details about what ingredients have been used in the preparation of each dish.

## SECTION 3:CURRENT STATUS OF THE PROJECT:

As far as the current status of the project is concerned, a major part of the proposed expectations have been achieved. The following functionalities have been completed successfully:

* The user is successfully able to launch the website.
* The user can create a secure account.
* The user has the option of changing his account password.
* Customers are able to view the menu perfectly.
* The names of the dishes and their price has been listed in an immaculate manner.
* The bill is calculated perfectly and is displayed tidily.
* The admin has the option of accepting or rejecting the orders that have been sent by the customers.
* The admin has the option of resetting his personal choice.
* The page pertaining to the location and description of the restaurant has been made attractive and pleasing.
* The database has been created perfectly which maintains all the customer order records and admin record processing.

## SECTION 4:REMAINING AREAS OF CONCERN

* The customer login needs to be simpler and less congested.
* The inventory needs to be created and updated.
* The timing for discount option needs to be activated.
* A la carte v/s buffet option needs to be incorporated.
* Booking a table at a restaurant
* Chatting with the customers and admin needs to be included.
* Customer location tagging needs to be looked at with greater detail.
* Dine in and home delivery option is to be included.

## SECTION 5:ACTIVITIES/TIME LOG(S)

The project was started on Tuesday, 26 July 2016, 20:30:00.It has been completed on Friday, 21 October 2016, 19:03:18.

The duration is 87 days, 19 hours, 3 minutes and 18 seconds

Or 2 months, 25 days excluding the end date.

Alternative time units:

87 days, 19 hours, 3 minutes and 18 seconds can be converted to one of these units:

7,585,398 seconds

126,423 minutes (rounded down)

2107 hours (rounded down)

87 days (rounded down)

12 weeks (rounded down)

23.99% of 2016

The time slice that has been allotted to various activities are as follows(for 2016):

Creation of all the HTML pages/basic layout: 30 July – August 10. Time period between July 30, 2016 and August 10, 2016 (exclusive) equals to:

11 days

... or 1 weeks & 4 days

Database creation complete: 2 August – August 20. Time period between August 2, 2016 and August 20, 2016 (exclusive) equals to:

18 days

... or 2 weeks & 4 days

CSS Styling: August 20-September 15. Time period between August 20, 2016 and September 15, 2016 (exclusive) equals to:

26 days

... or 3 weeks & 5 days

BOOTSTRAP Styling : September 12- October 10. Time period between September 12, 2016 and October 10, 2016 (exclusive) equals to:

28 days

... or 4 weeks

Final linking and necessary formatting: Done till 21st October

## SECTION 6:TECHNICAL LESSONS LEARNED:

A plethora of technical lessons were imbibed while making this project.

* Softwares like XAMP or WAMP have a high probability of crashing. So it is necessary keep background processes to a minimum while running these softwares.
* Extensive knowledge about HTML, CSS, JAVASCRIPT, PHP, BOOTSTRAP.
* The database should have a key entry in order to keep the rows distinct and achieve a standard level of normalisation from the beginning.
* The CSS should have tags properly defined in order to keep the formatting exclusive to the elements.
* The BOOTSTRAP needs proper internet connection for desired working.
* The connections made via sql should be properly done so that the data is sent to and received from the database without any hassle.
* The priority level of development is as follows:HTML,PHP,JAVASCRIPT,CSS,BOOTSTRAP
* The database should be checked at regular intervals.
* Proper commenting is necessary for easy readability of the code.

## SECTION 7: MANAGERIAL LESSONS LEARNED

Management is significant in order to keep proper track of resources,schedule,quality. The following managerial lessons have been learnt in the course of this project:

005. A manager who is his own systems engineer or financial manager is one who will probably try to do open heart surgery on himself.

1. Wrong decisions made early can be salvaged, but "right" decisions made late cannot.

2. Never make excuses; instead, present plans of actions to be taken.

3. Managers who rely on the paperwork to do the reporting of activities are known failures.

4. Not all successful managers are competent and not all failed managers are incompetent. Luck still plays a part in success or failure, but luck favors the competent, hard-working manager.

5. Documentation does not take the place of knowledge. There is a great difference in what is supposed to be, what is thought to have been, and what the reality is. Documents are normally a static picture in time which is outdated rapidly.

6. People have reasons for doing things the way they do them. Most people want to do a good job, and if they don't, the problem is they probably don't know how or exactly what is expected.

7. A puzzle is hard to discern from just one piece, so don't be surprised if team members deprived of information reach the wrong conclusion.

8. Reviews are for the reviewed and not the reviewer. The review is a failure if the reviewed learn nothing from it.

9. Management principles are still the same. It is just the tools that have changed. You still should find the right people to do the work and get out of the way so they can do

10. It is mainly the incompetent that don't like to show off their work.

11. A working meeting has about six people attending. Meetings larger than this are for information transfer.

12. All problems are solvable in time, so make sure you have enough schedule contingency - if you don't, the next project manager that takes your place will.

13. Sometimes the best thing to do is nothing. It is also occasionally the best help you can give. Just listening is all that is needed on many occasions. You may be the boss but, if you constantly have to solve someone's problems, you are working for him.

14. Integrity means your subordinates trust you.

15. People who monitor work and don't help get it done, never seem to know exactly what is going on.

16. The seeds of problems are laid down early. Initial planning is the most vital part of a project. Review of most failed projects or of project problems indicates that the disasters were well planned to happen from the start.

17. Whoever said beggars can't be choosers doesn't understand project management. Many times it is better to trust to luck than to get known poor support.

18. There is only one solution to a weak project manager in industry — get rid of him fast. The main job of a project manager in industry is to keep the customer happy. Make sure the one working with you knows that "on schedule, on cost, and a good product"--not flattery--is all that makes you happy.

19. Talk is not cheap. The best way to understand a personnel or technical problem is to talk to the right people. Lack of talk at the right levels is deadly.

20. Projects require teamwork to succeed. Remember most teams have a coach and not a boss, but the coach still has to call some of the plays.

21. In political decisions, do not look for logic - look for politics.

22. Reviews, meetings, and reality have little in common.

23. The project manager who is the smartest man on his project has done a lousy job of recruitment.

20. Client wants the best. Once you tell him what the best costs, he asks if you can scale back.

## SECTION 8: RECOMMENDATIONS TO FUTURE PROJECTS

Recommendations to the future project will be a comprehensive set of points.

1. **Emphasize the importance of teamwork—**Before the groups are formed and the task is set out, teachers should make clear why this particular assignment is being done in groups. Students are still regularly reporting in survey data that teachers use groups so they don’t have to teach or have as much work to grade. Most of us are using groups because employers in many fields want employees who can work with others they don’t know, may not like, who hold different views, and possess different skills and capabilities.
2. **Teach teamwork skills—**Most students don’t come to group work knowing how to function effectively in groups. Whether in handouts, online resources, or discussions in class, teachers need to talk about the responsibilities members have to the group (such as how sometimes individual goals and priorities must be relinquished in favor of group goals) and about what members have the right to expect from their groups. Students need strategies for dealing with members who are not doing their fair share. They need ideas about constructively resolving disagreement. They need advice on time management.
3. **Use team-building exercises to build cohesive groups—**Members need the chance to get to know each other, and they should be encouraged to talk about how they’d like to work together. Sometimes a discussion of worst group experiences makes clear to everyone that there are behaviors to avoid. This might be followed with a discussion of what individual members need from the group in order to do their best work. Things like picking a group name and creating a logo also help create a sense of identity for the group, which in turn fosters the commitment groups need from their members in order to succeed.
4. **Thoughtfully consider group formation—**Most students prefer forming their own groups, and in some studies these groups are more productive. In other research, students in these groups “enjoy” the experience of working together, but they don’t always get a lot done. In most professional contexts, people don’t get to choose their project partners. If the goal is for students to learn how to work with others whom they don’t know, then the teacher should form the groups. There are many ways groups can be formed and many criteria that can be used to assemble groups. Groups should be formed in a way that furthers the learning goals of the group activity.
5. **Make the workload reasonable and the goals clear—**Yes, the task can be larger than what one individual can complete. But students without a lot of group work experience may struggle with large, complex tasks. Whatever the task, the teacher’s goals and objectives should be clear. Students shouldn’t have to spend a lot of time trying to figure out what they are supposed to be doing.
6. **Consider roles for group members—**Not all the literature recommends assigning roles, although some does. Roles can emerge on their own as members see what functions the group needs and step up to fill those roles. However, this doesn’t always happen when students are new to group work. The teacher can decide on the necessary roles and suggest them to a group with the group deciding who does what. The teacher can assign the roles, but should realize that assigning roles doesn’t guarantee that students will assume those roles. Assigned roles can stay the same or they can rotate. However they’re implemented, roles are taken more seriously if groups are required to report who filled what role in the group.
7. **Provide some class time for meetings—**It is very hard for students to orchestrate their schedules. Part of what they need to be taught about group work is the importance of coming to meetings with an agenda—some expectation about what needs to get done. They also need to know that significant amounts of work can be done in short periods of time, provided the group knows what needs to be done next. Working online is also increasingly an option, but being able to convene even briefly in class gives groups the chance to touch base and get organized for the next steps.
8. **Request interim reports and group process feedback—**One of the group’s first tasks ought to be the creation of a time line—what they expect to have done by when. That time line should guide instructor requests for progress reports from the group, and the reports should be supported with evidence. It’s not good enough for the group to say it’s collecting references. A list of references collected should be submitted with the report. Students should report individually on how well the group is working together, including their contributions to the group. Ask students what else could they contribute that would make the group function even more effectively.
9. **Require individual members to keep track of their contributions—**The final project should include a report from every member identifying their contribution to the project. If two members report contributing the same thing, the teacher defers to the student who has evidence that supports what the student claims to have done.
10. **Include peer assessment in the evaluation process—**What a student claims to have contributed to the group and its final product can also be verified with a peer assessment in which members rate or rank (or both) the contributions of others. A formative peer assessment early in the process can help members redress what the group might identify as problems they are experiencing at this stage.