A Django Website for Reading Comics Online

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***Abstract*—This undergraduate thesis investigates an online comic-reading website built with Python and Django. Comic readers need a catalogue and a practical reading interface, while administrators need to maintain stories and categories. The student reviews Python and Django, models the web system, and presents screenshots for reading chapters and managing categories, stories, and members. The manuscript documents the implemented interface screens. Its supplied text ends with references and a supervisor-comment form rather than a substantive concluding evaluation; measured usage, performance, and content-rights checks are not established. The available evidence supports a student demonstration of pages and administration functions, not claims of sustained public operation or improved reader engagement. The contribution is a documented student study or prototype whose stated scope can guide further testing.**

***Index Terms*—Django, Python, comics, reading website**

I. Introduction

Comic readers need a catalogue and a practical reading interface, while administrators need to maintain stories and categories. This thesis investigates an online comic-reading website built with Python and Django. It begins from a practical engineering need and explains the technologies and workflow chosen for the case. The objective is to document a student implementation or comparative investigation, together with the evidence available in the manuscript. Broader operational or economic effects require separate measurements and are not assumed from the existence of a prototype [1]. Earlier ICTU student work on related designs is included here for context [2], [3], [4], [5]. Related published studies provide context for the subject and methods [6], [7], [8], [9], [10]. These contextual works were selected for this English summary; they are not asserted to appear in the original thesis bibliography.

II. Methods

The student reviews Python and Django, models the web system, and presents screenshots for reading chapters and managing categories, stories, and members. The source is summarized through its stated design, implementation material, examples, and conclusion. Features shown in the manuscript are distinguished from proposals for later development. This review does not add a new experiment, fill missing measurements with estimates, or treat a planned capability as an observed result. The source thesis remains the provenance for the reported work [1].

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III. Results

The manuscript documents the implemented interface screens. Its supplied text ends with references and a supervisor-comment form rather than a substantive concluding evaluation; measured usage, performance, and content-rights checks are not established. The report's screens, configurations, examples, or measurements constitute the evidence for this summary. A capability described only as a design intention is not counted as a validated operational outcome. No additional performance, adoption, financial, or safety figure has been introduced here. The result is interpreted within the scope of the student's documented setup [1].

IV. Discussion

The available evidence supports a student demonstration of pages and administration functions, not claims of sustained public operation or improved reader engagement. A later study could test reader navigation, moderation and permissions, accessibility, and reliability using a representative story catalogue. These limitations affect how the evidence should be read. The current manuscript can support understanding of the design and reported demonstration, while independent tests would be needed for stronger claims. Any later deployment should document its environment and separate observed outcomes from intended benefits [1].

V. Conclusion

The thesis documents an online comic-reading website built with Python and Django. The manuscript documents the implemented interface screens. Its supplied text ends with references and a supervisor-comment form rather than a substantive concluding evaluation; measured usage, performance, and content-rights checks are not established. The available evidence supports a student demonstration of pages and administration functions, not claims of sustained public operation or improved reader engagement. A later study could test reader navigation, moderation and permissions, accessibility, and reliability using a representative story catalogue. Accordingly, the present contribution is a source-grounded account of the student work and its tested or illustrated scope. Claims about broader effectiveness should be assessed in later work using explicit evaluation conditions [1].

References

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