UNIVERSITY OF PORT HARCOURT
FACULTY OF COMPUTING
DEPARTMENT OF SCIENCE

SIX MONTHS TECHNICAL REPORT ON STUDENT'S INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)

UNDERTAKEN AT:

BYTEMARK INSTITUTE

PRESENTED BY

EGBURUWHUO GIDEON IKECHI
U2022/5570213

IN PARTIAL FULFILMENT OF THE REQUIREMENT OF THE AWARD OF BACHELOR DEGREE OF SCIENCE IN THE DEPARTMENT OF COMPUTER SCIENCE.

JANUARY, 2026.

DEDICATION

I dedicate this report to God Almighty

ACKNOWLEDGEMENT

I first acknowledge the Almighty God for His protection, mercy, kindness and grace throughout the period of my Industrial Training.

My sincere gratitude goes to my family for their care, support and continuous contribution to my education.

More so, my indebtedness goes to the lecturers in the department of Computer Science and the Head of the department for their support ever since I started the academic journey.

To SIWES programme, I am grateful for the opportunity to see the real world application of my field of study as a student.

Finally, to my fellow IT students our cooperation made memories worth holding on to.

ABSTRACT

TABLE OF CONTENT

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In October 1971, the Federal Government of Nigeria introduced the Industrial Training Fund (ITF) to address the growing concern regarding the practical skills gap among locally trained professionals in tertiary institutions, particularly in Universities of Technology, Monotechnic, Polytechnics, Colleges of Education, and Technical Colleges. The policy statement No.1, published in 1973, emphasized the need to assist graduates in adapting to their post-graduation job environments. Specifically, Section 15 of the policy states that "great emphasis will be placed on assisting certain products of the post-secondary school system to adapt or orientate easily to their possible post-graduation job environments." This mission subsequently led to the establishment of the Student Industrial Work Experience Scheme (SIWES), which aims to set and regulate standards while offering direct training interventions in industrial and commercial skills development. The ITF promotes the acquisition of skills within industries and commerce to generate a pool of indigenously trained manpower that meets the demands of the economy. Furthermore, it focuses on providing training for skills in management, technical fields, and entrepreneurial development across both public and private sectors of the Nigerian economy.

1.2 The SIWES Initiative

Launched in 1973, SIWES was developed by the ITF as a program designed to impart practical skills to undergraduates from various tertiary institutions. This initiative aims to bridge the gap between theoretical knowledge acquired in classrooms and real-life applications encountered on-site, in offices, or factories. The program collaborates with several professional bodies, including the Nigeria University Commission (NUC), the National Board for Technical Education (NBTE), and the National Commission for Colleges of Education (NCCE). By doing so, SIWES equips students with the necessary skills and technical knowledge to become highly competitive professionals in the labour market. The program has become an accepted part of the academic standards for degree programs in Nigerian universities. It was designed to address the inadequacies of graduates who lacked practical experience, which hindered their employability.

1.3 The Role of the Institution in SIWES

Tertiary institutions such as universities, polytechnics, and colleges of education have specific roles to play in the SIWES initiative. Some of these roles include:

- Appointing coordinators and supporting staff.
- Establishing coordination units with adequate staffing and funding to ensure the effective operation of the scheme.
- Identifying placement opportunities for student attachments with employers.
- Organizing orientation courses in collaboration with the Industrial Training Fund for their students.
- Preparing and submitting master and placement lists to the ITF through supervising agencies.
- Registering students and capturing their details at the point of registration.

1.4 Responsibilities of Students During SIWES

As participants in the SIWES program, students are expected to adhere to specific responsibilities:

- Attend orientation programs prior to their attachment.
- Complete the Student’s Commencement Attachment Form (S.C.A.F.) and obtain endorsements from employers for submission to the ITF.
- Comply with the rules and regulations of their host organizations.
- Document all industrial training activities and assignments in a logbook while completing ITF forms for assessment.
- Exhibit diligence, honesty, and respect for their employer's property throughout the attachment period.
- Maintain regular attendance and punctuality at their respective places of attachment.
- Register for the program and submit their account details to school coordinators.

1.5 Aims and Objectives of SIWES

The primary aim of SIWES is to facilitate skill acquisition and prepare students for the realities of the workforce post-graduation. The objectives include:

- Providing avenues for students to acquire industrial skills and experiences relevant to their field of study.
- Allowing students to apply theoretical knowledge in real work scenarios.
- Easing the transition from academia to the workplace and enhancing students' networks for future job placements.
- Exposing students to work methods and techniques not typically covered in their coursework.
- Bridging the gap between theory and practice, enabling students to apply classroom knowledge to practical situations.

1.6 Benefits of Industrial Training for Students

Participating in industrial training offers numerous benefits that contribute to the students' personal and professional growth. Some of these benefits include:

- The opportunity to blend theoretical knowledge with practical applications required for industry roles.
- Experience in handling equipment and machinery that may not be available in educational institutions.
- Preparation to contribute to productivity immediately after graduation.
- Enhanced networking opportunities with potential employers during training.
- Improved readiness for employment and smoother transitions into the workforce after graduation.

CHAPTER TWO

PLACE OF ESTABLISHMENT

2.1 Company Profile

ByteMark Institute is a training institute that focuses on teaching practical computer and technology skills. The institute offers courses in areas such as web development, programming, graphic design, and other computer-related subjects. It aims to prepare students for the real working environment by giving them hands-on experience.

The institute has modern computer systems, internet access, and the necessary software tools that help students practice what they learn in class. ByteMark Institute is known for providing a friendly and learning-focused environment where students can improve their skills and understand how things work in the IT industry.

The organization is divided into different units to run smoothly:

- **Management Unit:** Handles planning, decision making, and overall administration.
- **Training/Instructors Unit:** Teaches students, guides them through practical exercises, and supervises projects.
- **Technical Support Unit:** Maintains computers, networks, and software systems.
- **Administrative Unit:** Manages records, student registration, and daily office work.

During my SIWES attachment, I was able to observe and take part in many activities that gave me practical knowledge of how computer-based work is done in a real-life setting. The institute provides an opportunity for students to connect theory with practice and learn skills that will be useful in their future careers.

2.2 ICT Company Mandate (Goals and Objectives)

BYTE MARK INSTITUTE has a clear mandate to provide practical ICT training and skills development for students and professionals. The main goals and objectives of the institute are:

1. To train students and individuals in computer science and information technology skills.
2. To bridge the gap between theoretical knowledge from school and practical work experience in the ICT industry.
3. To prepare students for real-life challenges in the workplace by providing hands-on training.
4. To help students develop problem-solving and technical skills relevant to their course of study.
5. To expose students to modern tools, software, and technologies used in the ICT sector.
6. To provide a platform for students to practice, learn, and gain confidence before entering the job market.
7. To promote innovation and creativity in the use of technology among students and trainees.

2.3 Organizational Chart

The organizational structure of ByteMark Institute is designed to ensure smooth running of its training and administrative activities. The structure is divided into key units, each with specific responsibilities. Below is the organizational chart in text form:

Director / CEO

↳ **Management Unit**: Responsible for planning, policy making, and overall administration

↳ **Training/Instructors Unit**: Conducts classes, supervises students, and manages practical sessions

↳ **Technical Support Unit**: Maintains computers, networks, and software; ensures proper functioning of IT infrastructure

↳ **Administrative Unit**: Handles student registration, documentation, and daily office operations

CHAPTER THREE

WORK EXPERIENCE GAINED

3.1 ACTIVITIES DURING SIWES ATTACHMENT PERIOD

During my SIWES attachment with ByteMark Institute, I was actively involved in various web development and ICT-related activities aimed at enhancing my practical skills in computer science. My primary focus was on learning and applying front-end web development technologies, including HTML and CSS, as well as understanding professional practices in a real work environment. One of my main tasks involved designing and developing web pages using HTML. I learned the basic structure of web pages, how to create headings, paragraphs, links, lists, and embed multimedia such as images, audio, and video. I also focused on optimizing web content for better performance and responsiveness.

Another significant aspect of my training was working with forms and tables. I learned to create structured tables, input forms, and applied form validation techniques to ensure proper user input. This experience gave me practical insight into data collection and user interaction on web platforms. I also explored semantic HTML and web accessibility, understanding how to structure content so that websites are usable by all users, including those with disabilities. In addition, I learned about meta tags, search engine optimization (SEO), and favicon creation, which helped me understand how websites are made more functional and discoverable online.

In CSS, I studied basic styling techniques, including selectors, colors, units, and the box model. I progressed to advanced topics such as Flexbox, Grid layouts, responsive design, media queries, CSS variables, and modern visual effects like gradients and glassmorphism. I applied these skills to create multi-page websites that were both functional and visually appealing.

During the training, I also worked on mini projects where I applied all the concepts I learned to build fully functional websites. I was involved in organizing project files, creating reusable templates, and documenting all activities in my logbook. These projects allowed me to combine theoretical knowledge with practical application in a meaningful way.

Skills and Knowledge Gained:

1. Proficiency in HTML and CSS for building structured and responsive web pages.
2. Understanding of web accessibility and semantic HTML.
3. Ability to create and validate forms and design tables for data presentation.
4. Knowledge of SEO basics, meta tags, and favicon implementation.
5. Practical skills in using CSS layouts, including Flexbox and Grid.
6. Experience in responsive web design and mobile-friendly web development.
7. Ability to apply modern visual effects, transitions, and animations.
8. Competence in organizing project files, creating reusable templates, and documenting work.
9. Improved problem-solving and project management skills.
10. Enhanced understanding of professional conduct, teamwork, and work ethics in an ICT environment.

3.2 HTML

HTML (HyperText Markup Language) is the standard language used to create and design web pages on the internet. It is the backbone of all websites and provides the structure for web content, allowing text, images, links, tables, forms, and multimedia to be displayed in web browsers. HTML is not a programming language but a markup language that tells a browser how to display content.

HTML is used in various areas such as:

- Building personal, business, and government websites.
- Creating blogs, online shops, and company portals.
- Designing web-based applications and dashboards.
- Structuring content for educational platforms and e-learning websites.

During my SIWES attachment at **ByteMark Institute**, I was taught HTML from the basics to more advanced topics. My training included the following:

1. **Introduction to HTML:** I learned what HTML is, its purpose, and its importance in web development. I was shown how web pages are structured using HTML tags.
2. **Basic HTML Structure:** I learned how to create the skeleton of a webpage using <html>, <head>, and <body> tags. I understood the role of the <title> tag, metadata, and linking CSS files to HTML pages.
3. **Text and Formatting:** I was taught how to format text, use headings (<h1> to <h6>), paragraphs (<p>), and text styling tags like and to emphasize content.
4. **Lists:** I learned to create ordered lists (<ol>), unordered lists (<ul>), and description lists (<dl>), which help present information clearly.
5. **Links and Navigation:** I practiced creating hyperlinks with the <a> tag for navigating within the site or to external websites. I also created simple navigation menus for multi-page websites.
6. **Tables:** I learned to create tables using <table>, <tr>, <th>, and <td> tags to display information in an organized way. I also learned about table headers, merging cells, and adding captions.
7. **Forms and User Input:** I learned how to design forms using <form> and <input> tags. I also practiced adding dropdown menus, radio buttons, checkboxes, and implementing basic form validation.
8. **Multimedia Integration:** I was taught how to embed images (<img>), audio (<audio>), and video (<video>) into web pages. I also learned about optimizing these elements to improve website performance.

9. **Semantic HTML:** I learned to use semantic elements like <header>, <footer>, <section>, <article>, and <aside> to improve website structure, accessibility, and search engine optimization.
10. **Accessibility and Best Practices:** I was taught the importance of adding alternative text to images, using proper HTML tags, and structuring content in a way that is accessible to all users, including those with disabilities.

3.2.1 Introduction to Html

HTML (HyperText Markup Language) is the standard markup language used to create and design web pages. It provides the structure of a website by defining elements such as headings, paragraphs, links, lists, images, tables, and forms. HTML is not a programming language; instead, it tells web browsers how to display content on a page.

During my SIWES attachment at **ByteMark Institute**, I was introduced to the basics of HTML. The instructor explained its importance in web development, showing how all websites, whether simple blogs or complex business portals, rely on HTML to organize and present information.

I was taught that HTML is used for:

- Structuring web content for browsers.
- Creating websites for personal, business, and educational purposes.
- Designing web-based applications and online platforms.
- Making content readable and accessible to all users.

At this stage, I also learned the tools required for HTML development, including text editors (like Visual Studio Code), web browsers (like Chrome and Firefox), and file management for organizing project folders. This introduction gave me a solid foundation to understand how websites are built from scratch and prepared me for practical exercises in the following weeks.

3.2.2 Basic HTML Structure

I spent the first few days learning how to create the **basic structure of a web page using HTML**. I was shown how to organize a web page into the <html>, <head>, and <body> sections.

In practice, I did the following:

1. **Creating a New HTML File:** I opened Visual Studio Code and created a new file with a .html extension. I typed the basic boilerplate code including <!DOCTYPE html>, <html>, <head>, and <body>.
2. **Adding a Title:** Inside the <head> section, I added a <title> tag to give my web page a name that appears on the browser tab.
3. **Adding Metadata:** I included <meta> tags for character encoding (UTF-8) and page description. This taught me how metadata helps browsers and search engines understand web content.
4. **Adding Content in the Body:** I practiced adding headings (<h1>) and paragraphs (<p>) in the <body> section to display visible content on the page.
5. **Testing in a Browser:** After writing the code, I saved the file and opened it in Google Chrome to check how the page looked. I practiced editing and refreshing the page to see changes instantly.
6. **File Organization:** I created a folder for each project to keep HTML files and other resources organized. This helped me understand how to structure files for bigger projects.

3.2.4 Links and Navigation

Links, also called hyperlinks, are elements in a web page that allow users to move from one page to another or access external websites. Links are an essential part of web development because they connect pages within a website and provide navigation between different websites on the internet.

Links are used for:

- Navigating between pages of the same website.
- Linking to external websites or online resources.
- Creating menus, buttons, and interactive web elements.
- Guiding users to important sections or content on a web page.

During my SIWES attachment at BYTE MARK INSTITUTE, I learned how to create links using the <a> tag. I also learned how to structure navigation menus for websites.

Practical exercises I performed include:

1. Creating Basic Links: I used the <a> tag to link text to other pages or websites. For example:

About Us
Google

2. Opening Links in a New Tab: I learned to use the target="_blank" attribute to open external links in a new browser tab, keeping my website accessible.
3. Navigation Menus: I practiced creating menus for multi-page websites using lists (<ul> and <li>) combined with links. This helped me organize pages logically and provide easy navigation.
4. Testing Links: After creating links, I opened the web pages in a browser to ensure that all links directed users to the correct pages and that menus worked as intended.

3.2.5 Tables and Forms

Tables in HTML are used to organize and display data in rows and columns. They are useful for presenting structured information, such as schedules, pricing lists, or comparison charts.

Forms are used to collect input from users. They allow websites to receive information such as names, emails, passwords, and messages. Forms are essential for contact pages, registration systems, surveys, and data collection applications.

Practical exercises I performed include:

1. Creating Tables:
    - I used <table> to start a table, <tr> for rows, <th> for headers, and <td> for data cells.

- I practiced adding captions using <caption> and merging cells with colspan and rowspan.
- I tested tables in a browser to ensure data was properly aligned and readable.

Example:

```
<table>
  <caption>Student Scores</caption>
  <tr>
    <th>Name</th>
    <th>Subject</th>
    <th>Score</th>
  </tr>
  <tr>
    <td>Gideon</td>
    <td>HTML</td>
    <td>85</td>
  </tr>
</table>
```

2. **Creating Forms:**

- I designed basic forms using `<form>` and `<input>` elements.
- I added different input types such as text, email, password, radio buttons, checkboxes, and submit buttons.
- I used `<textarea>` for longer user input and `<select>` for dropdown menus.\

Example:

```
<form>
  <label for="name">Name:</label>
  <input type="text" id="name" name="name">
  <label for="email">Email:</label>
  <input type="email" id="email" name="email">
  <input type="submit" value="Submit">
</form>
```

3. **Form Validation:**

- I learned how to make fields required and restrict input types to improve user data entry.
- I tested the forms in a browser to check that validation rules worked correctly.

Through these exercises, I gained hands-on experience in creating structured tables for data display and interactive forms for user input. This practical experience taught me how to organize information efficiently and collect data reliably, which is essential for building functional websites.

3.2.6 Multimedia Embedding (Images, Audio, Video)

Multimedia elements such as images, audio, and video are used in web pages to make them more interactive and engaging. Images enhance the visual appeal, while audio and video provide information in formats that are easier for users to understand. Embedding multimedia is an essential part of modern web development.

Practical exercises I performed include:

1. **Adding Images:**

- I used the <img> tag to insert images into web pages.
- I learned how to set image attributes such as src (source of the image), alt (alternative text), width, and height.
- I practiced adding images for content enhancement and tested them to ensure they displayed correctly.

Example:

<img src="logo.png" alt="Company Logo" width="200" height="100">

2. **Embedding Audio:**

- I learned to add audio files using the `<audio>` tag.
- I practiced using the `controls` attribute so users could play, pause, and adjust volume.

Example:

<audio controls>

<source src="music.mp3" type="audio/mpeg">

Your browser does not support the audio element.

</audio>

3. Embedding Video:

- I used the `<video>` tag to embed video content into web pages.
- I practiced adding attributes like `controls`, `autoplay`, `width`, and `height` to improve user experience.

Example:

<video width="320" height="240" controls>

<source src="tutorial.mp4" type="video/mp4">

Your browser does not support the video tag.

</video>

3.2.7 Semantic HTML and Accessibility

Semantic HTML refers to using HTML elements that have meaningful names and purposes, making the structure of a web page clear both to developers and web browsers. Examples include <header>, <footer>, <article>, <section>, and <aside>. Semantic HTML improves readability, maintainability, and search engine optimization (SEO).

Accessibility involves designing web pages so that they can be used by everyone, including people with disabilities. This includes adding descriptive text for images, properly structuring headings, and ensuring that forms and navigation are easy to use with assistive technologies.

Practical exercises I performed include:

1. **Using Semantic Tags:**
    - I replaced generic and tags with meaningful tags like <header> for page headers, <footer> for footers, <section> for sections, and <article> for independent content.
    - This helped organize the web page content logically and made it easier to read.
2. **Accessible Images:**
    - I added alt attributes to all images to provide alternative text for users who rely on screen readers.

Example:

<img src="team.jpg" alt="Team working on project">

Accessible Forms:

- I ensured that form fields had proper labels using the `<label>` tag.
- I learned to associate labels with input fields using the `for` attribute to improve usability.

Example:

<label for="email">Email:</label>

<input type="email" id="email" name="email">

Navigation Accessibility:

- I structured navigation menus using <nav> and created logical heading hierarchies to help users and search engines understand the page layout.

3.3 CSS

CSS (Cascading Style Sheets) is a language used to style and design web pages created with HTML. While HTML provides the structure of a web page, CSS is used to control its appearance, including colors, fonts, layouts, spacing, and responsiveness. CSS makes websites visually appealing, organized, and user-friendly.

CSS is used for:

- Changing the appearance of text, headings, and paragraphs.
- Designing layouts using techniques like Flexbox and Grid.
- Adding visual effects, transitions, and animations.
- Making websites responsive for different screen sizes and devices.
- Improving user experience and website aesthetics.

Practical exercises I performed include:

1. Adding CSS to HTML:
    - I learned three ways to apply CSS: inline, internal, and external.
    - I practiced linking an external CSS file to HTML pages using the <link> tag.

Example:

<link rel="stylesheet" href="style.css">

1. **Selectors and Properties:**

- I practiced selecting elements using element selectors (p, h1), class selectors (.classname), and ID selectors (#idname).
- I applied properties such as color, font-size, background-color, margin, and padding.

2. **Box Model:**

- I learned about the CSS box model, which includes content, padding, border, and margin.
- I applied these properties to create proper spacing and layout around elements.

3. **Text and Font Styling:**

- I practiced changing text fonts, sizes, colors, line height, and text alignment.
- I learned how to style headings, paragraphs, links, and lists for better readability.

4. **Layouts:**

- I practiced positioning elements using position properties (static, relative, absolute, fixed).
- I worked with **Flexbox** to arrange items horizontally and vertically.
- I also learned **CSS Grid** for more complex layouts involving rows and columns.

5. **Colors, Backgrounds, and Borders:**

- I experimented with solid colors, gradients, and background images.

- I styled borders and applied shadows to enhance visual appeal.

6. **Responsive Design:**

- I used media queries to adjust the layout for different screen sizes, including desktops, tablets, and mobile devices.
- I practiced fluid typography and flexible layouts for better user experience.

7. **Transitions and Animations:**

- I learned to add smooth transitions for hover effects.
- I practiced simple keyframe animations to animate elements on the page.

3.4 Projects/Practical Tasks

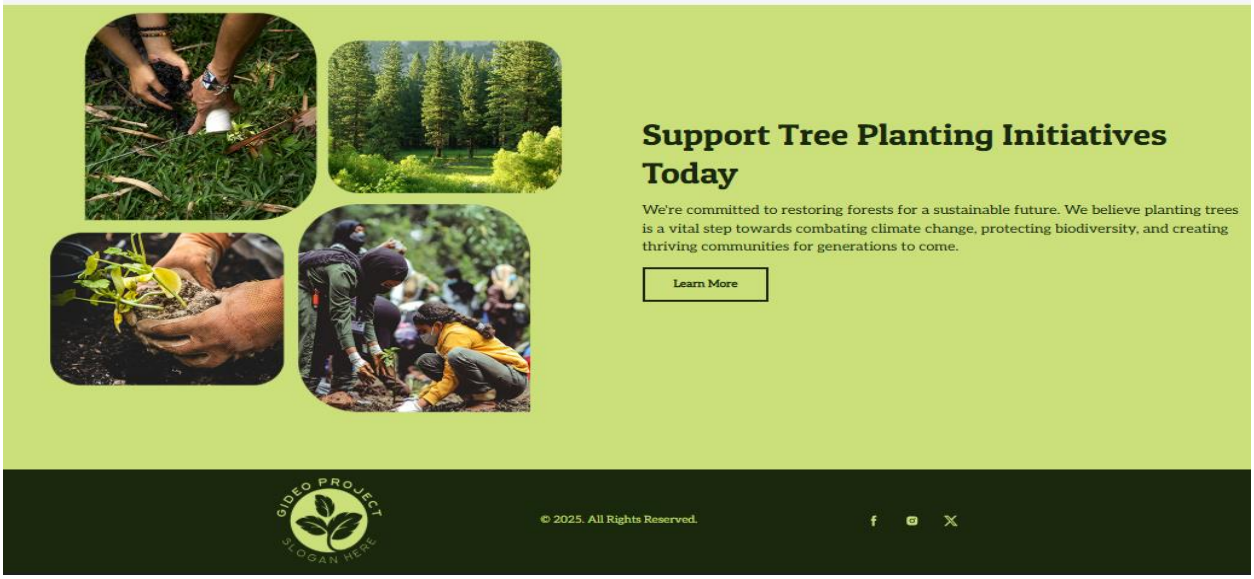
During my SIWES attachment at BYTE MARK INSTITUTE, I was assigned several practical projects that allowed me to apply the HTML and CSS skills I learned. These projects helped me gain hands-on experience in real web development tasks.

Practical tasks I performed include:

1. Single-Page Website:
    - I created a complete web page using HTML and CSS.
    - The page included headings, paragraphs, lists, images, links, tables, and a contact form.
    - I applied styling for colors, fonts, spacing, and layout.
2. Multi-Page Website:
    - I developed a website with multiple linked pages (Home, About, Contact).
    - I practiced navigation menus, consistent layout, and reusable templates.
3. Responsive Design Project:
    - I built web pages that adjusted smoothly for mobile, tablet, and desktop screens.
    - I used Flexbox, Grid, and media queries to make layouts flexible.

4. Mini Portfolio Project:
    - I combined all skills into a portfolio website showcasing content, images, links, and multimedia.
    - I ensured proper structure, accessibility, and visual appeal.
5. Form and Table Integration:
    - I created interactive forms for user input with validation.
    - I designed tables to display data clearly and professionally.

3.5 Picture of one of my project



Html

Index.html

```
<!DOCTYPE html>
<html lang="en">
<head>
   <meta charset="UTF-8">
   <meta name="viewport" content="width=device-width, initial-scale=1.0">
   <title>Tree Planting Project</title>
   <link rel="stylesheet" href="style.css">
</head>
<body>
   <!-- Header Section -->
   <header>
      <div class="logo">
         <h1>GIDEO PROJECT</h1>
         <p>SLOGAN HERE</p>
      </div>
      <nav>
         <ul>
            <li><a href="#">Home</a></li>
            <li><a href="#">Get Involved</a></li>
         </ul>
      </nav>
   </header>

   <!-- Hero Section -->
   <section class="hero">
      <div class="hero-content">
         <h2>Planting Trees For Tomorrow</h2>
         <p>Join our tree planting community.</p>
         <a href="#" class="btn">Become a Volunteer</a>
      </div>
   </section>

   <!-- Support Section -->
   <section class="support">
      <div class="images">
         <div><img src="image1.jpg" alt="Planting tree"></div>
         <div><img src="image2.jpg" alt="Forest"></div>
         <div><img src="image3.jpg" alt="Planting hands"></div>
         <div><img src="image4.jpg" alt="Volunteers"></div>
      </div>
      <div class="support-text">
         <h3>Support Tree Planting Initiatives Today</h3>
```

```
        <p>We’re committed to restoring forests for a sustainable future. We believe planting trees is a vital step towards reducing climate change, protecting biodiversity, and creating thriving communities for generations to come.</p>
        <a href="#" class="btn">Learn More</a>
      </div>
    </section>

    <!-- Footer -->
    <footer>
      <p>&copy; 2026 Gideo Project. All Rights Reserved.</p>
    </footer>
</body>
</html>
```

Css

Style.css

```
/* Reset default styles */
* {
  margin: 0;
  padding: 0;
  box-sizing: border-box;
  font-family: Arial, sans-serif;
}

/* Header */
header {
  display: flex;
  justify-content: space-between;
  align-items: center;
  padding: 20px 50px;
  background-color: #1b1b1b;
  color: #fff;
}

header .logo h1 {
  font-size: 24px;
}

header nav ul {
  list-style: none;
  display: flex;
  gap: 20px;
}

header nav ul li a {
  color: #fff;
  text-decoration: none;
```

```
    font-weight: bold;
}

/* Hero Section */
.hero {
    background: url('hero-bg.jpg') center/cover no-repeat;
    height: 60vh;
    display: flex;
    align-items: center;
    justify-content: center;
    text-align: center;
    color: #fff;
}

.hero-content h2 {
    font-size: 36px;
    margin-bottom: 15px;
}

.hero-content p {
    font-size: 18px;
    margin-bottom: 20px;
}

.hero-content .btn {
    background-color: #c2e17b;
    padding: 12px 25px;
    text-decoration: none;
    color: #1b1b1b;
    font-weight: bold;
    border-radius: 5px;
}

/* Support Section */
.support {
    display: flex;
    flex-wrap: wrap;
    padding: 50px;
    gap: 30px;
    background-color: #d9e9a0;
    color: #1b1b1b;
}

.support .images {
    display: grid;
    grid-template-columns: repeat(2, 1fr);
    gap: 15px;
    flex: 1;
```

```
}

.support .images img {
  width: 100%;
  height: auto;
  border-radius: 10px;
}

.support .support-text {
  flex: 1;
}

.support .support-text h3 {
  font-size: 28px;
  margin-bottom: 15px;
}

.support .support-text p {
  margin-bottom: 20px;
  line-height: 1.6;
}

.support .btn {
  background-color: #1b1b1b;
  color: #fff;
  padding: 10px 20px;
  text-decoration: none;
  border-radius: 5px;
}

/* Footer */
footer {
  background-color: #1b1b1b;
  color: #fff;
  text-align: center;
  padding: 15px;
}

/* Responsive */
@media (max-width: 768px) {
  .support {
    flex-direction: column;
  }
}
```

CHAPTER FOUR

SUMMARY & CONCLUSION

4.1 Summary

During my attachment at the ByteMark Institute, I gained extensive practical experience in web development using HTML and CSS. I was involved in creating web pages from scratch, styling them with CSS, and making them responsive for different devices. My attachment experience helped me hone essential soft skills, such as effective communication, collaboration, and problem-solving and also learnt the use of Microsoft Word, PowerPoint with documenting research findings, creating reports, and delivering presentations, all of which contributed to improving my organizational and professional communication abilities.

4.2 Conclusion

This attachment has equipped me with the knowledge and skills necessary to contribute meaningfully to the ICT field. The experience has solidified my career interests in combining technology with sustainability, and I am confident that the skills and lessons learned during this attachment will serve as a strong foundation for my future professional growth.

REFERENCE

Adebayo, T. O. (2022). *Fundamentals of Electrical Engineering Practice*. Lagos: TechPress Publishers.

Federal Ministry of Labour and Employment. (2021). *SIWES Guidelines and Operational Manual*. Abuja: Government Printing Press.

Okafor, C. N., & Ibrahim, M. A. (2020). "Application of Safety Standards in Industrial Workplaces." *Nigerian Journal of Engineering and Applied Sciences*, 15(2), 45–53.

ISO 9001:2015. *Quality Management Systems – Requirements*. International Organization for Standardization.

Olayemi, K. B. (2019). *Practical Guide to Industrial Maintenance*. Ibadan: Spectrum Books Ltd.

APPENDIX A

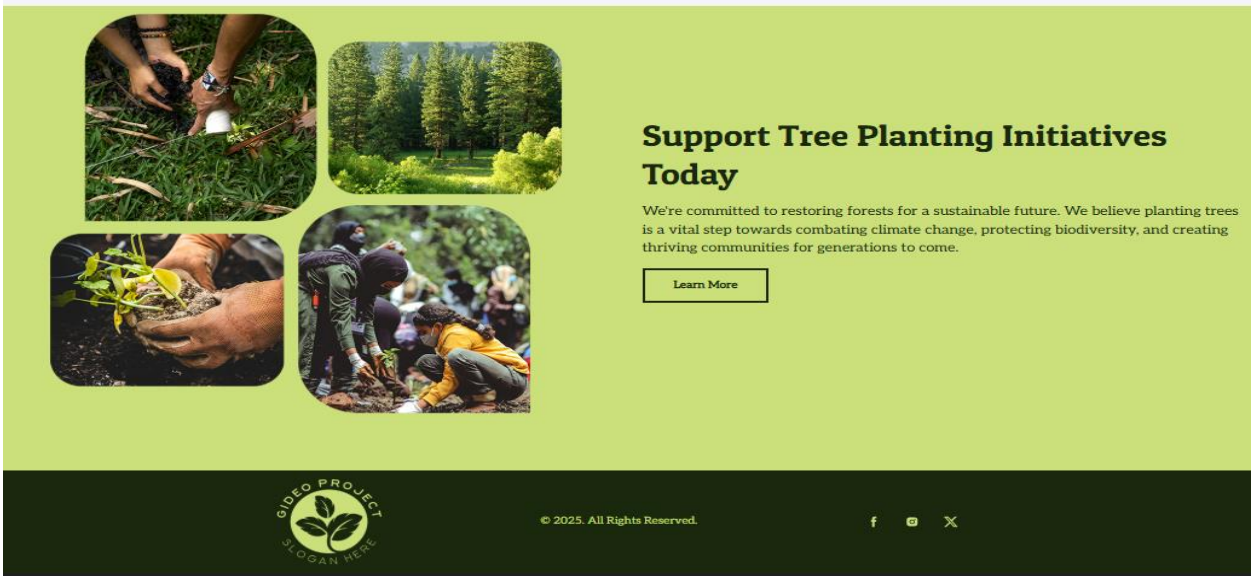
A. Daily/Weekly Activities Logbook Entries:

Week	Date	Day	Activity/Topic
1	13/06/2025	Mon	Introduction to HTML
		Wed	History of HTML
		Fri	HTML Basic Structure
2	27/06/2025	Mon	Lists (ul, li, ol)
		Wed	Images and Optimization Basics
		Fri	Audio and Video Embeds
3	04/07/2025	Mon	Tables
		Wed	Forms (Inputs)
		Fri	HTML Form Validation
4	11/07/2025	Mon	Semantic HTML
		Wed	Accessibility Basics
		Fri	HTML5 APIs Overview
5	18/07/2025	Mon	Meta Tags and SEO
		Wed	iFrames and Embeds
		Fri	Favicon and Basic PWA Structure
6	25/07/2025	Mon	Multi-page Structuring
		Wed	Folder Organization
		Fri	Reusable HTML Templates
7	01/08/2025	Mon	Advanced Forms
		Wed	Accessibility Deep Dive
		Fri	HTML for Mobile Devices
8	08/08/2025	Mon	SVG Basics
		Wed	Responsive Images (src, srcset, picture)
		Fri	HTML Performance Optimization
9	15/08/2025	Mon	Advanced Semantics
		Wed	Table Accessibility
		Fri	DOM Structure and Best Practices
10	22/08/2025	Mon	Microdata and Schema Markup
		Wed	Error Pages
		Fri	Email HTML Principles
11	30/08/2025	Mon	HTML Reviews
		Wed	Mini Project – Multipage Site
		Fri	Documentation
		Sat	Assessment
12	05/09/2025	Mon	Introduction to CSS
		Wed	Selectors and Specificity
		Fri	Colors and Units
13	12/09/2025	Mon	Box Model
		Wed	Display and Positioning
		Fri	Floats (Legacy)
14	19/09/2025	Mon	Flexbox Basics

		Wed	Flexbox Advanced
		Fri	Flexbox Exercises
15	26/09/2025	Mon	Grid Basics
		Wed	Grid Templates
		Fri	Multi-section Grids
16	04/10/2025	Mon	Responsive Design
		Wed	Media Queries
		Fri	Media Queries (Cont'd)
		Sat	Fluid Typography
17	10/10/2025	Mon	CSS Variables
		Wed	Theme Systems
		Fri	CSS Architecture Models
18	17/10/2025	Mon	Transitions
		Wed	Keyframes
		Fri	Scroll Animations
18	24/10/2025	Mon	Backgrounds and Gradients
		Wed	Glassmorphism / Neumorphism
		Fri	Modern Visual Effects
19	31/10/2025	Mon	Form Styling
		Wed	Table Styling
		Fri	Menus and Navigation Styling
20	07/11/2025	Mon	CSS Performance
		Wed	Cross-browser Support
		Fri	Print Styles
21	14/11/2025	Mon	Hybrid Grid/Flex Layouts
		Wed	Component Styling
		Fri	Utility-first Concepts
22	21/11/2025	Mon	Mini CSS Project
		Wed	Visual Interface Polishing
		Fri	Accessibility Styling
23	28/11/2025	Mon	Final Review
		Wed	Documentation and Website Deployment
		Fri	Final Submission

APPENDIX B

Web Page



Source Code for Html

Index.html

```
<!DOCTYPE html>
<html lang="en">
<head>
   <meta charset="UTF-8">
   <meta name="viewport" content="width=device-width, initial-scale=1.0">
   <title>Tree Planting Project</title>
   <link rel="stylesheet" href="style.css">
</head>
<body>
   <!-- Header Section -->
   <header>
      <div class="logo">
         <h1>GIDEO PROJECT</h1>
         <p>SLOGAN HERE</p>
      </div>
      <nav>
         <ul>
            <li><a href="#">Home</a></li>
            <li><a href="#">Get Involved</a></li>
         </ul>
      </nav>
   </header>

   <!-- Hero Section -->
   <section class="hero">
      <div class="hero-content">
         <h2>Planting Trees For Tomorrow</h2>
         <p>Join our tree planting community.</p>
         <a href="#" class="btn">Become a Volunteer</a>
      </div>
   </section>

   <!-- Support Section -->
   <section class="support">
      <div class="images">
         <div><img src="image1.jpg" alt="Planting tree"></div>
         <div><img src="image2.jpg" alt="Forest"></div>
         <div><img src="image3.jpg" alt="Planting hands"></div>
         <div><img src="image4.jpg" alt="Volunteers"></div>
      </div>
      <div class="support-text">
         <h3>Support Tree Planting Initiatives Today</h3>
```

```
        <p>We’re committed to restoring forests for a sustainable future. We believe planting trees is a vital step towards reducing climate change, protecting biodiversity, and creating thriving communities for generations to come.</p>
        <a href="#" class="btn">Learn More</a>
      </div>
    </section>

    <!-- Footer -->
    <footer>
      <p>&copy; 2026 Gideo Project. All Rights Reserved.</p>
    </footer>
</body>
</html>
```

Source Code for CSS

Style.css

```
/* Reset default styles */
* {
   margin: 0;
   padding: 0;
   box-sizing: border-box;
   font-family: Arial, sans-serif;
}

/* Header */
header {
   display: flex;
   justify-content: space-between;
   align-items: center;
   padding: 20px 50px;
   background-color: #1b1b1b;
   color: #fff;
}

header .logo h1 {
   font-size: 24px;
}

header nav ul {
   list-style: none;
   display: flex;
   gap: 20px;
}

header nav ul li a {
   color: #fff;
   text-decoration: none;
   font-weight: bold;
}

/* Hero Section */
.hero {
   background: url('hero-bg.jpg') center/cover no-repeat;
   height: 60vh;
   display: flex;
   align-items: center;
   justify-content: center;
   text-align: center;
   color: #fff;
}
```

```
.hero-content h2 {
  font-size: 36px;
  margin-bottom: 15px;
}

.hero-content p {
  font-size: 18px;
  margin-bottom: 20px;
}

.hero-content .btn {
  background-color: #c2e17b;
  padding: 12px 25px;
  text-decoration: none;
  color: #1b1b1b;
  font-weight: bold;
  border-radius: 5px;
}

/* Support Section */
.support {
  display: flex;
  flex-wrap: wrap;
  padding: 50px;
  gap: 30px;
  background-color: #d9e9a0;
  color: #1b1b1b;
}

.support .images {
  display: grid;
  grid-template-columns: repeat(2, 1fr);
  gap: 15px;
  flex: 1;
}

.support .images img {
  width: 100%;
  height: auto;
  border-radius: 10px;
}

.support .support-text {
  flex: 1;
}

.support .support-text h3 {
  font-size: 28px;
```

```
    margin-bottom: 15px;
}

.support .support-text p {
    margin-bottom: 20px;
    line-height: 1.6;
}

.support .btn {
    background-color: #1b1b1b;
    color: #fff;
    padding: 10px 20px;
    text-decoration: none;
    border-radius: 5px;
}

/* Footer */
footer {
    background-color: #1b1b1b;
    color: #fff;
    text-align: center;
    padding: 15px;
}

/* Responsive */
@media (max-width: 768px) {
    .support {
        flex-direction: column;
    }
}
```