Dedication

I wholeheartedly dedicate this SIWES report to Almighty Allah, whose infinite mercy and guidance have consistently directed my path. I also express my sincere gratitude to my father, Sulaiman, for his unwavering support, constant encouragement, and persistent prayers, which have been a source of strength throughout this journey.

Acknowledgment

All praise and thanks are due to Almighty Allah for His boundless mercy, guidance, and protection throughout my Industrial Training journey.

I am Sulaiman Abdulahi Omobolaji, and I would like to sincerely express my gratitude to Joy Computer Institute for giving me the opportunity to undertake my four-month SIWES program (August – November 2024) within their reputable organization. My heartfelt appreciation goes to my supervisor, Mr. Jatto Yusuf, for his constant support, guidance, and mentorship throughout the training period.

I am also thankful to the Department of Mechatronics, Kwara State Polytechnic

TABLE OF CONTENT

CHAPTER THREE

Technical training experience

Actual work carried out

CHARTER FOUR

Skill and knowledge acquired during training

Relevance of training to academic learning

CHAPTER FIVE

Summary of attachment activities

Problem encountered

Suggestion for improvement

CHAPTER ONE

OVERVIEW OF SIWES

The Student Industrial Work Experience Scheme (SIWES) is a crucial program aimed at exposing students to real-world work environments, both within Nigeria and abroad. It serves as a bridge between the theoretical knowledge acquired in classrooms and the practical application of that knowledge in industrial settings, thereby playing a significant role in the technological advancement of the nation. The scheme is a joint initiative involving universities, polytechnics, and technical colleges across the country. Its implementation is strictly supervised by the Industrial Training Fund (ITF), which ensures the program's relevance, quality, and effectiveness.

BACKGROUND OF SIWES

SIWES was introduced to equip students of tertiary institutions—such as universities, polytechnics, and colleges of technology—with practical experience using industrial tools, equipment, and processes in real work environments.
The scheme began during the 1973/74 academic year and was initially fully funded and managed by the Industrial Training Fund (ITF). However, due to financial constraints, ITF withdrew from its management role in 1978. In 1979, the oversight responsibilities were transferred to the National Universities Commission (NUC) and the National Board for Technical Education (NBTE). ITF resumed full control in November 1984, and normal operations recommenced in July 1985. Currently, the scheme is fully funded by the Federal Government of Nigeria.

IMPORTANCE AND OBJECTIVE OF SIWES

1. To provide students in tertiary institutions with valuable practical knowledge and hands-on experience that align with their academic curriculum.

2. To prepare students for the realities and challenges of the professional world by equipping them with industry-relevant skills.

3. To help students apply classroom theories to practical tasks, thereby reducing the gap between education and actual industrial practice, especially in support of NBTE accreditation requirements.

4. To familiarize students with the ethical norms and professional conduct expected in their chosen fields.

5. To motivate students to pursue specialized interests and career paths within their discipline.

CHAPTER TWO

BRIEF HISTORY OF THE ORGANIZATION

Joy Computer Institute is a privately owned computer training and ICT institute established and managed by Mr. Jatto Yusuf, a dedicated IT professional with extensive experience in the field of information and communication technology. The institute is located at No. 56 Ode Alfa Nda, Pakata Road, Ilorin, Kwara State. It is well-known for delivering quality computer education and digital skills training to students, professionals, and individuals seeking to enhance their knowledge in modern technology.

Mr. Jatto Yusuf's expertise spans various aspects of computer applications, programming, and digital literacy. His passion for empowering learners and commitment to excellence has helped build the institute's reputation as a trusted center for computer education in the region. Over the years, Joy Computer Institute has trained numerous individuals in essential digital skills, playing a key role in improving computer literacy and preparing students for the demands of the modern workplace.

In addition to regular training, the institute offers placement for students under the Student Industrial Work Experience Scheme (SIWES), providing them with hands-on learning in real computer-based environments. The institute's inclusive approach fosters growth in areas like software use, coding, and IT professionalism, contributing to the development of future-ready tech professionals.

OBJECTIVES OF THE ESTABLISHMENT

The main objective of Joy Computer Institute is to provide comprehensive computer training that enhances digital competence and prepares students for careers in information technology. Specific goals include:

1. Delivering high-quality computer education in areas such as Microsoft Office, programming, and software usage.
2. Offering tailored, cost-effective training solutions for individuals, students, and small businesses.
3. Promoting best practices in ICT to encourage efficiency, professionalism, and ethical computing.
4. Providing mentorship and practical exposure to SIWES students and aspiring tech enthusiasts.
5. Adapting to evolving trends in technology to deliver up-to-date and relevant digital training.

DEPARTMENTS AND FUNCTIONS

Although Joy Computer Institute operates on a modest scale, its services are organized into specialized training areas, including:

1. Basic Computer Training: Covers foundational digital skills, including Microsoft Word, Excel, PowerPoint, and general computer operations.

2. Programming and Coding: Offers beginner to intermediate training in languages such as Python, HTML, CSS, and JavaScript.

3. Software Applications: Includes the installation and usage of educational, business, and productivity software for real-world application.

4. ICT and Digital Literacy: Focuses on internet usage, digital communication, file management, and safe computing practices.

5. Graphic Design and Desktop Publishing: Trains students in using software like CorelDRAW and Adobe Photoshop for basic design tasks.

6. Mentorship and SIWES Training: Provides structured mentorship and guided practical tasks to help students apply their classroom learning in real-world tech environments.

CHAPTER THREE

TECHNICAL TRAINING EXPERIENCE

During my SIWES program at Joy Computer Institute, I was privileged to undergo intensive and hands-on training that greatly enhanced my understanding of computer systems, software applications, and essential IT skills. The experience was both enriching and practical, as I was introduced to the fundamentals of computing and gradually advanced into more technical areas, all under the guidance of skilled professionals.

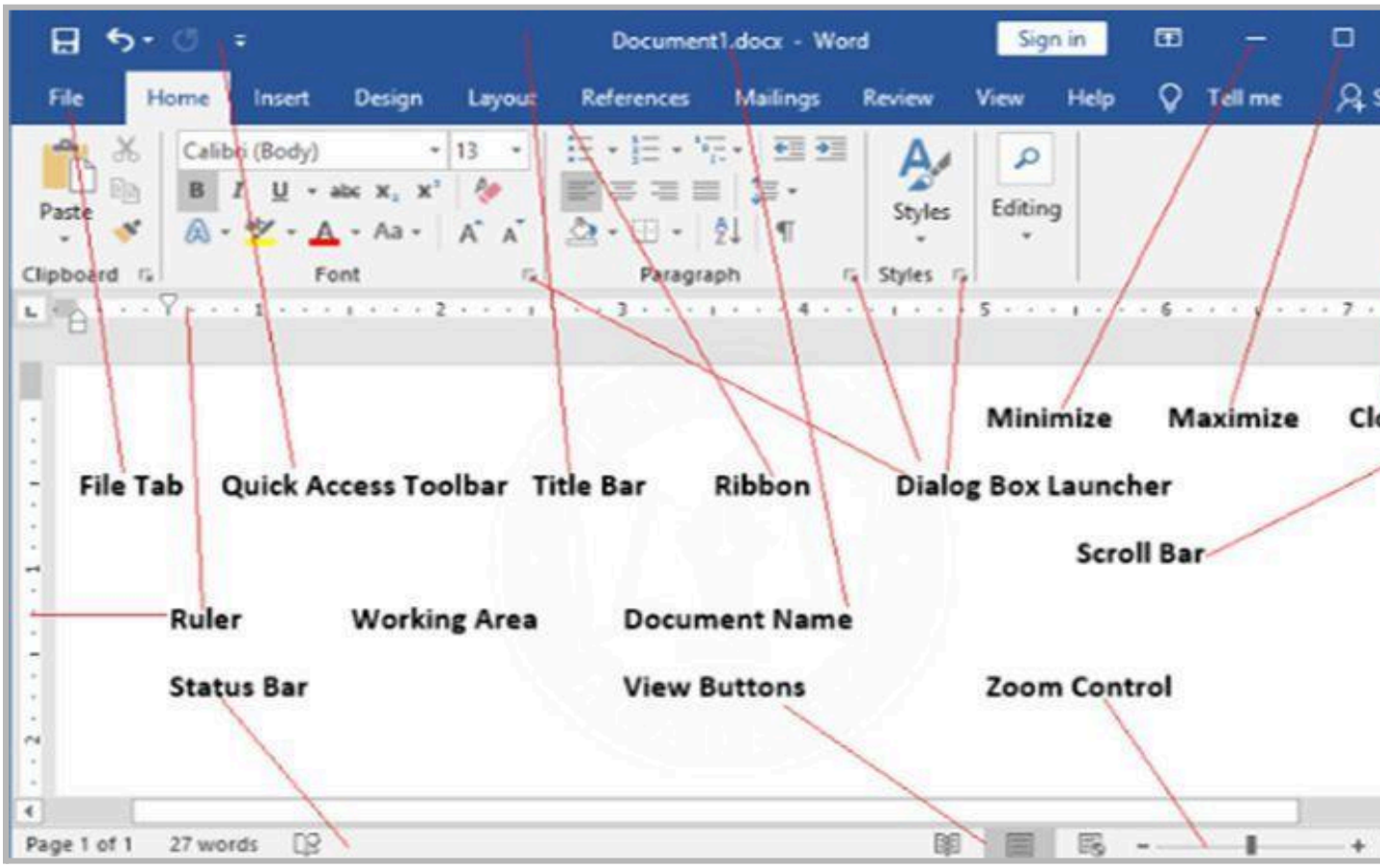
The training began with an Introduction to Computers and Their Components, where I was taught the basic structure and functionality of a computer system. I learned about the hardware components such as the monitor, CPU, keyboard, mouse, RAM, hard disk, motherboard, and their individual roles. I also explored software concepts, including the difference between system software and application software. This foundational knowledge laid the groundwork for everything I later practiced and applied.

ACTUAL WORK CARRIED OUT

1. Microsoft Office Applications (Word, Excel, PowerPoint):

I gained practical experience using Microsoft Word for document creation, formatting, and editing. In Excel, I was trained on how to organize data, use

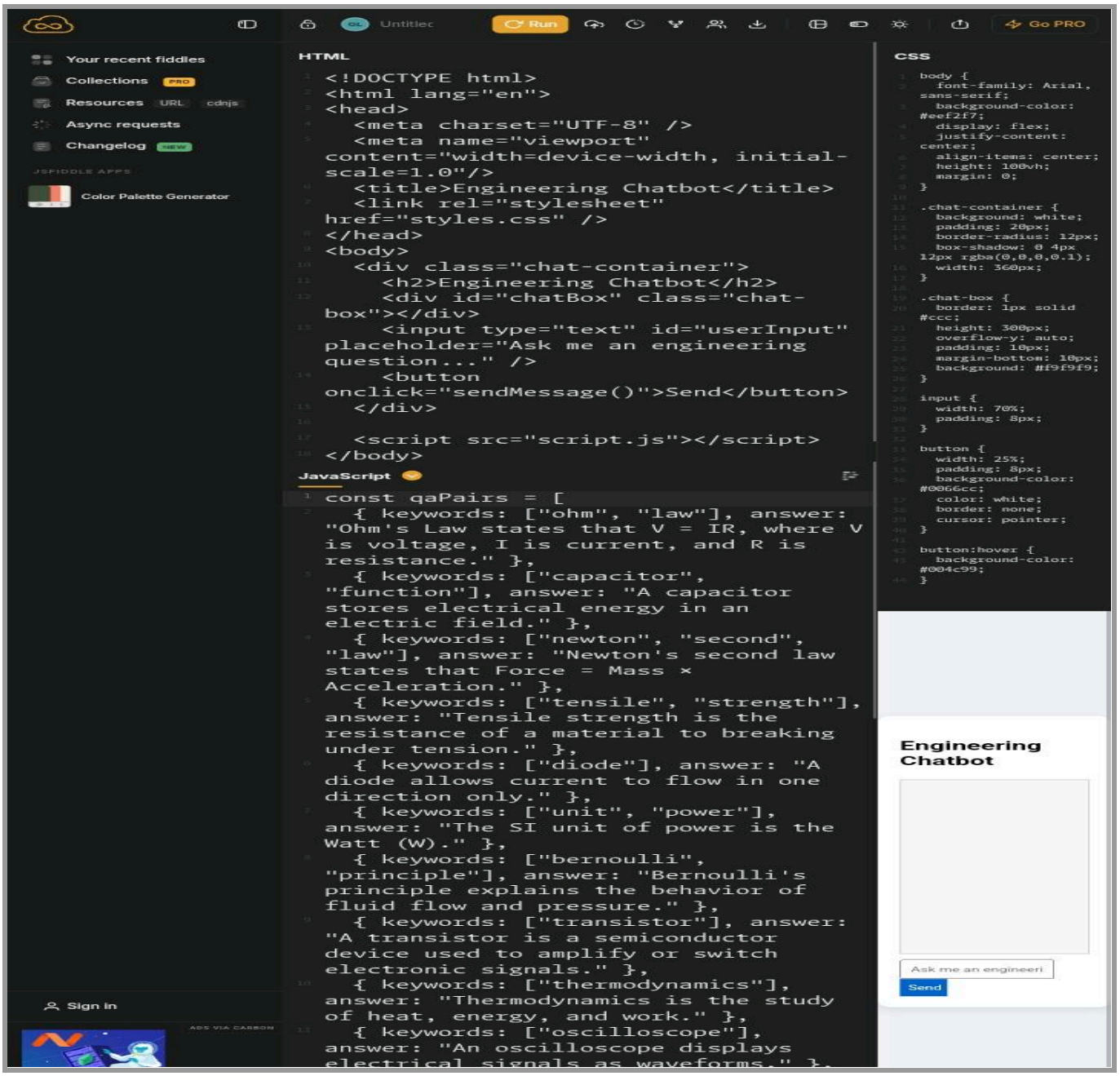
formulas, and create simple spreadsheets. PowerPoint lessons involved designing professional presentations using transitions, animations, and multimedia integration. These tools significantly improved my productivity and document handling skills.



Microsoft word 2016 interface

2. Programming Fundamentals (HTML, CSS, and Python):

I was introduced to the basics of programming using HTML and CSS for web page design, learning how to create simple websites with structured content and style. Additionally, I explored Python programming, where I learned how to write simple scripts, understand syntax, and apply basic logic to solve problems.

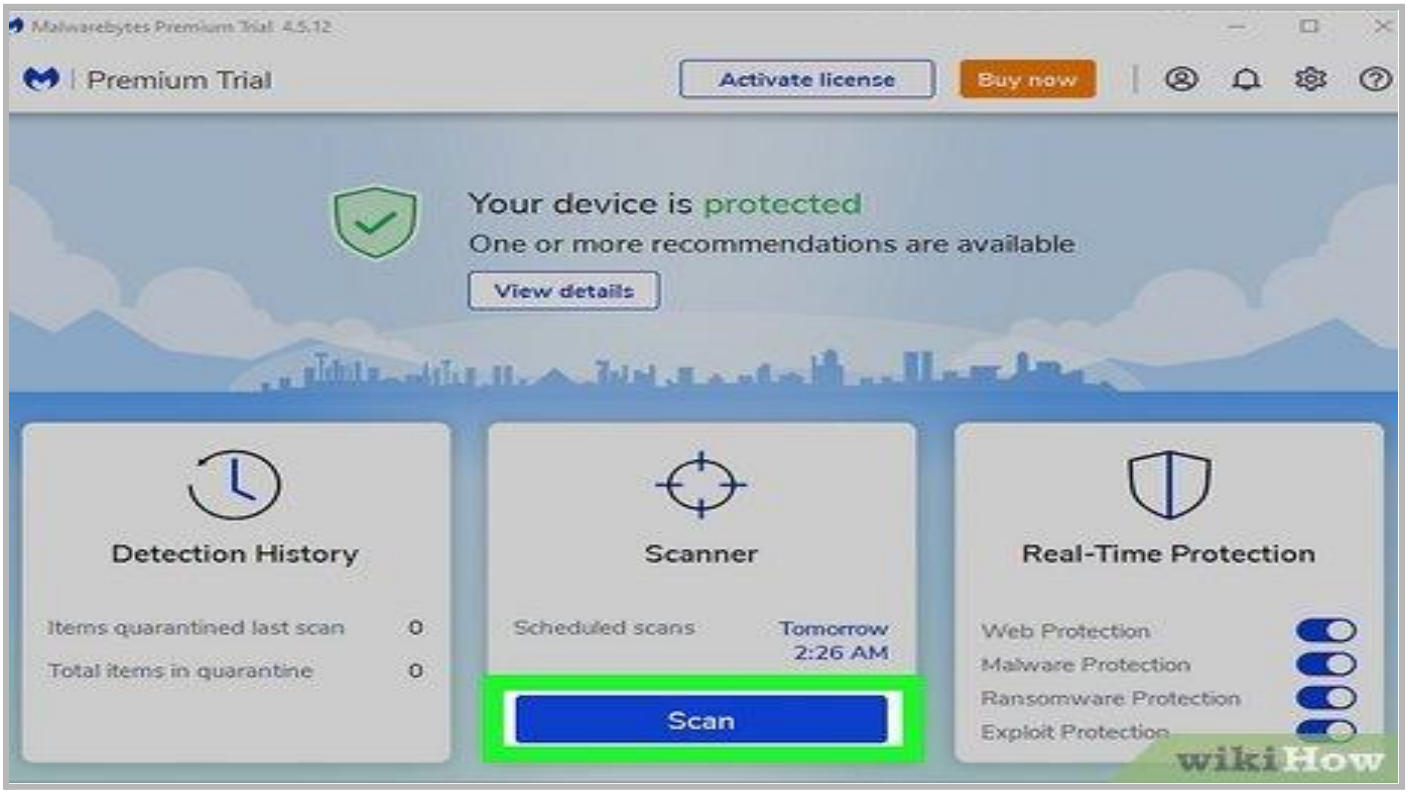


HTML,CSS , JavaScript using to create a webapp (chatbot)

3. Software Installation and Troubleshooting:

I participated in the installation of various software applications, including operating systems, antivirus programs, and essential utility tools. I also learned

basic troubleshooting techniques for resolving common software issues such as application crashes, driver conflicts, and performance slowdowns.



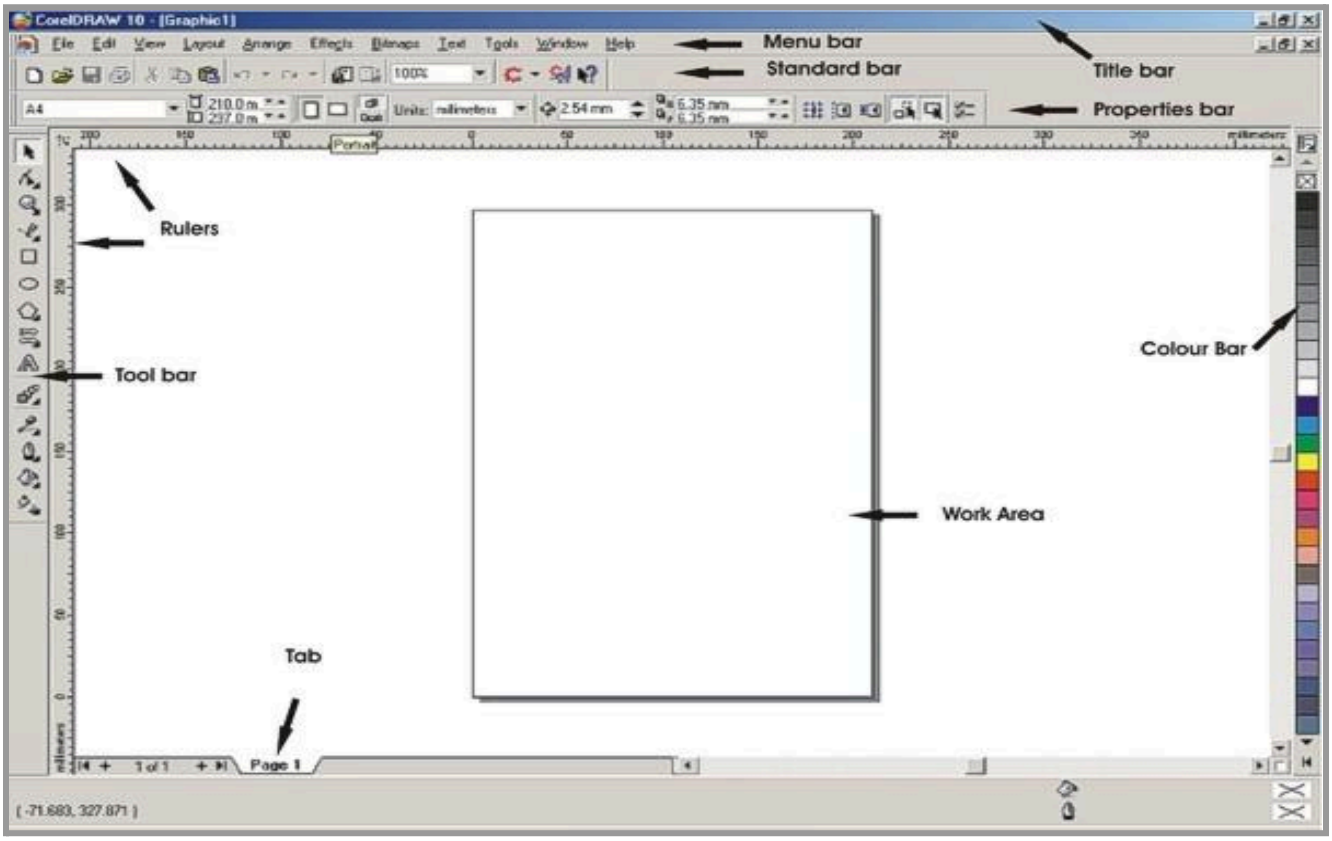
Interface of the antivirus software use on window 10

4. Digital Literacy and Internet Usage:

I received training on efficient and responsible internet usage, including how to browse securely, use search engines effectively, and manage emails. I also learned how to create and manage online accounts, as well as basic cloud storage practices using Google Drive.

5. Graphic Design with CorelDRAW:

As part of the practical modules, I was introduced to CorelDRAW for basic graphic design. I learned how to create simple flyers, logos, and business cards by applying tools like shape creation, text editing, color palettes, and layering techniques.



Coreldraw 10 drawing interface

This technical training experience not only improved my digital competence but also exposed me to real-world applications of computer technology. It has greatly strengthened my interest in the IT field and motivated me to continue building a career in this ever-evolving industry.

CHAPTER FOUR

SKILLS AND KNOWLEDGE ACQUIRED DURING TRAINING

During my Industrial Training at Joy Computer Institute, Ilorin, I acquired a broad range of practical skills and technical knowledge that significantly advanced my understanding of information and communication technology. The training began with a solid foundation in computer basics, including the identification and functions of hardware components such as the CPU, monitor, keyboard, and storage devices.

As the program progressed, I became proficient in using Microsoft Office tools—particularly Word, Excel, and PowerPoint—for tasks such as document creation, data entry, spreadsheet formatting, and presentation design. I also gained valuable insight into software installation processes and developed the ability to troubleshoot common software issues.

Additionally, I was introduced to programming through HTML, CSS, and Python, which helped me understand the logic behind web design and simple coding. The training also covered essential aspects of digital literacy such as safe internet usage, email communication, and basic cloud storage. Furthermore, I learned the fundamentals of graphic design using CorelDRAW to create simple visual content like flyers and business cards.

Each session, guided by the expertise of Mr. Jatto Yusuf, allowed me to apply theory to practice in a meaningful way, deepening my technical confidence and problem-solving abilities.

RELEVANCE OF TRAINING TO ACADEMIC LEARNING

The training at Joy Computer Institute played a crucial role in connecting my academic studies with real-world applications. Many of the practical experiences directly complemented topics I had previously encountered in class, such as computer hardware, software applications, programming principles, and ICT fundamentals.

By engaging in hands-on tasks, I was able to apply theoretical concepts to realistic situations, reinforcing my understanding of computer operations, data processing, and digital communication. This real-life exposure not only improved my technical competency but also enhanced my critical thinking, adaptability, and readiness for future career opportunities in the IT sector.

In essence, the training bridged the gap between classroom instruction and professional practice, making it a vital part of my educational journey.

CHAPTER FIVE

SUMMARY OF ATTACHMENT ACTIVITIES

During my SIWES program at Joy Computer Institute, located at No. 56 Ode Alfa Nda, Pakata Road, Ilorin, I actively engaged in a range of hands-on computer training activities that significantly deepened my technical knowledge and skills. I started with an introduction to basic computer concepts, including the identification and functions of essential hardware components. I was also trained in the use of Microsoft Office tools such as Word, Excel, and PowerPoint for document creation, data organization, and presentation design.

Further into the program, I explored software installation procedures, programming fundamentals using HTML and Python, and internet navigation techniques. I also gained experience in basic graphic design with CorelDRAW, where I worked on creating simple visual content. Each of these activities contributed meaningfully to my growth and gave me real-world exposure to modern computing practices.

PROBLEMS ENCOUNTERED

Although the training experience was largely impactful, there were a few challenges encountered along the way. One significant issue was the variation in skill levels among trainees, which sometimes slowed the pace of group-based tutorials. While instructors did their best to provide individual support, balancing between fast learners and beginners proved difficult at times.

In addition, occasional disruptions occurred due to unstable internet connectivity during online-related tasks like email setup, research, or cloud services. This affected the smooth execution of modules that required real-time internet access, such as coding demonstrations or downloading essential tools.

SUGGESTIONS FOR IMPROVEMENT

To improve future training sessions, it is recommended that the institute organize trainees into smaller groups based on their skill levels, allowing for more focused and efficient instruction. Improving the internet infrastructure would also ensure smoother execution of internet-dependent activities.

Moreover, incorporating a project-based approach toward the end of the training could allow students to demonstrate what they've learned by building simple applications, documents, or designs, which would further reinforce their understanding and boost confidence.