Ganpat Government Vocational Higher Secondary School is situated at the bank of river Chaliyar in Feroke. The view from the school windows were fascinating and engaging. students have a very good ambience there. Though that was a government school, the students were very amenable and intuitive for the efficient and excellent teachers are providing the quality education as well as a high standard social environment. Every classrooms were specialised with digitalised equipment. Every classrooms had a projector, which aids the teachers to facilitate teaching learning experience. Since the pandemic was rampant during our training period, the classrooms were not crowded that much. There were only two students on each bench. Therefore I couldn't find any school assemblies held for students. However the school was not reluctant to conduct any co-curricular activities for their students.

Since the class time was scheduled from 10 am to 1 pm due to pandemic situation there was no noticeable break time allowed for students. But after the class mid day meal was provided at noon. Their leisure time was limited but the school was attentive in providing the P.E.T period in which the physical educators supported the students in all the ways, mentally and physically because most of the students had been experiencing the worst lockdown situations at home where there was no involvement of any physical activities.

The trainees were requested to take out the students to engage in other activities than teaching. The physical education room was well equipped and the playground was very wide and it was useful for them to play any games. But there were no separate grounds found for any other games.

The students belong to different communities and castes. That differences were highly noticeable in them. This cultural mix was there. There were different types of students who belong to different levels of economy with different attitudes, intelligence and learning abilities. However the students were really supportive to each other. The teachers paid specific attention on poor students who are in need of any personal care and financial security.

Teaching English classes is really difficult if you don't have any passion in that. Students will be ready if you teach them in an imaginary and creative way. I was able to manage their vibration because my classroom was mostly in constructive is manner. Use of PPT slides, charts and images boosted their interest in learning English. I had to the use mother tongue inside the classroom. Teaching English would be more effective if it is made beyond the classroom. Different kinds of brainstorming activities, ice breaking session and group activities were given to them to ensure their maximum involvement in the classroom. Public presentations, group discussion and role plays were conducted to grab the attention of students inside the classroom.

We may have experienced many things in the classroom. The most important challenge that I faced was their lack of confidence and lack of life skills. It was very much visible in their communication. I think they need more exposure in developing their life skills. Additional sessions must be kept for that. Sometimes they are unable to open up their feelings towards the teacher. So beyond the classroom session, the student teacher relationship and interaction should be established.

I have learnt many things through the internship experience. Students don’t need a teacher centred classroom. What they all want is maximum exposure to their products, their space and their emotions. They would like to express their creativity in any level. Through my experience I

have learnt that the things will be easier if the teacher has the right perspective and a better outlook about the students and their classrooms, it can be more entertaining and influential.

Some questions to ponder

- What do you understand to be the context in which this entry/ set of entries has been written?
- Does it describe an ‘observation’? Does it contain any ‘interpretation’? Is there any feeling of ‘judgment’ expressed? Does the entry express emotions being experienced by the writer?
- Does the writer draw on any assumptions, theories or frameworks in the entry? Is there any indication of trying to make sense of an experience in light of these?
- Does it express or indicate a problem or dilemma being faced by the writer? Is there any indication of reflection on the situation, or an attempt to solve the problem?
- Is there any reflection on oneself evident in the entry?