

Student-centred Pedagogical Knowledge of Prospective Teachers and their Teaching Practices

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Knowledge of student-centred-pedagogies is necessary but not a sufficient condition for changing classroom pedagogical practices. In addition to knowledge, school environment, administrative support, student assessment system and prevailing teacher-centred practices need to be addressed simultaneously to ascertain the pedagogical transformation. The schools in place, traditional methods are mainly practised due to lack of infrastructure and facilities required for innovative pedagogies. In recent past, our government has initiated Associate Diploma in Education (ADE) and Bachelor in Education (B.Ed.) programs with the collaboration of the United States Assistance for International Development (USAID) Education Project. Interactive pedagogies are suggested in the new curricula for the transformation of the traditional system into an interactive system. The study involved B.Ed. (Hons.) students enrolled in the University of Gujarat to observe their teaching practices to explore student-centred teaching. It was four-week teaching practice, involved 15 prospective teachers, each observed nine times; in this way, overall classroom observations were 108. Classroom observational schedule and reflection form was used as a tool for data collection. Data were analyzed through descriptive analysis of pedagogies used across the classroom sessions. The results of the study were initially in favour of student-centred teaching minutely but with the passage of time, it declined due to the influence of school culture, environment and traditional practices of teachers. There is little evidence to support the shift from teacher centred to student-centred teaching because our classroom culture, infrastructure and student experiences were not supportive for the purpose.

Key Words: *Traditional methods; student-centred pedagogy; teaching practice*

Introduction

There has been consistent evidence that teacher education is ineffective in bringing significant impact on students' achievement and quality of school education (Andrabi, Das, Khwaja, Vishwanath, & Zajonc, 2007; Iqbal & Nasir, 2009; National Education Policy, 2009; NEAS, 2005). Such findings lead policymakers and academia in the country to rethink about the pre-service teacher education programs and initiated Teacher

Education Reforms aiming at strengthening the teacher education programs by enriching curriculum, introducing student-centred pedagogies, customizing content focus and extended teaching practice. The success of reforms relies on efficient teaching, course structure or quality modules, IT support, institutional environment and harmonized teaching practice. Deficiency in above-mentioned components leads to problems for prospective teachers to handle real

classroom situations especially, innovative pedagogies (Carter & Francis, 2001; Flores, 2001; Fredheim, 2000; Myint, 1999). There is a wide range of pedagogies available which make it difficult for teachers to decide an appropriate pedagogy for different variables like class size, contexts and student's motivation (Connell, Donovan & Chambers, 2016). Teaching is very challenging in experimentally diverse large groups (Barraket, 2005-10) where oral presentation is mainly used which contribute little to student learning. Students learn in a variety of ways, so the challenge for the teacher is to discover which method helps them to learn more effectively. The strength of a teacher leads to decide which pedagogy will be more helpful in acquiring a deeper understanding of students (Learnovation, 2009). There are two main approaches available in teaching; teacher-centred and student-centred (Trigwell & Prosser, 2004), which includes lecturing, questioning, demonstration, discussion, role play, inquiry, project and self-assessment methods of teaching. Teacher-centered (transmission model) is mainly used in teaching, assigned control to the teachers (Dollard & Christensen, 1996) which leads to boredom for learners (UNESCO, 2015). The teacher stands in front of the class; all students work on the same task in a structured environment

(Garrett, 2008). Desks are maintained facing a focal person (teacher) (Boostrom, 1991). This model is mainly based on passing information (lecturing) without the involvement of mind of either (Eison, 2010), poor in maintaining student's attention (Bligh, 2000) which decline after 10 minutes (Stuart & Rutherford, 1978). Sometimes students restrict to non-lecturing as they accustomed to passive listeners (Eison, 2010). Now teaching is very challenging as many sources are available outside the formal institutions of learning (UNESCO, 2015). Literature supports students learn better when actively engaged (Weiman & Perkins, 2005) instead of passive listeners in the classroom.

Student-centred pedagogies focus on meaning-making through inquiry and engagement of learners (Garrett, 2008) relating to current learning with their prior experiences and class works like a learning community constructing shared knowledge (Brophy, 1999). It helps students to engage in problems and issues, try out various possible solutions and construct his or her own meaning (Ryan & Cooper, 2001). Learning is not just listening but they become able to can talk, write, relate and apply in their daily lives(Chickering & Gamson, 1987) and different contexts and situations. Genuine learning is active, not

passive, it involves the use of mind not only memory. It is a process of discovery in which students are the main agent instead of teachers (Adler, 1982). Now the role of teachers changes as a facilitator (Tawil, 2013), which demand not only, what students know but how they know (UNESCO, 2015) is very crucial to gauge learning level of the students.

Teaching practice is challenging for prospective teachers (Grossman, Hammerness & McDonald, 2009); however, greater attention on this aspect is evident in recent literature (Grossman and McDonald 2008; Reid 2011). The expectations of prospective teachers and classroom realities are different (Melnick & Meister, 2008). The profession is far more complex than prospective teachers realize (Cookson, 2005). It is commonly observed that hypothetically constructed classroom situations based on student-centred pedagogies knowledge rarely match with actual classroom teaching and learning environment (Weinstein, 1990). The level of freedom expected by the prospective teachers in the school environment does not match with the demonstrated level of school administration (Eptien 1993; Normore, 2003). The students do not behave the way prospective teachers expect them to behave (Saarnivaara & Sarja, 2007). Theoretically

built beliefs of prospective teachers about classroom culture are meagerly correlated with the actual situation in the school. Viewing this, Ball and Forzani (2009) highlighted teacher education should priorities the clinical aspect of teaching, 'To make practice the core of the curriculum of teacher education requires a shift from a focus on what teachers know and believe to a greater focus on what teachers do (p. 503)'. In this scenario, Grossman et al (2009) pointed out, empirical evidence is needed to fully understand how access to various aspects and types of practices both support and hamper the development of prospective teacher about their skills.

Teaching being a skill cannot be taught merely through training during teacher education courses. It only equips prospective teachers to build knowledge and sketch school classroom teaching environment (Gossert et al., 2001; Yost, Sentner, & Forlenza - Bailey, 2000). It is commonly observed that such hypothetically constructed classroom situations and roles rarely match with actual classroom teaching and learning environment (Weinstein, 1990). The material required for innovative pedagogy is hardly available, tightly planned scheme of studies does not allow the flexibility expected by the prospective teachers to try

out idealized teaching pedagogies (Kilgore, Ross, & Zbikowski, 1990) and so on. This gap between perceived classroom environment and ground realities of the actual classroom makes it hard to adjust and consequently, prospective teachers lose their interest in interactive pedagogies and shift to traditional practices (Zafar & Nasir, 2010). The comment of Trent (2012) that classroom practices are mainly concerned with teaching students to do well in their exams and accordingly more focus on the practice of past papers is done to get them to pass and have good grades. Teachers in schools hardly use students centred pedagogies as it is time-consuming and little focus on exam preparation (Deal & Peterson, 1990; Leithwood, 1994). The revision in teacher education program is very encouraging in a sense that at least the problem in teaching is diagnosed and reforms are made in teacher education program by the government. It is assumed that change in curricula, increase time duration and extended teaching practice in schools may result in student-centred practices in the classrooms. However, it is vital to explore the use of student-centred pedagogies in the classroom prospective teachers enrolled in revised B.Ed (Hons.) program during their teaching practice. Following research questions were addressed in this study; i. What is the variety of pedagogies mainly used by

prospective teachers during their teaching practice? ii. Are prospective teachers well prepared for students centred teaching in the real classrooms?

Methodology

The study falls in the positivist paradigm to explore which type of predefined pedagogies are being used by prospective teachers during their teaching practice in real schools. There is an assumption of revised B. Ed (honours) program that revised curricula, extended duration of program and teaching practice will transform and produce students centred teachers.

The context of the Study-- This paper is based on data collected for a USAID project partially. Multiple sources of data collection were used during the four-week teaching practice of B. Ed (honours.) degree program students (prospective teachers) at University of the Gujrat. The students have almost completed their coursework. These courses were aimed at to equip them with ample theoretical understanding of innovative pedagogies, suitability of various teaching methods in the context of the content to be taught, the art of effective planning and execution of lessons and techniques of becoming students centred teachers. These courses of reformed teacher education program envisioned prospective teachers

with knowledge of innovative pedagogies to prepare them in developing a shared body of knowledge among active learners. It was predicted that prospective teachers would be more innovative, comfortable and convenient in their act of student-centred teaching when they were given the opportunity to teach in their final teaching practice in schools. The selection of schools for teaching practice activity was made by the university. There is mutual understanding between teacher training institutes/universities and school administration for the conduct of teaching practice. Two types of schools were involved; Govt. Girls Elementary schools and Govt. Girls High Schools but prospective teachers were given classes at the elementary level (6-8 grades). The students studying in public sector schools belong to lower middle-class ageing from (10-13 years). All prospective teachers were female so they were allotted female schools for teaching practice. They were

assigned two subjects to teach as per given timetable. The timetable was All prospective teachers were fresh and have no prior experience of teaching. The arrangement of classroom furniture was very formal in setting, facing teacher with 3 to 4 students sitting on each bench.

Research Design-- The project was based on a mixed-method approach but in this research paper, mainly quantitative data was used. The study aimed to explore the degree of student-centred pedagogies used across the classroom during four-week teaching practice in public sector schools. The detailed framework is given in figure1 to understand the overall procedure of the study. The overall data collected for this project were not used for this paper but the figure is given to understand the context in which the study was planned and carried out. This research was based on three stages which are given below.

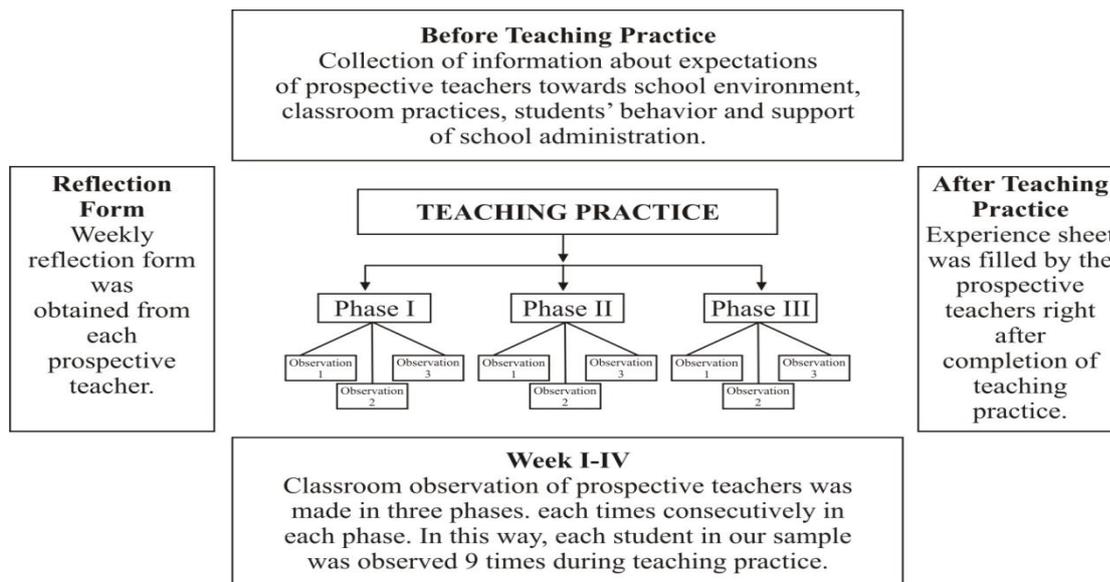


Figure 1: Design of the Study

Stage 1 (Before starting teaching practice) -- Prospective teachers starting their final teaching practice in allocated schools in Gujarat city were selected. The information about the expectations of prospective teachers towards school environment, classroom practices, students' behaviour and support of school administration were collected.

Stage 2-- At this stage, a periodic visit by the research team was managed to collect data through classroom observations of prospective teachers in three phases. Each prospective teacher was observed three times during teaching practice in each phase. In this way, each prospective teacher in the sample was observed 9 times during four-week teaching practice. Total, 135 observations

were made in three phases of data collection. The data was collected through classroom observation of prospective teachers during teaching practice by the research team.

Stage 3-- Data collected through various sources were analyzed and used to confirm the credibility of collected information. Analysis on the basis of evidence captured in the real classrooms on observational sheet regarding students centred pedagogies was interpreted accordingly.

Population and Sample-- The population of this study was students (prospective teachers) enrolled in B.Ed. (Hons.) program and currently, studying in their final semester of teacher education

institutions of Punjab province of Pakistan. The students studying at the University of Gujarat were included in the sample. Prior to initiating the study, their willingness was sought to participate in the study. The study required prolonged commitment on the part of the university as researchers had to collect data thrice time during teaching practice of prospective teachers in schools. The number of prospective teachers enrolled in B.Ed. (Hon.) the final year was 28 in University of Gujarat. Fifteen prospective teachers were agreed to participate in the study. They were observed in three phases; in each phase observed for three consecutive days. Overall nine observations of each prospective teacher were made.

Sources of Data-- The study generated both quantitative and qualitative data at each of the stage described above. Keeping in view different stakeholders and stages identified for this project, prospective teachers were the source of data used for this paper. Two types of data were used; classroom observation and reflection form. Detail of instruments used for data collection is given below.

Class Observation Schedule-- The observation schedule recorded information about student-centred teaching of prospective teachers includes different

teaching methods like; lecturing, activity, questioning, discussion, Roleplay, Project, Demonstration and Discovery. There were time slots of 5-minute intervals were given against each method as a scale of measure. Further, it includes language and voice clarity, handling disruptive behaviour, instructional variety, student engagement in the learning process, teacher task orientation and classroom environment. The instrument comprised four sections and 53 items. The instrument used was on the five-point scale and dichotomous scale according to the questions and nature of required information in the observation schedule.

Weekly Self Reflection Form--

Prospective teacher's internal-thinking to reflect on activities carried out in the classroom were recorded on weekly basis. The focus was on encouraging prospective teachers to consciously reflect on their instructional practices, level of motivation and self-confidence across the teaching practice on a weekly basis. Weekly self-reflection form contained four open-ended questions on behavioural change towards students, changes in lesson planning to add effects to teaching, changes in teaching methodology and changes in motivation and self-confidence. Each question was followed by the reason of reported change

and which classroom event caused this change.

Results and Interpretation

Data were analyzed through descriptive statistics and presented below in different figures. There were two questions which were addressed in this research paper; the first question was to explore different types of pedagogies used in the classroom by prospective teachers during their teaching practice and secondly to determine the level of use of students centred pedagogies during teaching

practice in the real classroom during teaching practice in the real schools. Data related to the first question was analyzed by exploring classroom observation against different teaching methods used in the classroom by the prospective teachers. It was evident by the data that there were six teaching methods used by the prospective teachers during teaching practice. Lecturing is the main teaching method used by prospective teachers during their teaching practice as evident in fig. 2, followed by questioning, activity,

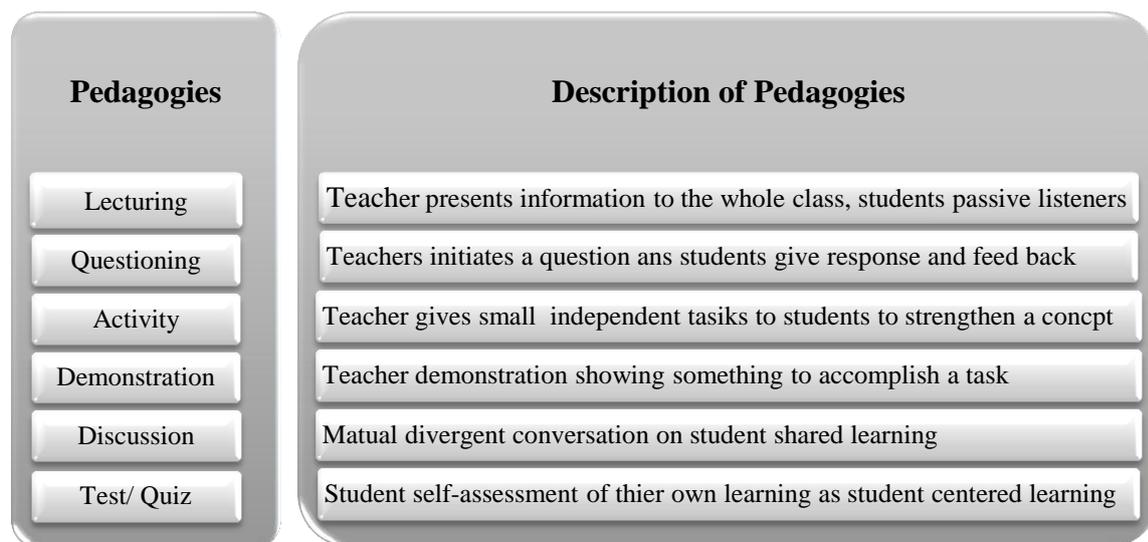


Figure. 2 *Pedagogies used by prospective teachers during teaching practice in classrooms*

the demonstration, discussion and test/quiz. The extent of using these methods was not as per given order in fig. 2 but presented just as per order teacher centred pedagogies to students centred pedagogies. These methods were used by the prospective teachers during their four-

week teaching practice in the schools. The brief description of pedagogies used in the teaching practice is given against each method of teaching. The prospective teachers have a tendency of using students centred pedagogies during teaching practice in the schools. The class size large and classroom environment was structured

and formal. These variables are very important to develop a shared learning community as classroom format facing a person in front of them is no more encouraging to engage and involve students (Garrett, 2008) Literature supports that it is difficult to decide for teachers an appropriate method for different variables like class size, background of students and students' motivation (Heppner, 2007).

The data based on classroom observations analyzed week wise and presented below on week basis cumulatively. The mean percentage of different methods being used in the first week of teaching practice is presented in Figure 3 across the class duration of 35 minutes time. This figure is based on 45 classroom observations made in the first phase of data collection in the schools.

Fig. 3 clearly shows the spread of cumulative teaching pedagogies used across the range of class timing during the first week of teaching practice. The prominent teaching method used in this week is lecturing. But the frequency of occurrence during different time slots of

class clearly shows use of both, traditional and student-centered pedagogies with varied time intervals. In the start, and at the ending of the lesson, lecturing is at the most but in the middle of the class it is declined and replaced by other pedagogies like questioning and activity. It means at the beginning of the class introduction of the lesson is lecture based. But as lesson progress, it turns into other pedagogies where students engaged and participate in the lesson. Again at the end of the lesson teacher summed up discussion raised in the class and closed his/her lesson with narrative sentences which produce sense. Questioning is a second commonly used method which has a high level of frequency in the start of the class, then again rises in the middle of the class but falls down sharply at the closing of the class. In the beginning, the teacher asked questions to assess the level of understanding of the students about today's lesson to start it from a harmonized foundation of the students. Activity method is reasonably used in the middle of the class duration but fell down near the end

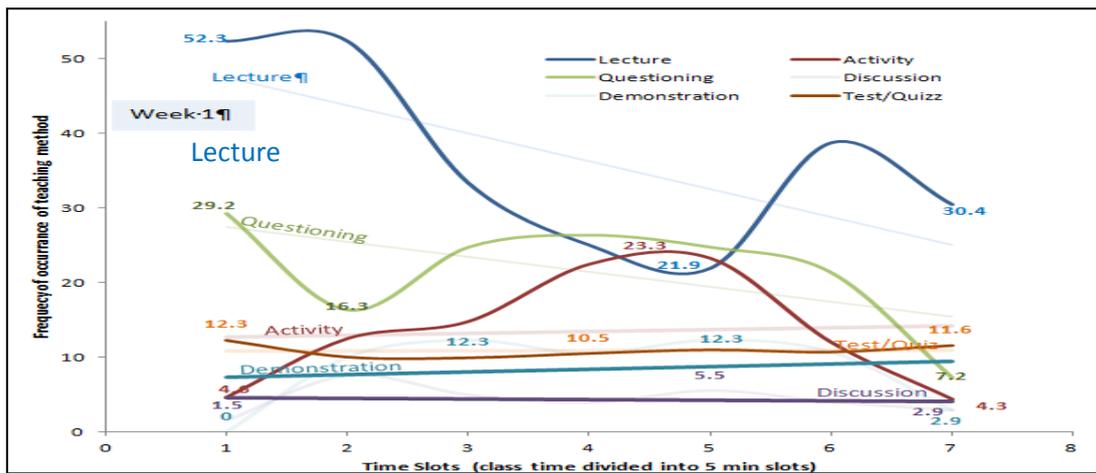


Figure: 3 Percentage of time used for different pedagogies during teaching in Week 1

of the class on the same pattern as questioning. The remaining pedagogies used for the first week are Test/ quiz, demonstration and discussion simultaneously. But the level of occurrence of these pedagogies is comparatively low as compare to lecturing, questioning and activity. Trend lines of different pedagogies used during the first week of teaching practice are clearly reflecting that the major method used is lecturing with a steep slope to the end of the class duration. Questioning has also shown the same tendency. Activity and demonstration are slightly increasing from beginning to the end of the class duration. The use of these pedagogies shows the tendency of prospective teachers towards students centred pedagogies. Test/quiz and discussion are almost on the same pattern with no change in frequency of occurrence during the class. It seemed that prospective teachers have knowledge and importance of these pedagogies but have not sufficient

skill and supportive atmosphere as they reported in the reflection form. Literature also highlighted that teaching is a skill which demands reasonable practice to perform is adequately (Yost, Sentner, & Forlenza - Bailey, 2000). Fig. 4 shows teaching pedagogies used in week 2 of teaching practice by prospective teachers. When we see across the class duration cumulatively, lecturing is mainly used method during this week. Perhaps it is a natural pattern of classroom teaching that introduction of the lesson, clarification of terms and new concepts and closing of the lesson are mainly lecture-based while at the beginning of the class questioning is mainly used. It shows that prospective teachers have a deep concern to take up the class from the accurate level for a lesson in hand. It is a sign of getting students attentiveness which is essential for student learning as well. After first quartile (1/4th) of the class duration lecturing increases and in the middle, it decreases and again

near third quartile (3/4th) it increases. Questioning decreases after initiation of the class and then again increases in the middle of the class. This variation shows

that prospective teacher is doing a formative assessment to know the effectiveness of his

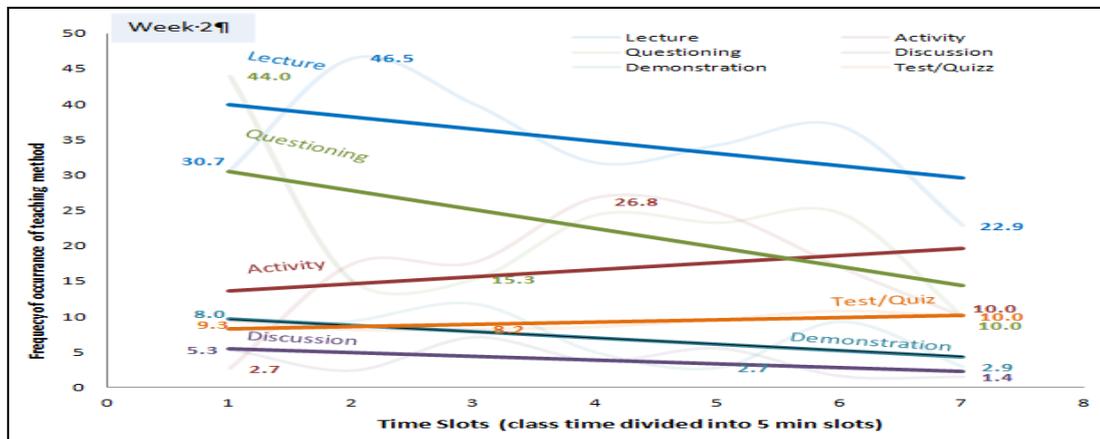


Figure: 4Percentage of time used for different pedagogies during teaching in Week 2

her teaching to ensure student learning with the passage of time during the class. Activity is the third frequently occurring method which is evident after ten minutes of the class to the end of the class. The slot of use of this method is very adequate in the classroom. It seems that the use of activity it seemed to be easy to prospective teachers to exercise in the classroom. Test/quiz, demonstration and discussion are the least occurring pedagogies respectively during the class. After passing ten minutes of the class activity gradually increases than questing but lecturing decreases from its pace. Initiating from the middle of the class up to the near ending, lecturing, questioning and activity pedagogies are mainly used with the same order but the frequency of lecturing is

higher than both which is understandable. At the beginning of the class, a questioning method is mainly used but activity is low, in the middle of the class both are almost same but near ending activity method is more used than questioning. This is evidence of inclination of prospective teachers to use student-centred strategies. When we see trend lines of different pedagogies used for the second week it shows that major two pedagogies are lecturing and questioning but both of them are gradually decreasing toward ending of the class timing and substituting by activity and test/quiz strategies. The level of decreasing of the questioning method is slightly sharp as compare to lecturing method. It shows that lecturing is mainly used the practicable method of classroom

teaching. Trendline of activity method gradually increases from the beginning of the lesson to the end of the lesson. Test/quiz method is also on the same pattern as an activity but its level is reasonably low. It shows the struggling mind of the prospective teachers to use students centred pedagogies.

Demonstration and discussion pedagogies are at the bottom of frequency level with slightly decreasing pattern. Their existence is a sign of effort of prospective teachers to use them but they have least capacity to use these pedagogies in such a non-supportive environment.

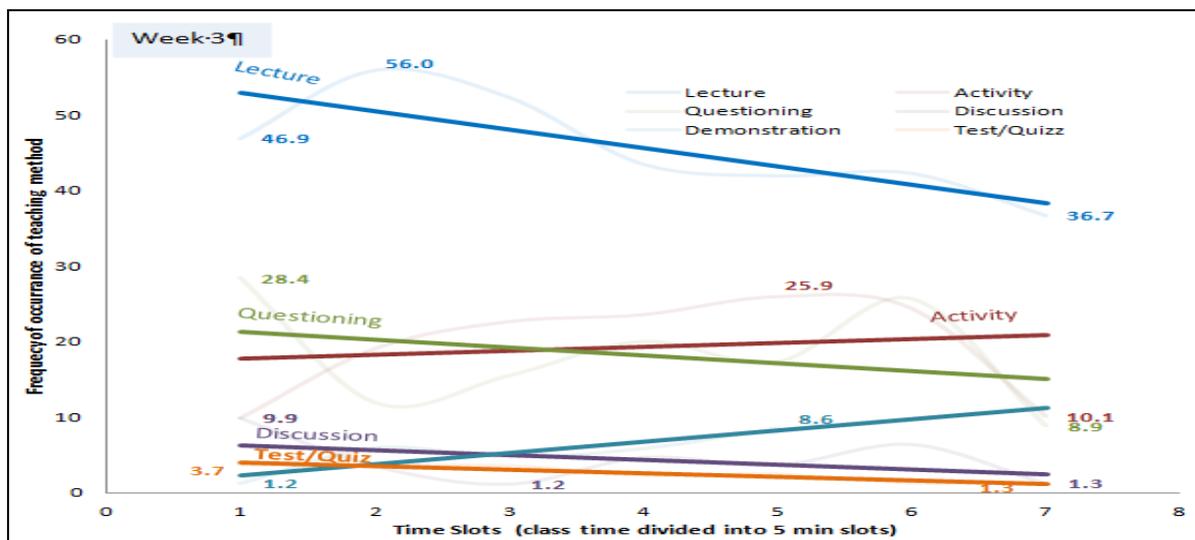


Figure: 5 Percentage of time used for different pedagogies during teaching in Week 3

Figure 5 shows teaching pedagogies used by prospective teachers in the third week of teaching practice. Lecturing is mainly used and evidently visible method during this week. The frequency of occurrence of lecturing method used clearly reflects that classroom teaching is mainly based on traditional pedagogies. It is naturally high at the beginning which slightly decreases with the progression of class work. The classroom utility of time specifically favours this method throughout the course of the class during this week. Now, it can

be projected that prospective teachers are skewed towards traditional classroom teaching after getting exposure to 3-week teaching. It means that classroom culture has a great effect on new teachers to transform them into existing practices of the schools. Questioning and activity pedagogies are also used during this week at a reasonable level. In the beginning, questioning is high while after passing ten minutes time it turns into an action method which is natural. It means that students have a better understanding of the action method to execute in the classroom. The

demonstration, discussion and Test/quiz are the least occurring pedagogies respectively during the class. After passing fifteen minutes of the class, demonstration gradually increases as compared to the other two least occurring strategies. Discussion and test/quiz are least occurring

pedagogies with little but gradual decrease up to the end of the class. Among the six pedagogies used in the classroom during this week, two (activity and demonstration) pedagogies have trend upside while remaining four are decreasing.

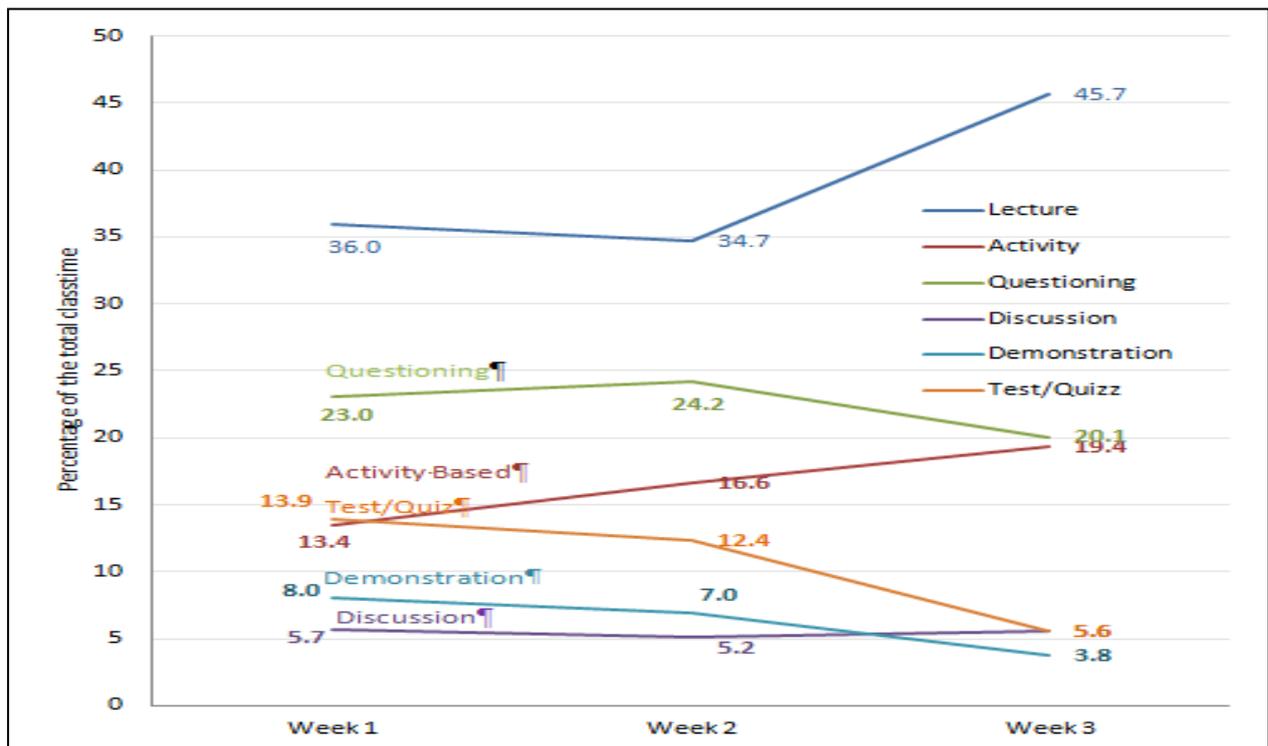


Figure 6: Relative percentage of class time consumed using different teaching pedagogies from week 1-3

Fig. 6 shows a comparative analysis of week wise variations in the use of teaching pedagogies by prospective teachers with respect to the percentage of time used for three weeks. Lecturing is the main method across the weeks with a little decrease from week-1 to week-2 while in week-3 it raises up to 45.7% of the class timing. It appeared that major method in the classroom is lecturing which is

supposed to be a more or less natural pattern. It slightly decreased in week 2 but elevated in week 3, which is evidence of reverting back to lecturing as the main tool of teaching. Actually, this shift reflects that in the teacher training institutes classroom teaching through student-centred pedagogies to prospective teachers is not enough to support to fence the school culture and environment. In the first week

prospective teachers are struggling to use student-centred pedagogies but later on, they feel it difficult to continue due to classroom culture and behaviour of school administration.

The second best-used method in the classroom is questioning. It is encouraging to see that it slightly increased from week 1 to week 2. In fact, questioning is taking place of lecturing at this stage by gaining some percentage of the time. It shows the struggling mind of prospective teachers towards student-centred pedagogies. But in week 3 it slightly declined which is due to prevailing restrictive elements in the classroom. Overall, a slight increase from week 1 to week 2 and then decrease to week 3 is not more meaningful. Week-wise little change in questioning reflects that prospective teachers are facing problems to use this method but they have a tendency towards students centred pedagogies and spending a reasonable percentage of time of the class to this method.

The third method mainly used by prospective teachers during teaching practice is activity based teaching. There is a gradual increase in the use of this method with the passage of time (from week 1 to week 3). It seemed that activity-based teaching is less demanding for prospective teachers. Present curriculum is activity based and activities are planned in the

content of the lessons. The prospective teachers deputed a reasonable percentage of the class to execute activities in the classroom. The prevailing level of activities in the classroom indirectly supports that teachers have a listening repository of different pedagogies. If prospective teachers are given proper skill and classroom exposure of student-centred pedagogies then it can be utilized by the prospective teachers like activity method. It seemed that prospective teachers have the desire to use student-centred pedagogies but they have not required skills to use them.

The fourth method mainly used is the test/quiz. The level of occurrence of this method is initially high but gradually falls to the end of teaching practice. The use of formative assessment during class discourse is essential to get feedback on students learning which empower classroom practices through multiple pedagogies which outrange the progress of the class. But it is also considered that there are many factors which contribute to deciding the usage of different pedagogies in the classroom to make it purposeful. All the time, one method is not workable. The nature of the content is also important to see and consider the best way to deliver this content to the students. In spite of all these reasons, continuous fall of this

method is showing that prospective teachers are losing tendency of using student-centred pedagogies gradually.

The remaining two pedagogies are *demonstration* and *discussion* which are least used respectively. The demonstration is slightly falling from week 1 to week 3 while the discussion is almost the same throughout. The level of percentage of time used against these pedagogies is very low overall teaching practice duration. It is easily concluded that prospective teachers have not enough skill to use innovative and demanding pedagogies. Focus on reading from a book or learn through lecturing in the teacher training institute is the wrong supposition that the prospective teachers will be equipped to use these strategies which are practice-oriented. Theories are entirely different than practices especially in teaching like profession (Gossert et al., 2001). The school culture and environment are not supported even reluctant to use such pedagogies. Because they think that the best method is to read the text in the classroom and ask students to memorise it. And in this way students memories, it and in exam questions are based on just recall and reproduce it on the paper, and get good grades (Trent, 2012). For this reason, understanding of the students is not the main concern of the school administration. Our current education policy put

emphasize on the point but just theoretically. There is a need to involve teachers and take them in confidence who are actual implementers of curriculum and can play role in the classroom to use such pedagogies to enhance understanding of the students.

Discussion

Prospective teachers mainly used *lecturing* method across the period of teaching practice which is inversely correlated with the assumptions on which newly initiated B. Ed honour program is footed. Through this program, prevailing teacher training duration was increased from 2 to 4 years with a revised curriculum which mainly focused on student-centred pedagogies. But the change in the curriculum would not only be meaningful when teaching pedagogies to implement this curriculum would not accordingly use. In a teaching like profession, the practitioners in general, idealize someone from their teachers and then follow them throughout their carrier. So, change in curriculum is not an evidence of essential changes might be occurred in classroom practices accordingly. There is a need to get them trained with content knowledge and pedagogies to meet the demands of the newly introduced curriculum. The prospective teachers have the only

repository of theoretical information about different student-centered pedagogies but not have capacity up to the level that may utilize them in the classroom adequately. It is very natural if someone has only theoretical information about a skill it never can be resulted in the form of meaningful practice. On the other hand, this is also a valid notion that lecturing is almost a natural pattern of the classroom practices. Especially in developing countries, this pattern mainly prevails where class size is bigger and lack of facilities in the classroom. Even lecturing can be made more useful for students understanding in such contexts with the usage of different students engaging strategies.

Initially, the existence of student-centred pedagogies is visible but gradually vanished due to some practical issues. In spite of exposure issue of the prospective teachers, they seemed to be with the struggling mind in the first week. But classroom environment has an inbuilt structure to create barriers in the path of using student-centred pedagogies. Cooperative teachers have enormous influence on prospective teachers to obey their directions and devise the classroom practices according to their wish. There opinion that school administration and parents assert pressure on teachers to

complete coursework in time. If students centred pedagogies are used then they waste time and could not complete their target within the allocated time. There is another judgment that school teachers do not like that prospective teacher may deviate from traditional pedagogies because they face a problem when prospective teacher go back after completion of their teaching practice. Students become consistent to new and attractive pedagogies and demand same classroom practices from their own teachers. Non-supportive school environment and role of administration also put a bad effect on using innovative classroom strategies. The basic requirements of students centred pedagogies do not prevail in our schools. So, this strong school culture has a huge influence on prospective teachers to leave struggle in such an environment and turn back to traditional methods gradually.

Generally, the assessment system determines the nature of classroom practice. The existing examination system encourages rote memorization of students through high grades. So, teachers prefer to increase reading time through lecturing and put emphasis on the practice of writing it time and again through test sessions. As a result, students get good grades. Hence exam is a potential agent to change the

classroom practice otherwise it would not be possible. There is needed to make changes in the entire process of education inculcating the requisites of curriculum change in the minds of its implementers.

Test/quiz, demonstration and discussion are simultaneously least observed pedagogies due to not nonexistence of these pedagogies in the school culture. School environment does not allow change, especially in the classroom practices because it creates a challenge for the school teachers later on. There is also struggle in the form of test/quiz and demonstration pedagogies but with decreasing tendency towards the end of the teaching practice. It can be supposed, that prospective teachers have confusion in their minds in using these pedagogies but with the passage of time, their confusions turns into reality. On the other hand, continuous suspect of school administration may be faded their attention gradually and it almost diminished to the end of the teaching practice. Discussion method has no change and remains the same throughout from week 1 to 3. It can be assumed that prospective teachers have little interest in encouraging students to involve and participate in classroom practice. Maybe due to the strength of class which is very high, it is not practicable to

create discussions due to highly structured massive classrooms.

Overall, there is reasonable evidence of using students centred pedagogies in spite of some serious barriers. But the decreasing trend of these pedagogies with the passage of time is shocking and demanding attention of stakeholders of education to handle the situation accordingly. Just change in curriculum is not an evidence of its practice. However, exceptional involvement of schools teachers to own this change and implement it in true spirit are vital to getting results of these changes otherwise no benefit will be outreached even spending resources and time. There is need to rightly address the issue altogether, not only change in curriculum document, program duration and extended teaching practice but at equal level need to change the infrastructure of classrooms, thinking process of implementers through their involvement in the process my the mind. We conclude our discussion by a famous Asian proverb, "I hear, and I forget. I see, and I remember. I do, and I understand".

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