Pakhtun social norms and the spirit of tolerance: A critical Analysis of the adopted Pedagogy at Higher Education Institutes of Pakistan

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Abstract:

The prime goal of higher education institutes is to develop critical, rational and logical expression and analytical thoughts to solve individuals and groups' glitches. The current study tries to find out the relationship between creativity and level of tolerance at the University of Peshawar, Pakistan. The study was conducted under mix method research through the concurrent triangulation technique. The qualitative data was collected through ten Focus Group Discussions around six to nine respondents in each group from different disciplines and quantitative data was collected through an already established Interpersonal Tolerance Scale. The mentioned relationship was established through in-depth discussion on creativity and critical thinking and teachers' reflective teaching practices. The study finds out that university teachers do not encourage students for creativity, critical and analytical thinking through their reflective teaching practices that make students intolerant. Students are not free and open to give an opinion on any issue in the academic discussion. They are intentionally kept in a fearful and tense situation that they do not dare to ask critical and analytical questions.

Keywords: Teacher centered instruction, student centered instruction, creativity, critical thinking, Higher Education Institutes, tolerance

Pedagogy may be seen as an art as Dewey (1963) interfaces experiences with art and education, which expand to the social world. Pedagogy, like poetry, is converting media into the medium (Dewey, 1963), like those artists who transform pigments, clay flecks, or text into paintings and art pieces, with the same token teachers transform students into the refine human beings as the pedagogue forms creativity in his/her students (Cuenca, 2010; Eisner, 2002). In the traditional way of education, knowledge is transmitted from teachers to the learner through set patterns. This approach is based on passive learning and lacks the creativity element. The Freire idea of liberating education means to develop learners' thinking and make them active participants in changing their social world (Saleh, 2013).

The conventional concept of education tries to ward off critical thinking of learners through verbalistic lessons, authoritative teaching, transformative evaluation, and non-interactive learning process in the classroom. As Isah and Omori, (2018)

> "The teacher's thinking is authenticated only by the authenticity of the students thinking. The teacher cannot think for his students, nor can he impose his thought on them. Authentic thinking, thinking that is concerned about reality, does not take place in ivory tower isolation, but only in communication. If it is true that thought has meaning only when generated by action upon the world, the subordination of students to teachers becomes meaningless" (p. 55)

Freire (2005) opposes the banking style of education, where there is no interaction between teacher and student, lack of dialogue and passive learning. The teaching can be supplemented with local examples using global methodologies. Thus promoting innovation, creativity and respect for diversity among diverse groups. According to Freire, teachers in the teacher-centered approach ignore some of the students and eventually they are oppressed. As the banking concept of education treated students as storage banks and filled with information in their memories so as they reproduce information when required. Students are convinced that teachers are always right and there is no chance of error in the teacher's perspective (Deke & Haimson 2006).

Socio-emotional safety is essential component for learning and critical thinking skills. This includes safety from stereotype threat, harassment and exclusion. The teacher should be active in the teaching social-emotional skills, give attention to creating positive relationships, explicit

focus on understanding and appreciating differences, meaningful conflict resolution and challenge bias and exclusion (Freire, 1997).

Learning is an overall process of adjustment to the environment, it is not only a cognitive process but a cohesive performance of a person i.e. Feeling, emotion, behaving, perceiving and thinking, creativity, decision-making and problem-solving approaches. The Learning process is predicted in four learning modes such as thinking, reflecting, experiencing and acting. Reflection and observation are the basis for learning experiences, and these experiences are refined in abstract concepts and new implications are drawn (Akyuz, Karli & Muderrisoglu, 2017).

Methodology

The study is explanatory in nature that explains the relationship between critical thinking and teaching practices adopted at the university level. The study articulates that how university students frame their behavior that is tolerant and intolerant in different teaching practices. The study was conducted at the University of Peshawar- one of the oldest and prestigious alma matter of Pakistan. Data was collected through the concurrent triangulation method and analyzed through Mix Method research. The relationship was established with the help of both qualitative, quantitative data and mixing of both. Quantitative data was collected through the already established Interpersonal Tolerance Scale ((Thomae et al, 2016)) and qualitative data is collected with help of Focus Group Discussion. both the data were collected simultaneously, first tolerance scale was distributed among the group followed by a discussion on the teaching practices. The focus of the paper is on creativity, critical thinking and teachers' reflective practices. Ten FGDs were conducted from different BS students from all academic faculties of the university. Each Focus group consists of six to nine students. Collected data is evaluated under different themes and sub-themes in the analysis part of this paper with the original inscription of FGDs in italic.

Data presentation and Discussion

Creativity and critical thinking are the most valuable feature and essential responsibilities of universities and its' teachers. For creativity, there should be understanding of the concept and sense behind the things, the overline (content analysis) and underline (discourse analysis) meanings of the concepts, what the concept is in the real sense, understanding develops

thinking ability in students, this thinking ability spawn critical and analytical thinking of the students over the concepts. Creativity is the last part of this learning process, where students create new things, make new theories, establish new laws, or at least explain old things in new ways. Every student who is passing out from a university should have something new, which shows that they did not waste their time and energy at the university. They have their own definitions and explanations of the concepts they read in the classroom, and which are written in the old books.

The paradigm shift from teacher-centered education to learner-centered is the idea of Freire, where the student is the center of the learning process. A student-centered approach is to develop critical thinking in teachers as well as in students (Tijani, 2012). It also help-out in knowledge production and reflective learning (Isah & Omori, 2018).

No uniform dress and textbooks

In the academic career, schools and colleges have a uniform dress and uniform reading in the form of textbooks. However, at the university level, such restrictions on dress and readings are departed. At university one can wear anything thing with certain cultural and moral limitations and can read the topic and concepts from anywhere, which they think easy for their understanding. This freedom from the uniform dress and textbooks is for the reason that at the university level they are not bond and confined to already established patterns of behaviors and actions.

> *"Teachers treat us like school and college kids. They give us a book and said that this is your textbook read it, and memorize it for the paper. I think this kind of teaching never creates critical thinking and creativity in students."*

The statement shows that students at the university level are much mature and understand the changing and challenging situation that is why they need no uniform dress and textbook. Every book is their textbook if recommended or even not recommended by the teacher. As the traditional system of education encourage students to memorize textbooks and concentrate on examination where they repeat the information. In general, the education system in the developing countries is passive and dominating in nature, students are undue submission to teachers, racial and ethnic discrimination, lack of critical consciousness and compliance to oppression affect students' academic performance (Mehta and Pandya, 2017).

Free from physical restriction

Creativity and critical thinking are possible when one is physically free from all things. At schools and colleges, mostly setting arrangements, mode of teaching and classroom are fixed, while, at university level setting arrangement is not fix, one can set anywhere in the classroom. Besides this, universities have several teaching practica such as seminars, workshops, conferences, exhibitions, etc. which make the student free from the strict classroom environment of learning to the open space understandings. This freedom from the physical restriction helps the student to think critically and analytically on the issues and concept that leads to creativity. It also includes freedom from uniform dresses and readings.

> *"All these are linked with each other and we have no time to think over it. We are pressurized that you have that much time and have to complete your entire task in this allotted period. At this time, you have to complete your course outlines, do presentations and assignments. A huge number of students is in our class, which disturbs the teacher, student and entire learning process."*

As shown in the statement those numbers of students in a classroom also affect the learning process. Research shows that students learn more in a physically and emotionally safe environment that includes safety from social exclusion, harassment and stereotype threats. Teachers should emphasize on creation of positive relationships, teach social and emotional skills, explicit focus on understanding and appreciating differences, meaningful conflict resolution and challenge bias and exclusion (Scharf, 2016).

Mental freedom

Physical freedom is for the mental freedom of students. Mental freedom makes free the students from trivial fear from teachers and the learning environment. Students cannot actively participate in discussion and debate and even cannot learn and understand in a mentally restricted learning environment. The basic purpose of university teaching is to make students mentally and physically free for critical and rational thinking and creativity. Human beings are free to express their thoughts with reasons and logic.

> *"Course outline or syllabus handed over to students as well as to teachers. We know that teacher will teach us these topics without any amendments in the already prepared syllabus irrespective of our understanding. The same is replicated in the paper. In this situation, we are not mentally free to think and think critically as we always think about syllabus and exams.*"

Reflexivity and critical thinking help the learners to develop their own thoughts, perceptions and reactions about the realities, that is, conflict and peace. Critical thinking assures progressive and reflective education, "This way of thinking still requires us to separate ourselves from reality and think about situations objectively, that is, *thinking about reality*" (Rothman, 2014).

Free and open

Discussion and debate are only possible in a free and open learning environment. Where teachers and students have equal positions and no one is superior and inferior. Everyone in the classroom is considered equal as for learning in concern and is considered a potential teacher/learner in the classroom. If students feel free then they can share, their inside thought and personal experiences with teachers and class fellows.

> *"Critical thinking and creativity are possible when one fully understands the situation and has conceptual clarity in an open environment. We are very weak in experiments and practical work which is a hinder in creativity. Teachers taught us just theories, having no connection with the practical life. I think females feel more restriction than males while participating in an activity."*

Leaner-centered learning gives free hand to students for active participation in the learning process. This approach empowers the students in deciding what how and when to learn. Besides this, the main objective of this approach is to support the learners for have their own learning experiences. The idea of this approach is taken from the social constructivist philosophy of teaching (Ahmed, 2013; Brown, 2008; McCombs & Whistler, 1997; Weimer, 2002).

Out of box thinking

In average class there are thirty students means there are thirty minds, they are always in the process of thinking. Discussion and debate allow students to think out of the box using those thirsty minds. They find out new avenues for problems they faced in daily life. Thinking ability increases with critical and analytical thinking. Through discussion in the classroom in the presence of the teacher, explore numerous explanations for a concept.

> *"I think, for creativity and critical thinking one must know, and we have no such knowledge that prompts thinking. Even I do not think so that teachers have enough knowledge that they do a new thing and compel us for out-of-box thinking."*

Critical pedagogy promotes reflective, critical and creative thinking among students that contributes to liberating education from traditional and passive learning. For real democracy and social change in educational institutes creates students with new and innovative ideas, critical thinkers and active questioners (Mehta and Pandya, 2017).

Pro-active

Critical thinking and creativity activate the students for pro-active behavior. Students are always ready for the unexpected argument from the other side; they are mentally prepared for new and different conditions. They can read other minds before they talk, and prepare themselves for counter-argument. In the discussion and debate, those students are successful who are pro-active in their actions and thoughts. The continued sessions of debates and discussion in the classroom develop the pro-activeness of the students.

> *"Teachers do not stir students for creativity and critical thinking in class. Most of the students learn all things on their own. Unfortunately, the university's teacher is not playing their active part in creating a dynamic personality of a student. As teachers just deliver their lecture and nothing, they do not work on creativity and critical thinking of the students."*

Students in the group discussion were wretched regarding creativity and critical thinking, however, in the modern approach of education teacher discloses reality and asks a student to debate and discussion on the new realities. According to Freire (1972) reality is not static it is dynamic and changes with the change of time and process of transformation.

Innovation

Knowledge of books and teachers is explored from continue reading and teaching. Their knowledge is fixed and somehow dead. However, we are living in a real and alive environment where living knowledge is needed for understanding and life. When knowledge of books and knowledge of the teacher is challenged by students in the classroom, it is called critical analytical thinking. This dialogue is for the improvement of knowledge and puts some kind of innovation in it. It discusses the latest and living examples of the concepts, which never think and discuss before, as this group of discussion and situation is different from others. Creativity and critical thinking bring innovative ideas to the subject. University-level teaching and studying bring innovation in the already established knowledge. This is the place of innovation

and research as the world is confronted with new things and problems every day, so this is the responsibility of higher education institutes to design the solution for the new problems like the latest version of COVID-19.

> *"Diverse books and researches give us new ways of thinking and then creativity, however, here in our class only notes and handouts are given. Students are asked to learn it by heart or understanding for the exam purpose only. No innovative ideas are inculcated in the mind of students. Teachers give us one aspect of the topic and show one side of the picture. We have no option of critical thinking and critique on the topic. If we write something different from other sources, the teachers asked that it is not what I deliver to you. There is no room for creativity and innovation."*

The data shows that teachers due to any reason do not go for innovation and creativity as Freire called such situation as the banking concept of education, where there is no interaction between teacher and student, lack of dialogue and passive learning. The teaching can be supplemented with local examples using global methodologies. This promoting innovation, creativity and respect for diversity among diverse groups. (Isah & Omori, 2018).

Critique on a sensitive issue

One of the most important aspects of critical thinking and creativity is a critique on a sensitive issue. In the university classroom, everything could be discussed, criticized and analyzed the issues. Students of university-level are scholars and they should be encouraged to critically evaluate the issues. Creativity is then possible when the students are free to discuss sensitive issues as well. They can critically evaluate, the old tested theory and theorists, practical application of the religion, narratives of the state, etc. It means there no sacred cow for the students, which is out of critically thinking and evaluation in the classroom.

> *"Critical thinking and creativity started when students themselves think on different and sensitive issues and problems, but good teachers refine it. In our class, most of the teachers try to avoid critical and sensitive issues of the country related to the religion and armed forces."*

As mentioned above that in the class teachers are not in favor of innovation and critical thinking and do not try to discuss and comment on a sensitive issues like religion and state secret affairs. Although violent extremism includes measures to protect the safety of individuals and their property, the prevention of violent extremism needs to unfold the issues related to the secret

services of the country. Development and peacebuilding can be possible when everyone is answerable and accountable to the public (UNDP, 2016).

Boosting Tolerance

Critical thinking brings tolerance among students. Critical thinker critically evaluates other perspectives with a critically and analytical tool. This evaluation brings tolerance among both parties. For critical thinkers, things are not fixed and final everything is subject to change. There is an aspect which is different from others, in everyone's thought and discussion. Therefore, no one is useless, as they have a unique position. Tolerance prevails when one thinks that the other thought and behavior may also be correct. Critical thinking started with the assumption that everyone has their own idea and can be right in their own perspective. It may possible that one has a different perspective from the others, but it does not mean that the other is wrong. Critical thinking, creativity is possible where tolerance is there, and tolerance is possible where there is creativity vice versa. Creative people accept other different and opposing views with open hearts, as they are not following the old and patterned behavior very rigidly. Therefore, critical, rational thinking and creativity are very essential for tolerance in students, as they would be open to critique and change.

> *"Philosophy course in International relations degree opens new avenues of critical thinking, help us in changing our opinion, and think out of the box. When the mind of students and teachers open, then they can analyze and discuss the issue with more clarity, it also helps in creativity, tolerance and acceptance of other opposing opinions. I think some ideas of teachers and course subjects are helpful for critical thinking and creativity."*

Students develop critical thinking and consciousness in critical pedagogy that helps to solve their problematic issues and improve their living conditions and at large it creates a more tolerant and equitable and just society. Critical pedagogy challenges all forms of exploitation, oppression and domination with the main objectives to free the oppressed and relegated people (Freire, 1970; Aliakbari & Faraji, 2011).

Social change

The only permanent thing in the world is change, and everything is subject to change, whether the pace of change is different in different circumstances. As national poet Allama Muhammad Iqbal says, "***Taghur ko hai sabat" (change remains constant).*** In this perspective, critical

thinking and creativity are a positive way of bringing social change in society through trained students. In the classroom, students are being trained for critical thinking, creativity and tolerance. Social change brings development and constructive changes when most of the stakeholders are agreed upon the means and goals of the project. This agreement is only possible when everyone tolerates each other and has a creative idea. Creativity and critical thinking pave the way to social change in society.

> *"Critical thinking and creativity are developing day by day, before, we just memorize and write in the paper. Now if the teacher teaches and we do not understand even then we can ask a question from the teachers. Before the fifth semester, most of the subjects were university requirement and now all the subjects are statistics related, so now we are developing our own conceptual clarity on the subject, which help us in developing critical thinking and creativity. Now we can compare one subject theory with other statistics related subject."*

The core idea of learning lies in action following by reflection and is expressed through reactions. Learning is the continuous process that enhances the ability and capability of learners through which they change their world. Freire thought that authoritarian kinds of education like the banking model do not produce critical minds that change and challenge the oppressor's world. This form of education repressed the freedom and emancipation of the learners. So in this way, this process as Freire called learning or literacy used by political institutions for people-power. Reflection and dialogue are one of the determinants for change that leads towards change political and social change (Akyuz, Karli & Muderrisoglu, 2017).

Teacher's Reflective Practices

Teachers' reflective and innovative teaching practices conceive critical thinking and creativity in students. Students can better understand and materialize the concepts when teachers linked theory with practices, they always mentally prepare for naïve enquires, they can make alive the dead knowledge, analysis of the discourses and contents,   help the students in Preparation for a class is the prime responsibility of a teacher. The concepts are more clear and understandable when it is read and studied for making other people understanding. Students can compromise on other things that may or may not be in the classroom but the teacher's knowledge and his understanding of the topic cannot be compromised. Students are happy with those teachers, who come for class with full preparation.

Linked theory with practices

Most of the books and research papers in the course syllabus have foreign authors. They have written for their societies and social circumstances. As social conditions and situations are different for different regions, religions, economies, and political, social and cultural systems, therefore, these books and papers are quite different from our social conditions. The teachers at the university level should have the ability to link these theories to practices of the area, where students are living. University teachers through their insights and vision should fill the gap between book and practice.

> *"Most of the teachers do preparation for the class and they try that we should learn something and some of our teachers want that how they give their minds to the students. They give us real-world examples for our understanding."*

> *"I think they do not come with preparation for the reason that they cannot connect old zoology with new challenges and just deliver lectures without making them understandable to the new generation students and their queries. They repeated their courses and no new addition in those outlines. They do not add new inventions and discoveries that are happening over time."*

The group was divided on the issue some of the students think that teachers come with preparation and others have an opposite point of view. As mentioned by the students when teachers do not come with full preparation, then they cannot connect their lecture with the current and latest examples from daily life. However, in critical pedagogy, the teacher links theoretical knowledge with practical examples, which makes the concept easy for the students in understanding. (Loughran, 2008; Cuenca, 2010).

Metal preparation/readiness

The mental preparation of a teacher for a class is also very important. Students at university are from diverse backgrounds such as from different areas, having a different belief system, having different social and cultural rituals and above all everyone has their own mental abilities, capabilities and understandings. A teacher is not only for the intelligent and for good students but s/he is for all students, rather less intelligent students need more attention of a teacher. Teachers should be mentally prepared for the critical, creative and analytical questions from the students all the time, and their response to the question should very proper and appropriate.

"There is no gap between teacher and student. If the teacher is not ready for a class or does not know the answer, so he/she told to the students. Students also express their ideas with teachers. Sharing of experiences is from both sides in our class." "The majority of them do reading of books written by foreigner authors in class. The local books are full of errors and not up to the mark. These books are cut, copy and paste of the foreign books."

As cited by the respondents at the discussion that teachers come with their full preparation and unfortunately most of the authentic books and research papers are from developed countries and examples mentioned in it are out of our context and above our cognition. Creating a verbal connection with a concept is not enough there should be relevant and authentic books and research papers written by a local scholar with local examples and illustrations. According to Anderson, et al, (2001), physical activities mean overt actions that persist and mental activity consists of cognitive actions as monitoring, problem posing and solving, planning, thinking and decision making in new situations.

Making dead knowledge alive

Making old and dead knowledge alive through innovative teachings as things and knowledge are lying dead in the books. The teacher makes it alive through live examples of the dead things. Old knowledge is useless until and unless one makes them connected and linked with today's conditions of the real world. Otherwise, the old and dead knowledge is of no use and has no importance for us if remains there. Every day we confront with new things, which is related to the discipline we are studying and should be explained by the teachers keeping in mind the old dead knowledge.

"Majority of the teachers did not prepare themselves for class; they do copy and paste of the previously taught lectures. They teach the thing in the old-fashioned and non-interesting way, which makes us bore in the class. We sit in the class just for the sake of attendance, as we know the teacher will teach the book as it is."

According to the respondents in the discussion that they need new things, which should be different from the books or at least old things, if not new then it should be explained with new manifestations. As overtime bookish material is less relevant to the current situation.

Discourse Analysis

The teacher explores the in-depth and underlining meaning of the conception. As things are apparently, look different from what they are in real. One of the responsibilities of a teacher is to make things crystal clear to the students. Academic notions as well as non-academic impressions both need clarity by an expert, which normal people take in another way round. The confusion between appearance and background, front and backstage (Erven Goffman) creates problems among encoder and decoder, which ultimately cause intolerance as one is not able to understand people and their discourses in a real sense. Discourse analysis is the main thing in the teaching practices, it is not concerned with one subject, and it may be part of natural sciences as well as social sciences. It is not only a tool of analysis but also a teaching practicum that should be applied to the students in a classroom.

> *"In the early semesters, they do not come with the preparation or they repeat their classes as it was taken in the previously. They followed books and notes without making changes in them. Now, things are changed, in the advanced semesters, they prepare for the class and confront us to the practical aspects of things. Our marketing teacher brings us into the market and shows that how the system is practically working."*

Now the world has become a global village and nations are more intricately connected. Consequently, the act of an individual or group cannot limit to one nation or locality, however, it "produced and reproduced by discourses, institutions, and practices that cut across national boundaries and have varying influences on people living in diverse areas of the world" (Arshad-Ayaz, 2011). However, as mentioned by the respondents they are prepared for this discourse analysis of the prevailing concepts. Teachers are just teaching all these things in theory under the roof.

Content analysis

Along with the discourse analysis, content analysis is also very important for the understanding of the concepts. Content analysis is the study of the appearance of things while discourse analysis is more into the insides of the objects. The teacher analyzes the course content and readings in detail with students in the classroom. Teachers find different and new aspects from the readings and generate debate on it. Analysis of the content shows that teacher has full preparation and commend on the subject.

> *"They do not give us readings from the fear that students may not ask questions.*
> *I think before discussion teacher should give us a briefing on readings such as*

> *that what the reading is about, how you will be benefited from this and then we can learn more from readings. As most of the readings' language and vocabulary is very hard for the understanding of an average student. When we do not know the readings then how we may give a positive response to teacher over readings which dishearten the students that we cannot do anything."*

As Cuenca (2010) mentioned that teaching practices are based on the idea and reflective consideration of other's formative development. Pedagogy by nature is an inventive exertion that requires knowledge of content, learners, and self. It is formed by purposeful and instant reasoning since pedagogical reasoning requires creativity, instinct and expression. The content analysis could be possible through readings and most teachers do not give reading materials to students.

Discussion

Discussion between teachers and students is another form of teaching. The teacher discusses the topic in detail with students. The teacher gives a briefing to the student on the topic and then the discussion started in the classroom in the presence of a teacher. For discussion mode of teaching, a teacher first gives readings on the topic, both teacher and students read the readings, highlight different and somehow opposing points, write arguments on the points from other sources as well, and then discussion on the topic started at length between teacher and students in the classroom. In the discussion, every student of the class actively participates and presents their arguments in favor or against the readings, teacher's point, or classmate's point. At the end of the discussion, the groups who have more solid and convincing arguments in favor or against the concept are accepted; however, this conclusion is the start of the next discussion. Inductive and deductive reasoning and logic are using in the discussion. This is the only way through which the addition of new arguments in the treasury of knowledge taken place.

> *"Teachers in the earlier semesters were new for us and have less acquaintance with them. Now at this stage, we have more interaction with them and feel free to discuss and share things. The class started with a discussion and then come on to the main course. Discussion with teachers is continuing throughout the class. It means that now classes are not that much boring."*

As pointed out by the students that most of the time of class goes into lecturing and very little time give to a discussion which reflects the pedagogy adopted is teacher-centered however the appreciated student-centered approach based on the discussion as mentioned by Al-Zu'be

(2013) this approach is an interaction between teacher and students, and among students. Nevertheless, a teacher in this approach is the main resource of information, however, students are also actively involved in the question-answer session, where they not only improve their understanding but also communicate their own opinion on the topic. Students learn communication skills that how to collaborate during dialogue and discussion with teachers and classmates.

Questions

In the learning mode of teaching, teachers give instructions and students listen and ask a question in the unclear concepts. As mentioned that the sole purpose of the lecturing is to complete the course in one or the other way. However, in most of the case, courses are designed in the standard pattern and tried to include maximum concepts in the course outlines. The students grasp maximum knowledge from the course outlines. While on the other hand, the dynamics of students are different for different batches. Some students are good at one thing while others have different interests. So the metaphor "one size fits all" is not working in course outlines/syllabus, it should be dynamic and according to the students, teacher and classroom situation. Students ask questions where there they feel difficulties in understanding and want to clear the ambiguity. Questions have sometimes got satisfactory answers and sometimes not, sometimes got attention, sometimes unnoticed by teachers, sometimes the length, of course, do not allow students to ask questions as the teachers and most of the students think that it is wastage of the precious class time.

> *"Teacher asks a question and then answered by himself so where is thinking and creativity. The best way is to ask questions from students at any level from primary to university, and let them free to search answer and after searching let conclude the answer with critical analysis."*

Students are less involved in the learning process through their questions. As said by the respondents the teacher gives them less opportunity to ask questions. However**, learners in the students' centered education are encouraged to set their course objectives, course outline and topics of their interest. Furthermore, space is given to students for inquiry, questioning, discussion and learning through experience in the classroom. This form of**

pedagogy is more flexible and creative for the re-construction of knowledge (**Moate & Cox, 2015;** Weimer, 2002**).**

Discussion on Non-academic issues

One of the other time-consuming activities in the classroom is a discussion over other-than-course outlines. Chatting on the current issues of the country whether they are related to religious diversity, socio-cultural activities, and national and international politics. Pakistan's involvement in wars and war against terror, the financial situation of the country or university. Quality and quantity of students' intake by university, behavior and personality standards of the students, moral and ethical determinants of the society. The discussion may also include the different aspects of coronavirus in technical aspects as well as the response of common people. Chatting, on the one hand, gives extra knowledge to a student on the issue, while on the other hand, it relaxes the students from the tedious course class. Once the students feel free and open to discussion in their interested issues, then it helps them in generating debates and start thinking in the course concepts as well. Chatting or discussion other than course outlines is like the conditional reflective actions by Pavolove, through this way students can start thinking in their own subjects.

> *"Teachers who do not prepare their class to generate a debate on the controversial issue related to the politics, religion or any social problem and the whole class rush into the discussion and everyone try to be part of the discussion. A teacher leaves the class making the issue more confusing and students continue their debate even after the teacher."*

Discussion on non-academic issues is very important for understanding academic concepts, on the other hand, students think that it a wastage of time to discuss non-academic things in the class. However, in the student-centered approach, students are encouraged to take part in the non-academic discussion along with the academic learning. It has deep impacts on students' creativity and reflective actions and reactions. (Marinko, et al, 2016).

Table # 01:   Tolerance level of students

Tolerance level	N	Mean	SD	Min.	Max.
WT	71	37.04	12.913	20	72
CT	71	64.27	10.010	30	80
TL	71	26.48	9.621	13	50

WT = Warm Tolerance   CT = Cold Tolerance   TL = Tolerance Limits

The table shows warm tolerance, cold tolerance and limits of tolerance of students who are part of the focus group discussion. Total number of respondents was 71. The mean of warm tolerance of scale 45.5, so above 45.5 indicates that the respondents are warm tolerant however, the calculated mean of the collected data is 37.04 shows that students are not warm tolerant they do not see differences in people's opinions and beliefs as opportunities to learn from each other, and they perceive somebody as acting incorrectly or curiously, they do not try to understand the reasons for their behavior. The data shows that If the values and behaviors of another person contradict respondents own values, they do not make an effort to understand the other person before judging them. They do not embrace other people the way they are, even if they have very little in common. Most of the respondents do not respect another person, if their beliefs contradict from their own beliefs. They do not give other people room to be themselves, without trying to change them. The standard deviation among student responses is 12.913, which shows dispersion in respondent's opinion on each item of the scale. The range of the opinion is between 20 and 72 which indicate that there is no extreme tolerant and no one is on extreme tolerant pole as the extreme poles are 7 to 91 for the warm tolerance.

Statements of cold tolerance show overall intolerance. For an intolerant person the average of cold tolerance according to the scale is 42, therefore, figure above 42 indicates intolerance and below 42 shows tolerance in a person. While the calculate mean of total respondents is 64.27 which very high from the scale average i.e. 42. The data shows that respondents tend to ignore other people's opinions, values and beliefs if they don't understand them, and thought that their values are more correct than those of most others judged others even if they don't really know anything about their situation. Most of the respondents try to avoid people who hold values different from my own, and they find it difficult to accept people who are very different from me. They find it hard to tolerate practices that I consider embarrassing. The standard deviation of the cold tolerance of the respondents is 10.010 which shows that their less dispersion in the respondents' opinions as compare to the warm tolerance. Maximum value for the cold tolerance is 80 and minimum value is 30 which show the trend of respondents towards intolerance.

Limits of tolerance show the extreme point where the tolerant person also loses their tolerance and become intolerant. The above table demonstrates that most of students are intolerant for tolerance. Limits of tolerance were check for the total number of 71 respondents. The average of their opinion is 26.48, which are low from the total mean of limits of tolerance that is 31.5. The data in the above table shows that respondent in the focus group discussion do not challenge those who act aggressively towards weaker people and not challenge negative generalizations based on a person's identity (e.g. sexual orientation, gender, race, religion) and even not challenge intolerance based on incorrect or biased information. The standard deviation of the limits of tolerance is 9.621, which the lowest dispersion in the respondents' opinions as compares to the warm tolerance and cold tolerance. The range of limits of tolerance is from 13 to 50 which between the scale range of 7 and 63.

Table # 02:   Bi-variate analysis of independent variable ie pedagogy and dependent variable ie warm intolerance

1	Teachers' Reflective Practices	74.786	68	.004
2	Creativity and Critical Thinking	68.574	68	.003

Reflective practices of teacher in class has the chi-square value is 74.786 with df 68 and p value is .004. Point probability shows a strong association between the teacher's reflective practices and warm tolerance as dependent variable. As if the students perceive somebody as acting incorrectly or curiously, they do not try to understand the reasons for their behavior when the teaching is not reflective and analytical.

Higher educational institutes are unique and different from other lower educational institutions because of creativity and critical thinking. HEIs produce creative and critical/analytical thinkers. The data shows in the above table that Pearson chi-square value of creativity and critical thinking is 68.574 with 68 degree of freedom and .003 point of probability value. Both the qualitative and quantitative data show that the students cannot respect another person, even if their beliefs contradict from their own beliefs when there is no creativity and critical thinking in classroom.

Table # 03:   Bi-variate analysis of independent variable ie pedagogy and dependent variable ie cold intolerance

1	Teachers' Reflective Practices	64.455	56	.001
2	Creativity and Critical Thinking	69.176	56	.001

Qualitative data shows that most of the teachers come with preparation for class; however, their teaching practices are not reflective. They cannot alive the old and dead knowledge through contemporary examples. While the quantitative data endorses that, such students have high level of cold tolerance. The table shows the Pearson chi-square test value, degree of freedom and point of probability that is 64.455, 56 and .001 correspondingly. Students think that their values and beliefs are more correct than most of others in teacher centered learning where there is no or low reflective teaching practices.

Creativity and critical thinking are the most valuable feature and essential responsibility of universities and universities' teachers. The qualitative data shows that teachers do not stir the students for creativity and critical thinking. Their focus is on rout learning and stereotype understanding of the concepts. The table above show the Pearson chi-square value that is 69.176 with degree of freedom 56 and point of probability is .001 that shows strong relationship between the cold tolerance and lack of creativity and critical thinking of the students in the discussion. Lack of creativity and critical thinking make the students unable to reconsider and adjust their opinion if a conversation yields novel viewpoints.

Table # 04:   Bi-variate analysis of independent variable ie pedagogy and dependent variable ie limits of tolerance

1	Teachers' Reflective Practices	62.053	56	.005
2	Creativity and Critical Thinking	46.109	56	.007

The quantitative data shows that most of the respondents are intolerant in the group who think that there class is not equal in the learning process. Teachers do not consider students as equal partners in this process. Teachers know everything and students know nothing in this form of learning. The above table shows that Pearson chi-square test value is 70.221, with degree of freedom is 56 and point of probability is .004. The p value shows that there is strong association between independent variable equality in the learning process and dependent variable limits of tolerance. As students in the teacher centered learning, do not point it out to people when they make intolerant comments.

University is the last formal institute where the student train for creativity and critical thinking. Teacher support the student for understanding the concept then student think critically over the concept and at the end a new thing is created in this process. Students at university should use personal experiences, teacher's lecture and book knowledge for creation of new things and ideas. However, the results of qualitative data shows that creativity and critical thinking is missing part at university. Teachers and students both involved in the stereotype

and outdated way of learning and teaching. Pearson chi-square value, for the creativity and critical thinking when limits of tolerance is dependent, is 46.109 with degree of freedom is 56 and point of probability is .007. Students without critical thinking and creativity cannot challenge negative generalizations based on a person's identity (e.g. sexual orientation, gender, race, religion).

Conclusion:

Pedagogy, critical thinking and tolerance have three-prong relations that are pedagogies yield critical thinking and creativity and as the result, it procreates tolerance among students. Critical thinking and creativity in students are directly associated with the classroom environment and reflective teaching practices of a teacher. Open excess books, less strict dress code, free physical, social, political and cognitive association, free and open academic environment, out of the box and pro-active thinking, innovation, critique on sensitive issues and tolerance fetch critical thinking and creativity in students. However, most of the university's teachers do not encourage students for creativity and critical and analytical thinking on the issues related to course and general themes. Students' tolerance level decrease at university as there is no creativity and critical thinking.

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