

The Internat Internationalization of Education: The Object of Desire in the 21st Century

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Abstract

The first and the foremost intellectual migration can be traced back to history. It was first cross- national Diasporas of scholars and researchers, occurred during 355B.C and in 388BC when academics migrated to the Lyceum and Athens, a paradigm shift from Idealism to Pragmatism. Cross- border mobility of the scholars was frequent during Middle Ages. European universities usually stimulated scholars, physician and scientist from many parts of the world and become the center of teaching and learning. There was a tremendous flow of human capital for multiple reasons such as economic, political, social and intellectual demands. The movement of the highly educated skilled individual is categorized as brain drain, and is a constant phenomenon. Human capital being a strategic resource, moves heavily in one direction, is the net flow movement from developing countries to developed one. leaving home ground suffer from shortages of high- level skilled work force, emigration mean lost investment in human capital as well as lost potential tax payers. The growing complexity of brain drain demands increasing cooperation between developing and developed countries to foster new policy approaches to recurrent economic crisis. Since globalization continues to generate worldwide changes and challenges, the present brain drain phenomenon may be viewed in global perspective. The present note emphasized to foster the global perspective and commitment to resolve world- encompassing problems, including resource depletion, financial instability, poverty, violence and war. Moreover as Giddens, observes. The accelerating global integration dilute the exciting legitimacy of the nation state and its powers to resolve the problems of life as it becomes irrelevant in terms of its expected impact on the society. Circumstances of accelerating global integration, the nation state has become too small for the big problems and too big for the small problems of life.

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Introduction

The dialectics of transnational flows or movements of people, ideas, goods and trade is not a recent concept, People for centuries uphold the quest to comprehend, and finding ways to enhance a sustainable future. Globalization, however, foster free play of individual creativity and initiative emphasizing universal human identity and the concept of global citizenship and responsibility. Subsequently migration opportunities are more accessible today than ever before.

The movement of the people, or cross border mobilization serve various reasons almost all sorts of such as, social, political. Economic and religious conflicts may be categorized as pull and push factors, and more recently in the new dialectical dynamics which broadened the global economies, education has increasingly become a passport to migration. Societies have been transformed in to a transition which reflects the emergence of the knowledge society, and their dependence on knowledge product and high profile educated professionals for economic growth. Thereby education is defined as a commodity on demand that Economics laws of demand and supply rightly applied to it that economic laws of supply and demand apply to educated, skilled diaspora. Moreover to promote, marketing of education and its transition from traditional isolation to internationalization is to optimize the level of human capital to cope with the tough competition created by global economy.

Flamingo metaphor may be well suited to this phenomenon that Flamingoes migrates only when waters become brakish and return with it become replenished. {1}

“We used the flamingo metaphor to understand our pool of skills. Flamingo migrates only to return when the brackish waters are replenished. [1]”

Intellectual mobility is a human aspect. For centuries, cross nation and cross border Diasporas of scholars and researcher had been a rigorous phenomenon. To seek knowledge, explore, curiosity, good life all are human aspect, including competition and struggle for survival.

The Indian Sub-Continent For millennia had been a junction of cross border, mobility of the Diasporas of diver's social, politico, cultural, ethnic and religious identities.

People, ideas and free border trade and movement of the goods had been distinct characteristics of the Subcontinent. The traders, from all over the world shared their sea routes with the Muslim rulers of that time.

Outside the walls of Athens, Plato founded the first ever university, titled as Academy. The word academy and academics comes from the name of the area where the first and the foremost university was established in a park. [2]

The academy was an "*Informed Association*" to search out knowledge. Plato died but the academy lived on for more than 900 years, produced distinguished scholars, philosophers and researchers. [3]

The Academics migration can be traced back to history, the cross-national Diasporas of scholars and researchers migrated to the Lyceum in 355 BC and to Athens in 388 BC. Even cross border mobility of scholars, teachers, artists and many other expertise of that time was common during the Middle Ages. The main reason for this academics mass mobilization was essentially the socio-economic, political and intellectual demand for knowledge. [4]

The Lyceum, like many of Aristotle's writings, lost to the ages but just in 1997 an ancient site was discovered under a parking lot which turned out to be the site of the Lyceum. Aristotle's school discovered in central Athens, the embassy of Greece announced in 1997. We do not know, what treasures await us at the Lyceum cite. The archeologists are turning every pebble to find out. [5]

Academy and Lyceum have similarities; however it is the difference that is important to the education system. As far as similarities are concerned, association with Plato did establish enormous influence upon his thinking about institution of higher learning. The setting or composition of both academy and Lyceum was, as a diverse community, rather than as a simple group consisting of teacher and taught. Both have the characteristics of modern college, university. The curricula consist of learning and research activities. Again both produced convergent media Plato's ideas on philosophy focused on Mathematical truth and moral normative truth. [6]

Another remarkable migration is the Migration to Madina in the history of mankind. Prophet Muhammad (PBUH) migrated to Madina, 13 years after his prophet hood, to avoid persecution and harassment from the Qureshy people of Mecca, who opposed his teachings.

The significance of the migration in the history of Islam lies in the fact that Muslims could live without persecution and organize society, based on justice, equality and truth. Quran the source of all existent and non- existent knowledge invite us to use intellect to ponder, to think and to know, for the achievement of human goals, that is not other than to discover truth.

It was British Royal Society, which firstly introduced the term, Brain drain during 1950 and 1960,s which referred the exodus of the scientists and technologist, from United Kingdom to the United States and Canada. Explaining the skilled diasporas flows from developing to the developed nations, the term brain drain got influential in political and economic circles and gradually became critical metaphor of analysis on intellectual migration as Henry Johnson(1965,p.299) analyses, the term brain drain since involving serious issues of human development including economic and social welfare of the society, may be categorized as abstract and loaded one. In the wider sense it reveals serious loss to the state and society. [7]

The international flow of highly skilled professionals, though presents a very critical challenge to developing countries, however is not a loss in the real sense of the word. Migration can be benefited for both, for expatriate and their homelands as Indian Prime Minister Manmohan Singh categorically admitted, The reverse flow of income, investment and expertise from the global Indian diasporas, successfully converting brain drain in to brain gain .India and Indian society experiencing the ultimate benefits of the brain gain. [8]

Knowledge and wisdom for sale or human capital as investment is not a new phenomenon. Sophist in ancient Greece was the first to charge money for their capacity to produce knowledge and skill. [9]

Hegel the famous German philosopher gave a fascinating theme of the colonial Subcontinent of 19th century "*India as an object of desire, To gain access to the treasures of the Sub continent, all the nations determined to explore the treasures of nature, most costly in their content, as the earth presents in shape of pearls, diamonds and perfumes, rose-essences, elephants, lions, and also the treasures of wisdom.* [10]

The fate of the nations has always bound up with these historical facts.

In 1966 Grubel and Scot noted that, as long as the labor markets are competitive and individuals are well paid for their knowledge and skill, the intellectual migration would not affect the family, infact it enhances the welfare and standard of life of those, whom they left behind. . As Peter Blair Henry the current Dean of New York university Stern school of Business, in his interview by the New York Times, commented, gaining knowledge and on the basis of it making money, doing good for the family and the world at the same time by no means contradictory, all are interrelated *concepts*.

Thus brain drain is a constant phenomenon on the part of the humans, and it may not be contained in the near future, rather it may increase. With the new inter active forces of political, economic with the rise of information technology, knowledge has been emerged in a new role of knowledge based product, (a commodity) and skilled people, the source of economic growth.

Brain drain has been a continuous movement of the highly educated professionals having education as a powerful component of human capital that supports national growth and economic development.

In his address to the UN General Assembly, Uganda President Yowveri K. Museveni (2002) contends, *“managers that are absorbable by the labor market either inside the country or abroad, indeed education empowers people and promotes democracy, health, political awareness, and poverty reduction.”* [11]

Education has become passport, as skilled people have more opportunities today than ever before therefore the developed nations encourage highly skilled individual.

The most recent research [12] has depicted a very alarming situation by indicating that almost 15 member countries of European Union, already with more than 375 million in habitants, will require 219 million immigrants until 2025 just to maintain the ratio between the aged persons and working persons. Another analysis by Rapoport (2002) reflects that the number of highly educated persons from developing countries is more than 2.5million

The mobility of human capital, often seen as part of Globalization, the new dynamics related to globalization, continues to generate enormous worldwide changes and challenges, while diffusing knowledge, sparking development, enhancing multi cultural interaction, and increasing trade and production. In the same token globalization, pushing 21st century towards the century of high profile investment in education, transforms the existing societies in to knowledge societies which depend on knowledge products and highly skilled people for economic growth. [13]

According to Mok and Lee (2003), Globalization and global economic forces, caused a major shift in the world economic system, there is a radical change in context of the nature and the role of labor market terms, the major shift from labor intensive manufacturing production to knowledge intensive economic production and services caused by globalization stress the governments to involve the higher education towards greater international involvement to meet the needs of the greater number. The internationalization of education has become prime agenda of the western countries. Education has become a source of national productivity and profit on the one hand and promoting cross- fertilization of ideas and culture on the other [14].

The last 25 years, in 1960 the number of the overseas student was about 240,000. It increased over three times in 1976 to 800,000. In the 21st century, this figure has been estimated to 1.6 million [15]

Across border knowledge sharing is variously referred, such as, international knowledge exchange, which includes student and staff flow between countries and institutions. Many are of the opinion, that brain drain, migration, flow of student, teacher has become international phenomenon, it is increasing and is vital not only for the promotion of knowledge but also to provide a critical analysis for economic, political and national policies.

The free trade context also provides a huge landscape and encourages international academic mobility, commercialization of international higher education. In present situation, education is treated as a commodity to be traded freely; commercialization forces which acquire a dominant place in higher education provide a market. Education in the trade context involves, cross- border supply include distance education and franchise degrees, traditional student mobility and consumption abroad; establishing branch campuses, professors and researchers travel to provide services [16].

Producing high –value human capital for society, higher education supposed to play a significant role as the producer of the knowledge, and at the same time serve as a medium to train the professionals in a different role, ready to take education and their skill, as the major player in the national and international economy. Globalization enhances the interaction of the skilled professionals to integrate and participate in the global knowledge-based economy .The dynamics of information technology contributes the faster mobility of human capital that it moves much faster and have opportunity to sell their knowledge around the globe.

Universities have always been international as far as their origin is concerned; being international in their spirit and function and having increased global acceptance provide an attraction to the students and faculty from all over the world. During mid 20thcentury, with the rise of nationalism nation state stimulated the establishment of national universities with economic support curricula and industrial discipline and business related activities. Moreover the national universities now more than ever stimulate academe. With the emergence of new global forces academe has international acceptance with new horizon. The past two decades have seen the international activities of universities which emphasized their international role and they have regained their vitality and enhancement.

The rapid and unprecedented development in information technology rather intensified internationalization in education and integrated education economy, the faster and rapid interaction of the students, faculty produces, synthesized knowledge economy. An integrated world economy and increased mobility for students, faculty, programs, and providers. As experts

argue, that internationalization of education will remain the focus of the universities in the near future a central force in knowledge based global economy and student's mobility will increase to more than 15million by 2025 – up [17].

Money is the key motive behind internationalization of education; however there are some who entered the international market to promote research and knowledge capacity and to devoid cultural misunderstanding in the world of cultural and religious conflicts.

More over the international exposure would be helpful in resolving religious and ethnic conflicts In a globalizing world, knowledge and value could be used to disentangle dichotomies of hunger, poverty, economic and political crisis. Querying unities requires cooperation facing up to convergent issues like religious extremism, religious militancy, injustice, disease, violence and war.

What is to be done? A major challenge confronting developing countries is how to optimize the levels of human capital to cope with the tough competition created by the global economy. Pakistan by no means is an exception. As Dr Atta-ur-Rehman pointed out, the massive problems, Pakistan facing and how to cope it in this global knowledge based economy, to him if Pakistan has to get rid of issues like, poverty, hunger and un employment, the only solution for Pakistan is to shift from agrarian economy to education economy. Pakistanis, allocation for education is not more than two percent, on science and technology is even less than one percent. . In order to reverse the effects of brain drain, we have to follow Korea, Singapore and Malaysia, which allocate almost 30 percent of the budget to education a quarter of that used to strengthen the higher education [18]What makes people move and leave their home grounds? There are many and diverse reasons.

In conclusion, for centuries people have moved from their home countries, for almost all kind of reasons such as poverty, hunger, political persecution, religious persecution, discrimination, civil war, and unemployment .The recent movement of the people is unprecedented, that the world and human experience becoming more alike shared and homogeneous. The current socio-cultural transformation integrates the world wide inhabitants into a relatively common sphere of socio- cultural experience.

Education, being the potential element of human culture, is being utilized providing a new recognition of the "*education economic*", which exhibit increasing cross border student mobility to get access to higher education, and to upgrade the international perspective and skill. Education is growingly investment in knowledge transform civil society into knowledge society, where knowledge is a saleable commodity and highly educated professionals are responsible for economic growth.

Many observers are of the view that brain drain is a constant phenomenon, the developing countries are continuously losing the best of their brains to developed countries.

Others are of the opinion that, for brain drain may not always turn to be dead end for many countries, its negative consequences may be inverse in to brain gain. It may be controlled and reversed to shun its negative effects.

We have noted that commercialization and skilled mobilization and to deal with the flows governments are making efforts to mitigate the negative effects of brain drain. The more general policy adopted by the governments is at least to reflect the opportunity costs abroad they raise salaries for professionals. However this approach is depended on the financial capability of the sending countries. Another dilemma the developing countries are facing is knowledge fossilization, when qualifications and skill are not employed properly.

To facilitate knowledge and to circulate it around the globe, the sending and receiving countries may exchange professionals to avoid out pouring of talents .Brain exchange is a good reversal therapy, for both, sending and receiving countries, two way flow of expertise may be help full to wash out the negative effects of brain drain. Offshore campuses, a foreign funded and locally based is less expensive than studying abroad, the foreign campuses may also be help full to improve higher education sector in the host country. Human capital waste phenomenon is also frequent when migrants fail to find job appropriate to their qualifications.

It is a brain waste in receiving country and a brain drain in sending countries. It is not always that migrants leave their homeland for good, in some cases they do return home due to different reasons such as job failure, cultural shock, retirement, back home pressures, desire and motivations to serve homeland. This may be taken as brain gain. Migrants return are useful to their home country, as the remittances, knowledge, skill and ideas and innovations they keep with them.

In order to mitigate the effects of brain drain, many countries opt for brain exchange, a two-way flow of expertise between sending and receiving country.

Stark et al.(1997)(also Glaser,1978:Hunger,2002;Nguyen,2004;Stark,2004) are of the opinion, the brain drain may turn in to brain gain if five factors of governance, career opportunities, incentives, improved working facilities are paid attention.

Johnson and Regets, 1998 and Giannoccolo 2004, pointed out dynamic directions to inverse brain drain in to brain circulation, that transnational net works with the help of information and telecommunication technologies may be utilized for brain drain reversal and can reverse the negative effects of brain drain .In distant regions these trans national networks may also be help ful to introduce new markets and therefore strengthen economy. Establish themselves as the bridge builders and are able to identify promising new markets and raise capital.

Why do people leave their home grounds? Responding to various pull and push factors, people moved from their home countries. Last decade show the rapid raise in the number of migrant numbers have risen rapidly in last decade. Pull factors include, easier international transport facilities access to information, economic stability ,renewed interest in world affairs, political insight to be awared of democracy and its fruits. Youth is more vigorous to move and for quick settlement in life , in order to get better job, education including good life. Push factors considered to be negative factors for the sending end, there are various push factors, the ultimate reasons people compelled to move, including lack of prospects for career advancement, or career stagnation, poverty, political and religious persecution, poor state of human rights, cultural and ethnic divide and low incomes high unemployment rates, political and religious persecution and poor human rights, internal social conflicts, war and political instability in the country. Thus to conclude, the knowledge –based economy, and professional mobility have been recognized as potential contributors to economic growth. The issues of brain drain may be converted into brain gain and brain circulation by accepting the new global world realities.

In the end , one would like to borrow the words of Chi Hong Nguyen As a result it can be assumed that if the water were made and remained fresh, flamingos would not have to migrate, or they migrate temporarily to look for food and would fly back soon [19].

In Pakistan's perspective, education is the last resort to invest in. Only by adopting this strategy, the revolutionary economic and technological changes would occur and ultimately produce a new class of professionals. Pakistan has to rationalize human resource policies and restructure investment in education. Reforms in education need to produce the right skills with right proportion. A political consensus is needed to devise long term strategic plans to formulate priorities, such as the field and the number of professionals required in the future for the national development.

Education in its global perspective, embedded in abroad process of socio economic change while suggesting parallel changes in other social sphere, such as socio-cultural change.

In modern societies, the production of knowledge is a continuous phenomenon; the policies of enlighten replace irrational dogmas and superstitions of traditional societies. The current controversy regarding brain drain contends the fate of the nations has been obviously connected with the global scale economies and institutional connections in which internationalization of education has become a preamble.

The traditional societies like Pakistan where life has become hazardous and risky than life in a civilized society; expert knowledge would increase the awareness of uncertainties and risk. Globalization is a tracheotomy of radical change in almost all sphere of life, suggesting parallel change in Education, in a new perspective is embedded in a broad process of socio cultural change .More over education in international perspective already has attenuated with the new progressive forces, and 21st century along with internationalization of education will capture the labour economy, with more vibrant knowledge and skill oriented professionals. Social change and education constitute an integral relationship and education being the autonomous force is reflexively shaping and being shaped by the global transformation. The spread of information technologies and rapid socio cultural change facilitate the spread of ideas, money and knowledge products. Knowledge products or human capital goes much faster and experts and highly skilled professionals would be in ever- increasing demand by the developed countries .Thus brain drain will remain a global issue for the years to come.

The situation in Pakistan called for a reassessment, the paramount objective with a relevant value –laden package to bring change in the state controlled education system which lack inspiration to create any sense of coherent nation with nationalism. Moreover constituting, nation, irrespective of, class, religious and sectarian differences. Contrary to this the state controlled system had not resolved the problem of identity, convergence between the two systems, having failed to attain the political ideals, division of education system, rather pitched battles between the ideas and culture.

Having achieved independence, Pakistan hooked to officially fabricated, ideological approach thrived on to monopolized history, underscoring its shortcomings, does not purport to present a comprehensive or detailed philosophical vision of the education as the Magna Carta, both in the sense of the crusade against the sharp dichotomy of religion and the vision of the state to deal with the issues of social and political change, symbols of legitimacy and authority, elite masses relations, religious conciliations, and generate ideas to establish the identity of the state. A discrepancy in these dialectical relationship, perse is a flux of dissonant and has marked unprecedented chaotic and conflictive relationship between state and society.

By shedding their responsibility, those who were on the helm of the state provoke violent discourse on the major issues, like,

- 1 The controversy over Pakistani national identity
- 2 Fundamentalism in the periphery
- 3 Militant Islam

1 Unending controversy, the initial euphoria over the frame work for national identity within the context of a dynamic relationship between religion and social change that synthesizes the socio- religious environment, therefore presenting dwindling attitude, alluring promises, attempting to eliminate the human factor, discarded history, the real loser, striving for freedom, people in the contemporary world ultimately puts them in conflict with their own selves and their own essence. Moreover the best measuring rod for public policy, common interest, remains particularly important which strives to overcome diametrically opposed and polarized forces, a condition of crises emerge when the very process of striving for the ideal comes to a halt or goes in to reverse.

When the ideals are defeated, and movements die, it is easy for political and social opportunism to distort the ideals, to square the contradictory interest, further dilute the possibility of neat equation between Muslim nation hood and statehood.

The second round of the development envisage a reversal in the ideals, the culture and the ideas in the social setting interpret, conflictive as a result of a role, religion played not feasible and successful alternative to the new ideas, this inevitably endows polarization, on the political resolvment from religiously –oriented political group.

Having failed to attain the political ideals, irrespective of class, religion, language and sectarian differences, tailored the manipulated ideals to establish the parameters of the state.

For developing countries, education, remains last resort to constitute a subjective and objective institutional world view, in term of heritage, culture, norms, belief and traditions particularly to establish a coherent and shared sense of collectivity, a nation with nationalism.

The central question still haunted, a clear position on the role of religion in this society. Is Islam and democracy compatible? Is Islam and modernization formidable? Is there any concept of modernity in Islam?

Islam, like all great religions, experienced modernization and modernity, responded to the forces of modernity, responded to the forces of intellectual, scientific and socio-political renaissance in the political society .But again the most relevant question arises, that how far modernity and its forces impact on the Muslim world?

The most classic example of the intellectual renaissance associated with Jamal al- Din al- Afghani and Sir Sayyid Ahmad Khan in the context of the sub-continent, an intellectual reorientation of the Muslim society, with a view to achieving modernist progressive approach of the intellectual modernist direction.

The efforts to introduce modern western education, Sir Sayyid Ahmad Khan,s efforts exhibited a remarkable measure of success, with pure educational content, invoked the true spirit of Islam, ignored doctrinal differences and laid emphasis on egalitarianism in Islam.

Muslim modernism as an intellectual cultural movement had belonged intellectually to the purificationist, who encouraged and disseminate modern western culture and science along with Islamic religion. The intellectual impact of Britain in the political and historical consciousness of the sub- continent still had to start, a qualitatively symbolically altered appeal to the cognitive standards of reference, able to strike a sensitive chord to regenerate Islam, by going back to its simplicity and purification.

It was a strategic effort that religious ideas would have to resonate to make it possible to help people to make sense of the world and organize themselves, with a view to achieve an intellectual reorientation of the Muslim society. A necessity for adaptation, acquisition of modern knowledge, a revivalist appeal on introducing modern education, a revivalist movement, back to true Islam especially Islamic ethics interpreted in a progressive sense.

The revivalist movement was a breakthrough in the sense of the ideological foundations, to get rid of perennial controversies, it might have been a conclusive answer. Fundamentalism:

It was astonishing that the party which categorically denounced the creation of Pakistan, the ideologue of that anti Pakistan movement AbulAlaMaududi, idealizing 7th century Islamic polity, as the ideal state to be established in Pakistan, the only legitimate continuation. The most fascinating theme in the history of Muslim political history had been the ideal of a perfect Islamic state, and Maududi's version of an Islamic state, emerged as the convenient ploy to politicians in Pakistan, that they not only use it for political purposes but also to accuse others. Exploiting Islam for political purposes, remained a political jargon in Pakistani politics, also appeared as the formidable counterweight that could be a strategic shelter against, emerging regional and global threats.

Fundamentalism was at its height during 1977 when General Zia ulHuq directed the discourse of Pakistani politics, the Economist commented, An accident of history---Russia's blunder in to Afghanistan changed the fortunes of the Zia regime, almost over night Pakistan became a bulwark against Soviet expansion, and General Zia its sturdy leader.

Using Islamic metaphor, emphatic and persistent, proceeded to reformulate the parameters of Islamic system, introduced structural changes to Islamise the economy, inculcate Islamic value, besides this introduced harsh laws against women, a chaste code of conduct, imposed various restrictions against women emancipation. The minority sects, non-Muslim sects and deviant sects faced institutionalized discrimination, ideological protestations and so called Islamization process employed to reduce them to the position of second-rate citizens.

From Jinnah to Zia, Pakistan has been marked by the various dilemmas conducted and pitched battles between Islamic fundamentalists and so called modernists, imagining of national identity, what so ever, We nowhere found the, creative neat equation illustrate the facinating theme of the nation state to transform a minority in to community, than, we found in a speech delivered by the father of the nation: You are free, you are free to go to your temples, you are free to go to your mosques or to any other place of worship in this state of Pakistan. You may belong to any religion or cast or creed- that has nothing to do with the business of the state—we are starting with this fundamental principle that we all are citizens and equal citizens of the one stare—I think we should keep that in front of us our ideal and you will find that in due course Hindus would cease to be Hindus and Muslims would cease to be Muslims not in the religious sense, because that is the personal faith of each individual but in the political sense as citizens of the state.'

Militant Islam : Crisis of identity multiplied by Pakistan, s participation in the so called Afghan Jihad undermined to the extent, and Pakistan was unable to square the contradictory interest of the USA ,who tailored a new Magna Carta , having ostensibly attained the goals of its South Asian policy to captivate the USSR, triumphantly, parading her back and ultimately in to pieces .The Jihad virus, assumed epidemic, descend to the most unpalatable national bigotry, Invokes images of disgruntle youth inspired by the idea of Jihad ,competing and multiple identities combined to reverse, 'tour de force". A discourse which graciously celebrates the break-up of the Soviet Union posture a contest, in which there was no umpire, only partisans, challenges from within threatening to crush, conquer or target others, proximity to political or non-state actors, posed identity and difference, situating power in its dialectical relationship, take past as inspiration, that it might invoke better future, response to a particular nexus of power.

The terrorist attacks on the world trade centre and pentagon established the second round of USA strategy to disparte political pressure, both as the crusader and the strategist in the South Asia, stress Pakistan to a decisive move to delink her from militant Islam. Pakistan had to face multiple pressures of internal stability from within and by threatening to reversed to the stone age, the pressures placed on Pakistan to choose sides and shun paradoxes of links with the terrorists. A desperate government of Pakistan open airbases, air space, port facilities to the Americans.

The Musharraf government launched credible efforts to dislodge the disillusion and tries to develop a stronger affinity, merged her identity, publically announced to dissociated Pakistan from Fundamentalist tendencies and movements , described Pakistan as a modern Islamic state based on a moderate, tolerant interpretation of Islam. Moreover Pakistan was forced to abolish blasphemy law and remove the ban on the Ahmadiyya to call themselves Muslims, government of Pakistan refused to comply it.

Musharraf, also dispelled speculations of to convert Pakistan it to a secular state, however such vacillation between moderate and fundamentalist, to attain a national consensus on national identity remained a paradox.

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Moderate and fundamentalist, to attain a national consensus on national identity remained a paradox.

To conclude this paper one would like to say, that the nations who do not learn from their mistakes, dooms to repeat it.

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