

## **Interpretations of Multinational's Policies in Developed and Less Developed Countries**

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### **ABSTRACT**

*This article explains the economic and international business between developed and developing countries while keeping in view of chartered of Multinational Companies in order to explain the particular role of Multinational Companies in the Developed and Developing countries, the base of this article to describe the process of realism in between of Multinational Companies which are operation in developing world in manufacturing and services sectors industrial enterprises are dominant the multinational business in Developed countries due to joint venture, in the cross borders as well as marketing, trading, manufacturing, consulting, contracting banking, hotel and insurance field, so multinational group operating across the national. this study also given attention to some aims and objectives for the success of the business of the Multinational Companies in business as well as covered some important issue of the Islamic culture in this study in Muslim countries as well as less developed countries.*

**Keywords:** Investment, Trade, Production, Manufacturing, Services,

### **INTRODUCTION:**

The main objective of this article is to discuss the business practices of multinational companies and their processes of direct investment in both developed and underdeveloped countries. This tries to describe the different aspects of multinational companies, particularly in the field of transfer of technology. Before the 17<sup>th</sup> century, English and Dutch monopolies in trade were existing in the form of chartered companies. However, in the nineteenth century that multinational companies began to find an ever increasing role, as the European investment abroad swelled in the sectors of textile and mining.

### **PERFORMANCE OF MNCS IN DEVELOPED COUNTRIES**

Worldwide businesses of Multinational Companies are very much vital and contribute to 1/5<sup>th</sup> of the global Gross Domestic Production GDP. Both the global and the local role of the MNCs (Multinational Companies) is increasing. The MNCs often control the world class resources through which new products and services are generated. Multinational Companies have made industrial activity and its procedures possible on international scale. At present, 60,000 companies are qualified as multinational, whereas 500,000 companies are working with their collaboration,<sup>1</sup> 25%; i.e. the value of Multinational Companies on the international basis is one trillion U.S Dollars on account of sales of foreign

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Date of Receipt: 26-12-2013

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### **CONCLUSION AND RECOMMENDATIONS:**

This study was conducted to explore the role of Islamic documentaries in the facilitation of Islamic learning at University level at University of Karachi focusing the Arts faculty. Through data it was concluded that students also think that teaching Islam with the help of Islamic documentaries can motivate and prolong the memory of the students regarding any concept which cannot be taught through simple lecture method. The entire hypotheses which were assumed were proven correct.

1. It has been observed and identified that documentary films can be chosen as effective and powerful mode of instruction to students. Through this mode, students can be exposed with different aspects of experiences from which they may be unfamiliar, and providing the students with examples of different concepts, difficult in explaining otherwise. Additionally instructors can provide the real life examples through clips, videos and documentaries, related with different concepts.
2. Usually students are lacking experience of wide range of topics and different issues specifically related with courses like Islamic Courses etc. Documentary therefore can bring the attention of different students on issues, facilitating the students to connect with real world challenges, humans are facing in such a way that, dramatic films may cannot.
3. Additionally, use of different documentaries and films facilitates the instructors to introduce different topics which may inform the students and make them familiar with different issues. These documentaries may also provide material for conversation and discussion and facilitate the further research and exploration. It is therefore important to focus while screening any documentary that it focus on or depicts socio cultural and emotional aspects, ensuring that instructors are providing appropriate class time to learners for discussion, what students have seen and observed. Additionally, it is also important to note that instructors must have enough time for conceptualization of different concepts discussed and covered in documentaries so that they can facilitate the learning of students.
4. Public libraries in this regards must have to maintain huge collection of tele-films and documentaries specifically those which are developed and launched by PBS (Public Broadcasting System). Public libraries are major source and excellent facility specifically for their own areas.
5. It is also important that these documentaries and films must cover different social and socio-cultural phenomena, facilitating the learners to learn and raise consciousness of their viewers and target audience in understanding behavioural aspects, people, places, problems, events, institutions or others, highlighted.
6. Finally, these films are usually unscripted therefore having limited contents as compared to what film makers can actually capture or observe on films.

**TABLE -5**

Table showing response of participants that Islamic documentary will help in delivering vivid Islamic concepts in youth.

DEPARTMENTS	YES	NO	INDIFFERENT	TOTAL
ISLAMIC LEARNING	15	2	3	20
ISLAMIC HISTORY	6	6	8	20
GENERAL HISTORY	6	2	12	20
MASS COMMUNICATION	11	6	3	20
EDUCATION	13	6	1	20
SOCIOLOGY	18	1	1	20
TOTAL	69	23	28	120
PERCENTAGE	57.5%	19.1%	23.3%	

**SUMMARY OF THE DATA:**

1. The sample comprised of students from Islamic history (20), Islamic learning (20), sociology (20), mass communication (20), general history and education (20) department of Karachi University.
2. The participants belonged to various age groups most of them 95% belonged to 19-24 years age groups, only 5% were above 24years.
3. When asked from the participants about the role of Islamic documentaries in building connection between adults and Islam (65%) agreed and showed positive response in this respect. While (29%) responded negatively and (6%) responded indifferently.
4. While asking the participants does Islamic documentaries can positively facilitate Islamic learning (70%) responded positively, (21.6%) responded negatively and (8.3%) responded indifferently.
5. The reason for this perception was that (80%) said due to extreme use of social sites and television. They believe that documentaries itself are full of knowledge if the culture of Islamic documentaries will b cultivated at any level of academic years it will facilitate the learning regarding Islam.
6. The data showed that (65%) agreed to the statement that Islamic documentaries can motivate the youth in becoming practicing Muslims. (22.6%) disagreed to the statement while (12.5%) were indifferent.
7. The data also revealed that (87.5%) think that spirituality can be nurture through Islamic documentaries. The reason highlighted was that through non formal ways of teaching, students are more likely to pay attention and grab more information. Usage of different teaching strategies especially documentaries can help students to learn more.
8. The data also disclosed that majority of student (57.5%) thinks Islamic documentaries can help in delivering vivid Islamic concepts in youth. (19.1%) disagree with the statement while (23.3%) were indifferent.

**TABLE -2**

Table showing response of participants that Islamic documentary will positively facilitate Islamic learning

DEPARTMENTS	YES	NO	INDIFFERENT	TOTAL
ISLAMIC LEARNING	19	1	0	20
ISLAMIC HISTORY	11	9	0	20
GENERAL HISTORY	10	6	4	20
MASS COMMUNICATION	16	4	0	20
EDUCATION	12	2	6	20
SOCIOLOGY	16	4	0	20
TOTAL	84	26	10	120
PERCENTAGE	70%	21.6%	8.3%	

**TABLE -3**

Table showing response of participants that Islamic documentary will motivate youth in becoming practicing Muslims.

DEPARTMENTS	YES	NO	INDIFFERENT	TOTAL
ISLAMIC LEARNING	16	4	0	20
ISLAMIC HISTORY	18	2	0	20
GENERAL HISTORY	9	6	5	20
MASS COMMUNICATION	12	4	4	20
EDUCATION	12	2	6	20
SOCIOLOGY	11	9	0	20
TOTAL	78	27	15	120
PERCENTAGE	65%	22.6%	12.5%	

**TABLE - 4**

Table showing response of participants that spirituality may be nurtured through Islamic documentaries

DEPARTMENTS	YES	NO	INDIFFERENT	TOTAL
ISLAMIC LEARNING	20	0	0	20
ISLAMIC HISTORY	20	0	0	20
GENERAL HISTORY	20	0	0	20
MASS COMMUNICATION	12	6	0	20
EDUCATION	14	2	4	20
SOCIOLOGY	19	1	0	20
TOTAL	105	9	4	120
PERCENTAGE	87.5%	7.5%	3.3%	

subject to the approach their subjects, quite objectively, in unbiased way, with distinctive view point. Some documentaries are subject combination of both for instance objective documentaries refers to the type of documentaries which are expected to represent sides of controversial issues and stories, in effective and balance fashion.

Secondly, in contrast, the documentaries with non-judgmental approach, or multi-sided approach facilitate to build tension and therefore adding depth to the documentary. Under this approach, apposing points are highlighted in the film and film makers contrast opinions in order to provoke the viewers to question or challenge their own beliefs and therefore develop understanding to the subject. It is the job the teacher to be well planned to control the argumentation which will takes place in classroom.

It is extremely important to select films that represent the diversity of Muslim lives. While discussing Muslims, it is easier to discuss variations in ethnicity, gender, sectarian differences, and so on. Thus documentary selected should leave impact on students mind.

**METHODOLOGY:**

This was a descriptive research based on empirical design. The sample was based on convenient method and consisted of Karachi University students of Arts faculty. In this way University students of arts faculty were approached conveniently. Hence, 20 students from each department of Islamic history, Islamic learning, general history, mass communication, sociology and education, were selected to b the part of this study making the sample size of 120 in total. The data was collected through pre-constructed questionnaire. The collected data was then processed scientifically, analyzed and presented with the application of percentage distribution.

**TABLE-1**

Table showing Islamic response of participants that documentary may build connection between adults and Islam

DEPARTMENTS	YES	NO	INDIFFERENT	TOTAL
ISLAMIC LEARNING	15	5	0	20
ISLAMIC HISTORY	10	8	2	20
GENERAL HISTORY	18	2	0	20
MASS COMMUNICATION	13	6	1	20
EDUCATION	16	4	0	20
SOCIOLOGY	6	10	4	20
TOTAL	78	35	7	120
PERCENTAGE	65%	29%	6%	

field of business or finance and sales or marketing i.e. the concept of product placement, advertisements and other tools for introducing products and services are based on concept of visual learners and documentaries as mode to learn i.e. businesses are trying to introduce and advertise their products and services through documentaries and ads.

### **ROLE OF TEACHER IN TEACHING THROUGH ISLAMIC DOCUMENTARIES:**

Instructor of the course on Islam must be aware of the complexities of Muslim lives and avoid the easy traps of presenting Islam as some sort of colossal entity. When teaching in large university, one often has the advantage of having several Muslim students in any class on Islam. As a result, class discussion on the documentary can be quite interesting as students may bring their personal experience to the conversation.

Documentaries are used as source of lively discussion in classrooms. As mentioned, the core objective of documentaries is to present some topic or to report some issue, therefore students can exercise valid reading and make valid statement regarding the topic. This statement or conclusion made regarding topic is resulted into learning outcomes. Effective way of learning based on documentaries as identified and recommended by Alex & Alex include that teachers may form teams of four to five students, assign them to go with documentary and participate in discussion with facts, information and data presented which is resulted into development of support to text or topic itself.

Another way to motivate and encourage the students in order to discuss the documentary being watch is to assign them taking notes as documentary is being watched. Students in this regards could be assigned with or provided with charts related with specific areas.

### **SELECTION OF DOCUMENTARY:**

In case of documentaries, different perspectives and aspects are important to be considered which contribute in learning of learners and viewers of documentaries. Major and most important aspects and perspectives in this regards include the structure of documentary, its cinematography, audio and music added, editing and quality, voice clarity and so forth. All these aspects of documentary contribute in level of learning achieved from documentary. Documentaries with strong and good story are resulted into greater level of learning, for instance the story of documentary with end, middle or beginning is resulted into emotional impacts among viewers, can therefore of considered as compelling characteristic.

Therefore it is important for teachers, instructors and mentor to consider different aspects mentioned while selecting documentary for learning purpose for instance story of documentary, its characters, theme, objectives and goals of documentary, conflict arises and solution proposed in the documentary. Documentaries there

Additionally, as mentioned, this mode of learning and teaching is subject to attitudinal and behavioral changes among the learners by developing interest and challenging their feelings at the time when documentaries are being viewed. Different studies conducting regarding teaching models have proposed that use of these resources like documentaries are representing different perspectives, preventing the learners to develop and create biased views after they have viewed the documentaries. This method also increases the opportunities of sharing their views and thoughts for critical and reflective thinking. Finally these documentaries and films facilitate to attract attention, increase memory, changes in behaviors and attitudes and abilities to understand abstracts.

#### **RESURGENCE OF ISLAMIC TEACHINGS IN EDUCATIONAL PROCESS:**

For the resurgence of Islamic teaching in adults' education process it is important to maintain relation between the past and the present. This cyclic relationship between past and present constitute both knowledge and power. For Muslims, the Qur'an as revelation and the normative biography of the Prophet determine the originating past that must be related to the present. To revitalize it in adult education it is important to use effective teaching strategies which can help him create a linkage between past and present. Documentaries in this respect can help a teacher a lot to deliver his lecture with respect to Islam. This will increase the motivation of the student and develop the urge to understand and to relate to the topic easily. Saifee, Sultan, Baloach, & Khalid<sup>15</sup> has highlighted the role of mass media in enriching teaching learning process and subsequently maximizing learners academic attainment.

#### **OLD VERSES NEW METHOD OF TEACHING ISLAMIC STUDIES:**

Most important and crucial function to transmit religious values and beliefs and cultural aspects among children is performed by the parents, elder members of family and mainly by the educational institutions. Before advent of technology or technological advancements to modern extent, the educational institutions were performing this function of transmitting religious and cultural values among the children. In contrast, with the advancement in technology, the ideologies of lives, cultural aspects and other beliefs and norms are transmitted, developed or learned through media. Lim., Lee ,Choi , Song & Han,<sup>16</sup> identified that media in modern world is contributing in transferring, regulating, constructing and developing cultural and religious values among children. The same may transform teaching learning of Islamic Studies keeping in view the contemporary challenges.

The advent in technologies and rate at which they have been acknowledged and adopted in the society has diminished the role of teachers and parents in this regards. This is another reason behind why world has been and is being transformed into global village. Scott<sup>17</sup> recommended that the documentaries and visual aids must represent the cultural and religious aspects, penetrating in minds of viewers. Another perspective in this regards can be viewed from