# Discourse of Advertising: Linguistic/ Semiotic Discourse Structures in Bangladeshi Educational Advertisements

Muhammed Shahriar Haque



East West University Center for Research and Training

East West University

Plot- A/2, Main Road, Jahurul Islam City, Aftabnagar, Dhaka-1212, Bangladesh.



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E-mail: ewucrt@ewubd.edu
Website: www.ewubd.edu

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# ABOUT THE AUTHOR

Muhammed Shahriar Haque Associate Professor Department of English East West University



#### **ABSTRACT**

It is virtually impossible to get away from advertising, yet we know so little about it. The discourse of advertising is a complex phenomenon to comprehend. In order to understand the mechanics of advertising, we need to comprehend how the visual (pictorial) and verbal (textual) elements in advertisements mesh to send the appropriate message to the target audience. Furthermore, we need to comprehend the ethical/unethical divide; in other words the subtle distinction between persuasion and manipulation. In Bangladesh, it seems that private universities use specific discourse structures in their admission ads, comprising linguistic and semiotic elements to advertise to their target audience. Furthermore, the concept of 'selling' education seems to be quite apparent in the private university admission ads in Bangladesh. The data was collected over a period of three years, from four national daily newspapers, two Bangla (Prothom Alo and The Daily Ittefaq) and two English (The Daily Star and New Age). Furthermore, 100 personnel from 41 advertising agencies were interviewed from Dhaka (78), Chittagong (13) and Sylhet (09). The data was analyzed using a three-pronged discursive model (TDM) to explain how the linguistic/semiotic discourse structures are employed to achieve communicative goals, and raise questions regarding the truthfulness of the claims made by the concerned universities. Based on the finding, the linguistic and semiotic discourse structure through which communicative goal may be attained looks like the following: Verbal + textual + layout + hook + comparative reference = Communicative goal. Very few of the collected admission ads employ the entire combination. Most of the (admission) ads usually use visual and textual attention seeking devices to attain communicative goal. The analysis of the admission ads suggests that various attention-seeking devices are used to not only attract the attention of the potential target audience, but also to convince and influence them into taking admission into the respective private universities. However, in order to convince and influence the target audience, sometimes the advertisers tend to resort to particular choices of linguistic and semiotic discourse structures that may at one level be to attain communicative goal by providing necessary information, but upon critical analysis, at another level may be to attain communicative goal through manipulative means. The findings from the interviews and the discourse-ideological and consumer-oriented practices, along with the notion of 'seeing is believing', all seem to support the notion of manipulation. The socio-ethical implications in the choice of linguistic and semiotic discourse structures may be based on a number of factors: the lack of awareness of the manipulative consumer-culture practices of the advertisers; the lack of general and/or specific 'Advertising Code of Ethics; the lack of implementation of policies on behalf of the Governmental bodies as well as the UGC; and the lack of initiatives taken by the very weak Consumer Association of Bangladesh (CAB) to protect the rights of the common consumer.It is through a research of this nature that scholars can contribute in amassing a volume of critical and analytical communicative research that may serve the interest of the research community.

#### **ACKNOWLEDGEMENT**

In a consumer-oriented society one of the sole intentions of private organizations/institutions, be it corporate or educational is to make profit. Very few private institutions of higher learning in our country give funds to conduct research and attend international conferences. East West University (EWU) is one of those few, which through its Centre for Research and Training (CRT) unit provides substantial amount of funding to its faculty members to conduct research. Such an initiative is already paying dividends. In fact, according to the findings of *Research Bangla*, in 2008 EWU was the top research university among all the 56 private institutions of higher learning in Bangladesh. I am indebted to East West University Centre for Research and Training (EWUCRT) for giving me the opportunity to conduct this research. I am quite optimistic that EWUCRT, by providing a platform for EWU faculty to conduct research, will play a major role in helping the university to earn the recognition of being considered as one of the topmost research universities not only in Bangladesh but also in the South Asian region.

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#### **BACKGROUND OF STUDY**

#### 1.0 Introduction

It may seem surprising that although some of the advertising agencies like *Bitopi*, *Asiatic*, (previously *East Asiatic*) and *Interspeed* (previously *Interspan*) were in existence even before the birth of Bangladesh, advertising still does not seem to enjoy the recognition of a full-scale professional industry in its own right in our country (see Anwar, 2003). Prior to independence, there was very little advertising practice in the country due to inadequate industrialisation (Anwar, 2003). What is more perplexing is that though 39 years have elapsed since our independence, there is hardly any documentation in relation to the development of advertising in Bangladesh. The few studies that have been conducted from a consumer perspective are hardly accessible even to academic researchers; there certainly seems to be a dearth of research from a communication perspective. The rationale for academic research at this point in time seems pertinent, more than ever.

It is virtually impossible to get away from advertising, yet we know so little about it. It is a form of communication, which varies from culture to culture, context to context and target group to target group. In order to understand the mechanics of advertising, we need to comprehend how the visual (pictorial) and verbal (textual) elements in advertisements (hereafter ads) mesh to send the appropriate message to the target audience. Furthermore, we need to comprehend the ethical/unethical divide; in other words the subtle distinction between persuasion and manipulation. It is through such understanding, scholars can contribute in amassing a volume of critical and analytical communicative research that may serve the interest of the research community.

#### 1.1 Research Problem

Advertising is an unavoidable fact for a consumer living in this era of information explosion. From a linguistic point of view, advertisements seem to constitute a genre with distinct features whose function is not only to inform but also to persuade and influence. By using the linguistic system as a tool kit in a creative manner, advertising discourse has become a type of public and coexistent communication, manifesting and mediating a mass folk culture (Koll-Stobbe, 1994). Bangladeshi advertisements too have unique structures, patterns and features, which have been evolving over the years in order to keep pace with the changes in consumer culture, communication technology and media industries in this region. One such change, based on

consumer culture is quite apparent in educational ads, especially in private university admission ads.

It seems that in general, private universities in Bangladesh use specific discourse structures in their admission ads, comprising linguistic and semiotic elements to advertise to their target audience. Such structures need to be analyzed and understood so as to be able to comprehend how the ads communicate their message to its readers. In doing so, we need to deliberate, on the one hand, whether the advertisers breach the ethical boundaries of moral conduct, and on the other hand, whether such infringement is a conscious or unconscious choice. From a Machiavellian perspective, it could be said that we need to be determined whether the ads are based on the concept of 'the ends justify the means' (see Machiavelli, 1985). This is important because many universities tend to use unethical discursive strategies in their admission ads to lure student to their respective institutions under questionable pretexts for the sake of commerce, that is, profit, without trying to improve their quality of education. Bok (2003: 6) agrees with the commercialization of higher education, however, in order "to keep profit-seeking within reasonable bounds, a university must have a clear sense of the values needed to pursue its goals with a high degree of quality and integrity". On the other hand, the 'discursive techniques from advertising' (Fairclough, 1995: 6-7) seem to raise questions regarding the 'quality and integrity' of education in private universities. Fairclough (1995: 9-10) feels that there should be some degree of "accommodations and compromises between 'telling' and 'selling', reflecting the dilemmas of professionals in various domains faced with commodification and marketization and the pressure to use associated discourse techniques". This concept of 'selling' education seems to be quite apparent in the private university admission ads in Bangladesh.

Once called the 'Oxford University of the East', Dhaka University was established in 1921, five decades before the birth of Bangladesh (Miah, 2003: 261; Haque 2009). In the last 89 years, 31 public universities were established in this country. The first private university was established in 1993, with the enactment of the Private University Act 1992 (see Haque 2008). Since then, 56 private universities (approved by the Bangladesh Government and the University Grants Commission or UGC), were established, with well over 40 of them in Dhaka alone (see UGC Profile, 2008). In addition, UGC identified 56 illegal private universities, which may also get governmental approval in the near future; and most of those universities are also situated in Dhaka (see '56 Private', 2007; 'Bangladesh Will Allow', 2008; 'New Ordinance', 2008). Due to the mushrooming of so many private universities in Bangladesh, especially in Dhaka, it seems that intense rivalry and competition may prompt private intuitions of higher learning to publish admission ads, which to a certain degree may be misleading in nature.

This research analyzes the private university admission ads using a three-pronged discursive model (TDM) to explain how linguistic/semiotic discourse structures are employed to cater to the target audience, and why such structures could raise questions regarding the truthfulness of the claims made by the universities.

### **1.2 Purpose Statement**

When considering the discourse structure of advertising from a professional and academic perspective, one of the fundamental inquiries may be in respect to the linguistic and semiotic strategies. The relevance of discourse structure underlines the significance of grasping the contemporary trends in consumerism and consumer culture.

The purpose of this research is to explore, from a socio-cultural and ideological perspective, the textual and contextual characteristics of contemporary Bangladeshi advertising styles. More specifically, this study is an attempt to examine the discourse(s) structure of advertisements especially in the print (newspapers) media, and the ways they are socio-culturally and ideologically constructed. In doing so, the study intends to explain the marriage of linguistic and semiotic elements through particular discourse structures, as well as make apparent the ethical/unethical dilemma in educational advertisements in Bangladesh, especially in university admission ads. To this end, university admission ads appearing in our newspapers were surveyed and their content analyzed in this research.

The secondary purpose of this investigation is to make the research community, students, and policy makers aware of the manipulative discourse of university admission ads, and how such amoral practices could have dire consequences in the long run.

#### 1.3 Central Research Questions

This study seeks to understand from a socio-cultural and ideological point of view:

- 1. How do advertisers attain a communicative goal through linguistic and semiotic discourse structures?
- 2. What are the socio-ethical implications in the choice of linguistic and semiotic discourse structures?

### 1.4 Significance of Study

A study of this nature has great potentials and can serve as a significant resource reservoir of knowledge and information that may be tapped into by the research community as well as students and advertising industry professionals.

- As there is hardly any documented information on advertising in the Bangladeshi context that may be accessed by the public, this research could serve as an invaluable reference source. It will enrich the almost non-existent research literature in this field.
- The mechanism by which advertising serves the communicative goal of the advertisers, thereby enhancing trends in consumer culture needs to be explored, explained and understood.
- The focus of this research along the lines of linguistic and semiotic transitions in Bangladeshi educational advertising is pertinent in realizing the sociolinguistic and socio-cultural transitions that have contributed in determining the discourse of advertising in this country, since her independence.
- Without any specific advertising code of ethics or ethical constraints, it seems that advertisers have the monopoly in determining the discourse of advertising, irrespective of the fact whether such discourse may have disruptive repercussions on the socio-cultural environment of the community. It should be pointed out that in this age of information, language has become very significant in the functioning of a society; the ability to control the discourse of a society can help people position themselves as dominant powers in the hierarchy of the social system, and it is through ideology that they balance and / or maintain the unequal power relations in a society (Haque, 2006). Hence, it is important to explore the social and ethical constraints in determining the discourse of advertising in Bangladesh.
- The findings of this research would benefit the business and marketing as well as linguistics, advertising, and mass communication students, faculty members and researchers, to become aware of the various strategies adopted in advertising to attract the target audience.
- Based on the findings of the study, a new course entitled *Introduction to Copywriting* could be introduced. The findings will also help (English) linguistics students to become conscious of the linguistic and semiotic elements that are involved in advertising to cater to the needs of the changing market.

#### LITERATURE REVIEW

#### 2.0 Introduction

In general, ads are supposed to perform basic communicative tasks, that is, relay a message from the advertiser to the consumer or target audience, for promotional and / or informational purposes. Ads that perform this simple task, adhering to *interpersonal* and *intrapersonal* conducts, may be perceived as ethical ads; on the other hand, those that defy such conducts are considered as unethical ads (see Spence and Van Heekeren, 2005).

From a communicative perspective it could be said that the basic notion of 'advertising' means 'drawing attention to something' or notifying or informing somebody of something (Dyer, 1982:2). On the other hand, a more advanced concept, as defined by the Institute of Practitioners in Advertising, suggests 'advertising presents the most persuasive possible selling message to the right prospects for the product or service at the lowest possible cost' (Jefkins, 2000:5); this definition may be perceived from a consumer commercial perspective. Dyer (1982: 4) says that commercial consumer advertising is probably the most prevalent type in our society, commanding more expenditure, space and professional skill than any other type and is directed towards a mass audience. Jefkins (2000: 33) identifies seven main categories of advertising—consumer, business-to-business, trade, retail, financial, direct response and recruitment. It should be mentioned that in this study the main focus will be on print (newspapers), electronic (TV) and outdoor (billboard) consumer commercial advertising.

#### 2.1 Advertising in Bangladesh

The academic understanding of advertising in Bangladesh is vague in the sense that there has been hardly any major studies on the discourse of advertising from a sociolinguistic perspective. In fact, with the exception of one private institution (American International University Bangladesh), which started its 'B.A. in Advertising' programme in 2007, no other institution of higher learning in Bangladesh, public or private, offers any specific programmes in the field of advertising. In most BBA and MBA programmes, advertising is a small component of 'marketing' or 'principles of marketing' course(s). In some Mass Communications programmes, it may be offered as an independent course, but the course contents primarily focus on themes from Western books. There are hardly any academic published materials on advertising in Bangladesh.

As there is hardly any documented information on advertising in the Bangladeshi context that may be accessed by the public, this research could serve as an invaluable reference source. It will enrich the almost non-existent research literature in this field. The findings will also help students (of linguistics, mass communication, business administration and marketing), researchers, the academic community and copywriters to become conscious of the linguistic and semiotic elements that are involved in creating ethical advertisements, as well as paving the ground for the necessity of a specific advertising code of ethics.

### 2.1.1 Scarcity of Local Resources

The literature on advertising is vast. Just to name a few, authors like Tolson (1996), Myers (1994), Cook (2001), Vestergaard and Schroder (1985), Goddard (2001), Tanaka, K. (1994) have focused on the linguistic and semiotic aspects of advertising from a communicative perspective. However, in the local context there are so few published studies on advertising from a communication perspective that the volume of work could be thought of as almost negligible. Such studies are difficult to access as the public university libraries are not open to outsiders. The private universities are so new on the educational scene that they have yet to come up with any significant academic output.

The only means of accessing any information on advertising is when news articles are published in the daily newspapers. But even then the publications are not solely on advertising *per se* or advertising in Bangladesh, but on topics such as stereotyping (Islam, Ahmed, Karim and Amin, 2006), negative influence of cigarette ads (Canila, 2003), banning or lifting of ban on certain controversial advertisement(s) ("Ban on telecast", August 30, 2005), and so on. Sometimes articles are also written on the achievements of certain people in the advertising business, who have passed away (Haque, June 24 2003), seminars or programmes organized by the Advertising Club Dhaka, and so forth.

There are a number of studies conducted by the various media houses, advertising agencies for their clients. However, these are strictly off limits to the public, in order to serve the interests of the clients. Such studies are very rarely published. A few of the advertising agencies have inhouse publication, but again, such publications are not accessible to the public. For instance, Expressions Limited brings out a limited circulation monthly 'house' magazine called *AdWatch*. Bangladesh Brand Forum (BBF) was established in 2007, which later on launched its monthly magazine—Bangladesh Brand Forum Magazine (Akter, 2 March 2008). However, such publications promote advertising from a commercial perspective, and usually do not empirically analyze advertisements, nor do they critique and/or criticize unethical advertisements or advertising strategies.

Despite the scarcity of local resources, some studies have been conducted in the Bangladeshi context, but not specifically on advertising *per se* from a discourse perspective rather from a marketing perspective. Meher (1989) looks at the role of advertising firms in marketing, with special emphasis on some firms in Chittagong, while Kashem and Rahman (1994) considered the ethical criteria of advertising by exploring the mal-practices in Bangladeshi advertising. Hasan (1989) looks at consumer response to advertising and attitude towards products. A similar study of this nature was conducted almost a decade later by Alam and Rahman (1997), where they investigated students' attitudes towards advertising in Bangladesh. Even though their (Alam and Rahman, 1997) research was similar in orientation to a previous study, they justify the reason for doing a similar research by saying:

Seventeen years ago Bureau of Business Research of Dhaka University published a study of what consumers think about advertising (Hasan S.R. 1989). Because of changes that have occurred since then—such as the increasing volume of advertising, the emergence of consumerism, and evolving regulatory patterns ... updating information is needed regarding the advertising ...

(Alam and Rahman, 1997: 161)

So far, Al-Azami (2008, 2004) is the only who has empirically analyzed Bangladeshi advertisements from linguistic and ethical perspectives. He looks at commercial ads and shows how certain linguistic persuasive strategies are employed to manipulate consumers. However, despite focusing on linguistic and ethical perspectives in Bangladeshi ads, he does not mention anything about the need of a specific advertising code of ethics, nor does he focus on the analysis of educational ads.

The lack of academic research, documented materials, and publications that are accessible to the public imply the relevance for research to be conducted on advertising in Bangladesh, with the intention of documenting and publishing the history and the changes in advertising in our country. Taking such a measure would open avenues for the advertising industry to flourish even more and build bridges between the industry and the public.

### 2.2 Concept(s) of Advertising

Advertising is inescapable; it is everywhere, in the streets, in newspapers, in the media, in books, on transports, on buildings, and so forth. Because it is everywhere, we probably do not pay that much attention or take the time to appreciate the amount of creativity that goes into creating effective advertisements. Ads reflect society in many ways, visually, textually, culturally, and so forth; they represent the society that they were produced in. In this respect, ads can be considered

as modern art of that society, created by highly specialized artists and copywriters who are skilled in understanding the human-condition. By considering ads as a form of social communication, we can understand our society in novel ways. Williams (1999) reflects a similar thought:

Advertising is also, in a sense, the official art of modern capitalist society: it is what 'we' put up in 'our' streets and use to fill up to half of 'our' newspapers and magazines: and it commands the services of perhaps the largest organized body of writers and artists, with their attendant managers and advisers, in the whole society... taking advertising as a major form of modern social communication ... we can understand our society itself in new ways.

(Williams, 1999: 421-22)

Trends in modern advertising suggest there has been a major shift of focus from the 'quality' of a product to the 'image' that the product represents; that is the image becomes more prized than the quality, and in some instances the product itself. This is how brands are created. Davidson (1992: 23) says that "All brands are products, but not all products are brands, and the difference is advertising." Identity and image in advertising are imperative. The pattern in which the image entices and captivates the audience is enchanting and mesmerizing. Williams (1999) suggests that this pattern is *magic* and implies that this captivating notion of advertising as the magic system:

A short description of the pattern we have is magic: a highly organized and professional system of magical inducements and satisfactions, functioning very similar to magical systems in simpler societies, but rather strangely coexistent with a highly developed scientific technology.

(Williams, 1999: 422)

However, not everyone tends to consider advertising and advertisements in this way. Williamson (1978) thinks that ads are very deceptive and every claim that ads make somehow deviates from truth and reality prompting us to lead superficial lives:

Advertisements obscure and void the real issues of society ... Advertising refers only to consumption ... It emphasises what you *buy* ... into 'meanings', 'images', 'lifestyles', to be bought with *products*, not with money ... Real objects are lifted out of our physical reality and absorbed into a closed system of symbols, a substitute for reality and real emotions.

(Williamson, 1978: 47)

Geis (1982), who tends to perceive things from a logical point of view, implies that TV commercials are likely to digress from reality. For instance, regarding a cereal ad that opens with

the line 'Mother Nature sweetens apples for two good reasons' he comments, "Everything claimed is false, for there is no such thing as Mother nature" (Geis, 1982: 88).

When Hall (1999) talks about 'encoding' and 'decoding' in terms of television programmes, he says:

A 'raw' historical event cannot, *in that form*, be transmitted by, say, a television newscast. Events can only be signified within the aural-visual forms of the television discourse. In the moment when a historical event passes under the sign of discourse, it is subject to all the complex formal 'rules' by which language signifies. To put it paradoxically, the event must become a 'story' before it can become a *communicative event*.

(Hall, 1999: 508)

Even though Hall (1999) talks about television discourse, the fundamental concept of an event becoming a "'story' before it can become a *communicative event*" also applies to contemporary advertising, in the sense that advertisers very rarely advertise a raw product on its own. In order to make an advertisement into a 'communicative event', linguistic / semiotic strategies and discourse structures play a role in making the 'advertising discourse' appealing to the target audience by associating the product with common societal myths. Hence, a product like *Fair & Lovely* becomes appealing to societies where dark complexion is considered as a sign of ugliness as opposed to fair complexion. The myth is used to imply that white skin is more desirable and people with white complexion are sought after and successful. Without the myth, the product is insignificant; it cannot sell by itself. Barthes (1973) implies that myths enable particular images to reinforce our prejudices. Advertisers tend to employ common social myths to sell their products, and in the process, myths are kept alive.

### 2.3 Advertisements: A Reflection of Society

Despite the pervasiveness of ads, the creative genius that goes into making them and the money that is spent on advertising, we deliberately make it a point or even go out of our way to avoid ads in general:

... it is strange that many people are reluctant to pay attention to ads. An ad is never the programme they are watching, never the letter they are waiting for, never the website they are seeking, nor the part of the newspaper they are reading.

(Cook, 2001: 1)

On the other hand, ads are interesting in the sense that a careful analysis could reveal the contemporary thoughts, inspiration and the culture of a society. Ads may be transient and have a

short life-span, but within the fleeting period they mirror contemporary social life, even if in a rather exaggerated or overwhelming manner. Analyzing these fleeting moments can reveal a world of introspections, myths, hopes, values, transitions, and so forth, the reflection of which may leave a lasting impression on the socio-cultural history of a society. On this theme, Goddard (2002) is somewhat likeminded:

Although advertisements are ephemeral in that each one is short-lived, their effects are longstanding and cumulative: they leave traces of themselves behind, which combine to form a body of messages about the culture that produced them. These messages can then function both to reflect and construct cultural values: they can reflect the values of the powerful groups in society who produced the texts, but the reflection itself can then harden to become the touchstone for everyone.

(Goddard, 2002: 4)

However, at the same time, it can reveal the stereotypes that are prevalent, to some extent adopted, and practiced in a particular society. Stereotyping often arises from the generalization of a group of people based on a singular feature. Such generalization is usually considered discriminatory, marginalizing and exclusionary in nature and can lead to the practice of racism, sexism, elitism, and so forth.

### 2.4 Ethics in Advertising

The concept of ethics could vary from context to context, individual to individual or society to society. The criteria of ethical conduct might reflect one's personality or the ideology of an organisation, a culture, a society, a nation or even a group of nations. From a basic level, it can simply be defined as a set of prescriptive rules, principles, values, and virtues of character that inform and guide *interpersonal* and *intrapersonal* conduct: that is, the conduct of people towards each other and the conduct of people towards themselves (Spence and Van Heekeren, 2005: 2). In terms of *universal public morality*, Kant's Categorical Imperative and Gewirth's Principle of

Generic Consistency suggest that the concept of universality applies universally to everyone without exception in all places at all times under relevantly similar conditions; this being the case, universal public morality claims that unethical advertising is universally wrong, both locally and globally, and not morally wrong relative to local customs, or to cultural, religious, social, or political norms (Spence and Van Heekeren, 2005: 11-12). Hence, advertising practices that deceive consumers about the products or services advertised would count as unethical irrespective

of the idiosyncratic and specific cultural, social, religious, or political norms of the country in which the deception takes place (Spence and Van Heekeren, 2005: 12).

Arens (2004) considers three levels of ethical responsibility and apply them to advertising; he talks about the ethics of 'the group', 'the individual,' and 'ethic definition'. He argues that when a group or individual cannot resolve an ethical dilemma, they must redefine the issue in dispute. He questions whether the concepts such as good, bad, right, wrong, duty, integrity, and truth are absolute, universal, and binding or relative, dependent on situations and consequences. However, Arens (2004) does not offer a conclusive answer. Instead he (2004: 74) opines that a person's moral and ethical philosophy, influenced by religion, society, and individual values, will determine their answer.

It is without question that advertising is invariably criticised—both for what it is and what it is not—and one of the most frequent criticisms of advertising concerns ethics, either ethics of the marketers or ethics of particular advertisements (Arens, 2004: 14). The innate benefit or harm of advertising is debatable. Simply put, advertising could be merely thought of as a vehicle for conveying a message; however, how this message is conveyed and what lies behind the message may challenge local and universal ethical norms. Viewing advertising with an open mind, it is simultaneously an instrument and a mechanism that can serve and at the same time harm society and its members on individual and social levels. From a religious perspective, the Pontifical Council for Social Communication in *Ethics in Advertising* (2002) are of a similar mind-frame:

There is nothing intrinsically good or intrinsically evil about advertising. It is a tool, an instrument: it can be used well, and it can be used badly. If it can have, and sometimes does have, beneficial results ... it also can, and often does, have a negative, harmful impact on individuals and society.

(Pontifical Council for Social Communication, 2002: 17)

From a social perspective, the Consumers' Association of Penang (CAP) in their publication *Selling Dreams* (1986) also acknowledge that,

Advertising in itself is not necessarily bad. Practised fairly and responsibly, it serves a useful function, informing the public ... To play a positive role advertising must be truthful and informative ... Playing this positive role is an important social responsibility of producers and advertisers.

(Consumers' Association of Penang, 1986: 9)

In *Basic Ethics* Boylan (2000) talks about the notion of 'worldview' where 'all people must develop a single, comprehensive and internally coherent worldview that is good and that we strive to act out in our daily lives' (Boylan, 2000: 27). Spence and Van Heekeren (2005: 18), in their

book *Advertising Ethics* (2005), talk about developing the notion of a four-way consistency—personal, organisational, professional, and social or communal—to develop a notion of integrity that is also in keeping with the principle of worldview as well as with our principle of ethical self-regulation. They argue that it is only on the basis of consistent and comprehensive view about the world, one that is both ethically right and good, that people can develop and sustain their personal, organisational, professional, and social integrity (*ibid.*). It seems that until such a consistency develops in everyone, there are bound to be unethical practices in advertising as well as other realms of the society, irrespective of whatever laws and policies might be in existence.

### 2.5 Persuasive Language of Advertising

If advertisements are designed to publicize a product or service in order to sell it, the desired response that the advertiser looks for would be 'I'll buy that'. This function of persuasion in advertisements is realized through a text laden with certain linguistic, semiotic, and societal signals. In other words, commercials often exploit both the aesthetic features of verbal communication and fashion of the day dominant in a particular culture in order to promote a product.

Seen in a sociological perspective, advertising will only flourish in a community where individuals live above subsistence level and technological advancement makes mass-production possible (Vestergaard & Schroder 1985). Over-production and under-demand often lead to a competitive market where advertising is justified. Very much in line with this, Fairclough (1989) discusses 'consumerism' as a by-product of the economic systems in which private ownership of wealth is cherished. He holds the view that:

Consumerism is a property of modern capitalism which involves a shift in ideological focus from economic production to economic consumption, and an unprecedented level of impingement of economy on people's lives.... Consumerism is a product of mature capitalism when productive capacity is such that an apparently endless variety of commodities can be produced in apparently unlimited quantities.

(Fairclough, 1989: 199)

From a linguistic perspective, the language of advertising (i.e., standard advertising English) is, according to Leech's (1966) classic treatise, characterized by a number of preferred linguistic patterns and techniques:

(a) Unorthodoxies of spelling and syntax, and semantic oddities are common to attract attention.

- (b) Simple, personal, and colloquial style and a familiar vocabulary are employed to sustain attention.
- (c) Phonological devices of rhyme and alliteration and sheer repetition are utilized to enhance memorability and amusement. Repetition is usually of two types: intra-textual and inter-textual. In the former, the product's name and certain highlighted features are repeated several times. In the latter, a single slogan is consistently used in different ads for a single product or manufacturer.
- (d) An intimate, interactive addressing of the audience and a conversational mode is employed.
- (e) Abundant use is made of superlatives and hyperbole in characterizing the product, with often indirect reference to rival products.

(Leech, 1966: 27)

In the same vein, following Habermas (1984), Fairclough (1989:198), advertising is an instance of strategic discourse oriented towards instrumental goals and getting results. Strategic discourse is then broadly contrasted with communicative discourse which is fundamentally oriented towards reaching a common understanding between interlocutors. So, the fact remains that writers of ads exploit all these devices and strategies not to engage in communication, but to promote products only. Toolan (1988) believes that the discourse of ads in the press fundamentally carries the following macro-structural components:

- Headline
- Body
- ILLUS Signature line -STRATION
- Slogan
- Standing details

(Toolan, 1988: 55)

In the framework of the press ads, a headline acts as an introduction to discourse in news. In the TV ads, however, a picture, or a brief scenario or the first few utterances play this introductory role. To attract attention, some headlines are obscure and ambiguous, like crossword clues, to be disambiguated by the body- the actual presentation of the product and its attributes. Besides, in the TV ads, since time is a determining factor, the riddle should be solved in the twinkling of an eye. Slogans seem to be the same both in the press and TV ads. And in contrast to the structure of the press ads, signature line and standing details are often missing in the TV ads. Furthermore, unlike press advertising, writers of TV commercials do not depend on readerships. They deal with

a mass and indeterminable audience, potentially a nation. Therefore, they should be more careful not to offend any sizeable or influential groups. Brierley (1995) and Goddard (1998:80) suggest that if advertisers attempt to promote a single product in different cultures, they cannot use the same strategy. That is to say, the dominant cultural values of a particular society greatly shape the way people in that society respond to an ad. With this in mind, the present study sets out to offer a descriptive account of the sociolinguistic / socio-cultural features of advertisements in Bangladesh, and to consider their content as indices of ideological values.

#### 2.6 Marketization of Discourse

When talking about marketization of discourse with respect to higher education, technologized words or phrases such as 'Commoditization' or 'McDonaldization' of education cannot be avoided (Daniel, 2002). It is through this McDonaldization of education that many businesspersons are turning the institutions of higher learning into a thriving industry, which has much appeal in the developing nations:

Higher education has always been an important priority in the public agenda as it is considered an investment with economic return both for individuals and society... The demand for higher education thus keeps growing worldwide and especially in third world countries.

(Cheung 2003:1)

Marketization of discourse, in order to sell education, seems to be using "discursive techniques form advertising" (Fairclough 1995: 106-7). By employing such discursive techniques the university prospectus is going through a kind of evolutionary process, as is quite evident from the consumer discourse that is prevalent on the websites of various institutions of higher learning, especially private universities in the case of Bangladesh. In general, the marketization of discursive practice of universities is merely one of the dimensions of higher education and with the increasing demand for university education they are operating "as if they were ordinary businesses competing to sell their products to consumers" (Fairclough 2002: 78). For instance, on the Internet, various private universities, by making use of consumer rhetoric and commercial (visual) images, instead of trying to inform potential students about the institutions and the programmes they offer, actually try to persuade them regarding what programmes (degrees) they should pursue and why they should pursue such programmes at those particular institutions. In other words, private institutions of higher learning contemporary societies seem to be resorting to the consumer practice of treating students as clients and endeavouring to sell education to them. Fairclough (1995) reflects this notion of consumerism and expresses that earlier, the prospectus of

an institution only informed people regarding its academic programmes and entry conditions and considered itself as the 'authoritor' with the authority to admit or reject applicants according to entry criteria. However, now, the prospectus seems to sell courses and due to a "consumer oriented relationship being forced upon universities by the economic position they have been placed in, where the applicant is the authoritor choosing (as consumers do) among the range of goods on offer" (Fairclough 1995: 107). The earlier version the prospectus focused on giving information about courses and conditions of entry, but the later version centred on selling courses (*ibid.*).

### 2.7 Tertiary/Higher Education in Bangladesh

The first public university of Bangladesh came into being before the birth of this nation. Dhaka university was established in 1921, and Bangladesh was born in 1971 (see Karim *et al.*, 2008; Chowdhury, 2003). The growing number of students who wanted higher education could not be accommodated by the 11 public universities; as a result, students went abroad, and among them 75,000 students went to India each year (see Karim *et al.*, 2008; Haque, 2004). As a result, the Private University Act (PUA) 1992 was implemented, giving rise to 56 private universities within the next 17 years (Private Universities: some relevant thoughts, *The New Nation*, 29 Oct. 2003). Since the birth of the first private university, the Private University Act (PUA) was amended twice—in 1998 and 2010.

### 2.8 University Grants Commission (UGC) of Bangladesh

The University Grants Commission (UGC) of Bangladesh was established in 1972 (Karim *et al.*, 2008). It is the government body, which monitors the academic and financial functions of the public and private universities of Bangladesh, reports and gives advice to the Government regarding various issues pertaining to higher education in Bangladesh:

The UGC is the apex and statutory body of the universities of Bangladesh including the private universities. The primary objectives of instituting the UGC were to promote and coordinate university education; monitor, and maintain standard of university education; assess the needs in terms of funding for the public universities; and advise the Government on various issues related to the universities. The arrangement was also designed to safeguard the autonomous character of the universities.

(Karim et al., 2008: 1)

Universities in Bangladesh need permission to introduce, implement or change any course, programme or syllabus. Higher educational institutions are required to follow the rules and regulations of UGC.

Since 1992, UGC has been dispensing its duties under the leadership of various Chairmen. However, no one seems to monitor the UGC regarding whether it is doing its job efficiently and ethically. Based on the discourses published on its website, and publications like *University Grants Commission: A Profile* (2008), which describe its history, function and responsibilities, it seems that public rather than private universities are favoured by UGC. The UGC website (see below) and its publication (see below) tend to show preference for public universities by mentioning particular privileges that government universities are entitled to, but do not mention such privileges with regard to private universities:

### UGC PhD and M.Phil Fellowships 2012

Applications are hereby invited in the prescribed forms from the <u>teachers of public</u> <u>universities and government colleges</u> for UGC Ph.D. and M.Phil Fellowships under some terms and conditions.

### **Postdoctoral Fellowships**

Applications are invited in the prescribed form from the teachers of <u>public</u> <u>universities in Bangladesh</u> for the UGC Post-Doctoral Fellowship Programme.

Guidelines & Application Form for post doctoral fellowship 2012

(Retrieved from UGC website on 01.04.2012: http://www.ugc.gov.bd/fellowships/)

d. Senior Research Fellowship: The Senior Research Fellowship is meant basically for promoting and raising the standard for creative research by those public university teachers who have substantial original contribution in researches and who are engaged in some research works which would require the uninterrupted devotion free from their normal teaching load to complete it within a period not exceeding twelve months.

(University Grants Commission: A Profile, 2008: 17)

At times, its rules and regulations are not always followed properly by the universities it is supposed to monitor. So far, UGC has done hardly anything regarding the half-truth claims of private universities in their admission ads. As a result, private universities keep on publishing such ads without any obstruction from UGC or the Government.

#### 2.9 Public vs. Private universities

One of the main attractions of public universities is the very low tuition fee, which can be considered as almost negligible. The other significant facilities may be summarized below:

- Hostel facilities: Students are not charged for hostel facilities—they only have to pay for their own meals, and hardly anything for accommodation, electricity or water
- Campus: All public universities have huge campuses, and most of them have adequate infrastructure—libraries, playgrounds, auditoriums, gymnasiums, etc.
- Teachers: Public universities generally have qualified teachers, with sufficient teaching and research background

As a result of the above facilities, the competition for public universities is very intense. Public universities do not need to publicize and/or market themselves. There is already a great demand for public higher education.

However, the scenario of the private universities is quite different from the public. Among the 56 UGC and Government approved private universities, 54 are local, while two are international. The 54 private universities vary in terms of dispensing quality education; only a handful of them meet the standard set by the UGC, while the others are adequate or below the standard (see Alam *et al.*, 2007; Sultana, 24 June, 2009; Naser, 2009; Ashraf *et al.*, 2009; Monem & Baniamin, 2010; Huda *et al.*, 2010). Those offering quality education have demand, and are sought-after, while others hardly get any students (*ibid.*). Consequently, there are great rivalries among the private institutions of higher learning. The competition is very apparent in the admission ads, which try to claim that their respective universities are unique. The rivalry is so intense, that sometimes the claims made in the admission ads are based on exaggerations and half-truths.

### 2.10 Contributions of Private Universities

Criticisms against private universities were quite severe in the 1990s up to the 2000s. However, such scenario perception of private universities is gradually changing. Though the criticisms are still there, they seem to be more balanced, as media tends to highlight the positive and negative aspects of public and private higher education. Those who teach in both public and private universities highlight some positive dimensions and contributions of private higher education in Bangladesh in the media. The medium of instruction of every private university is English, where Basic English language skills—reading, writing, speaking, and sometimes listening—are taught to all the students of every department. Besides, soft skills like pronunciation, public speaking, presentation are also taught in private universities but not, to a greater extent, in the public

universities. Furthermore, students can graduate on time, if not sooner, from private universities. On the other hand, students in public universities tend to graduate two to three years behind their academic calendar/schedule due to campus politics and session jam. In other words, there is no session jam in private universities.

The private universities tend to follow specific academic calendar, and results are mostly published within a few days of the final exam. However, the situation is very different in public universities, where due to the double checking system of exam scripts, results are often published seven to eight months, and sometimes ten months after the final exam. Furthermore, the classes of the graduate programmes in every single of the 54 local private universities are held in the evening, which provide opportunities for students to work fulltime during the day. The graduate students of public universities are mostly unable to work, as majority of the graduate courses are held during the day, that is, mornings and afternoons. Despite all the criticisms, the private universities have, to a grater extent, stopped students from travelling abroad for higher education, as almost half of the tertiary level students tend to pursue higher education in the 56 private universities; thus saving outflow of currency, inhibiting brain-drain (see Alam *et al.*, 2007; Naser, 2009; Huda *et al.*, 2010). This is how the private universities are contributing to our society.

#### **METHODOLOGY**

### 3.0 Research Design

The study followed a non-experimental, exploratory, descriptive research paradigm. In doing so, the research endeavoured to describe the linguistic / semiotic discourse structures in Bangladeshi educational advertisements. The data was collected over a period of three years (September 2007 – August 2010) from four national daily newspapers. Furthermore, 100 personnel from 41 advertising agencies were interviewed from Dhaka (78), Chittagong (13) and Sylhet (09). The data was initially compiled, selected and subsequently analyzed according to a three-dimensional discursive model (TDM) (see Figure 3.1).

#### 3.1 Theoretical Framework

This study sought to understand the discourse of advertising from a socio-cultural and ideological point of view. In order to do that a three-dimensional discursive model (henceforth, TDM) was developed to analyze the date (Figure 3.1). This model was devised to analyze the data of this research, as other existing models do not comprehensively cater to the nature of data under investigation. The TDM comprises three phases—investigative, analysis, and comprehension (see Figure 3.1). The investigative phase consists of three stages, each with its own investigative elements. The analysis phase has three steps: discourse analysis, ideological analysis and societal analysis. The last phase comprises two levels of comprehension, that is, communicative level and empowerment level. This is a trans-disciplinary model, which has various stages, phases and levels, but one should keep in mind that all of these (i.e. stages, phases and levels) work simultaneously.

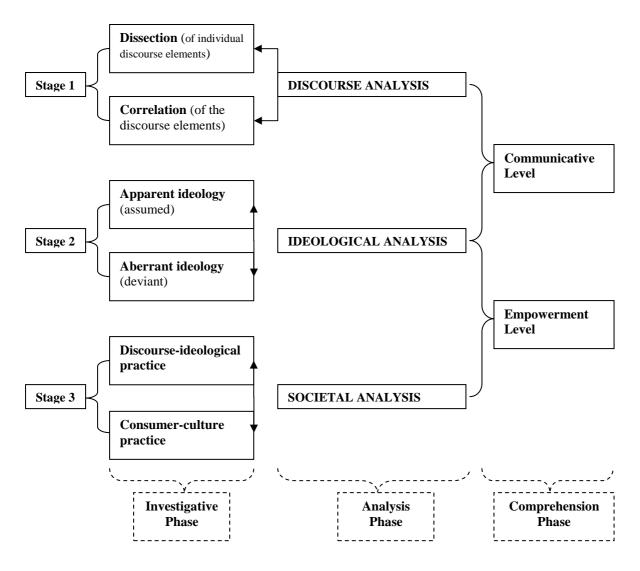


Figure 3.1: Three-Dimensional Discursive Model (TDM)

The first stage of TDM consists of two steps—'dissection' and 'correlation'. The first step dissects a piece of discourse into its basic components. In this study, the ads are from private and public institutions of higher learning, more specifically university admission advertisements. The ads are dissected in terms of attention-seeking devices—image, verbal text (linguistic features), layout, hook, comparative reference, and so on (see Goddard, 2002; Cook, 2001). Once the ads are dissected, the correlation among the dissected discourse elements can be explained; that is how the image, verbal text, layout, hook, comparative reference, and so on are connected with each other to convey the message of the ad.

'Apparent' and 'aberrant' ideologies constitute the second stage of TDM. 'Apparent ideology' deals with the set of values that are responsible for creating positive images of universities that the advertisers (universities in this study) wish to project to the target audience. 'Aberrant ideology' is

based on the set of values that the advertisers do not wish to project to the audience, because such values may raise questions as to the claims made in the admission ad.

The third stage is probably the most important of all of them because it explains the ongoing practices of the society. In other words, it deals with the societal practices, more specifically the 'discourse-ideological practice' and 'consumer-culture practice'. The discourse-ideological phase explains how discourse (in this case advertising discourse) is strategically employed to create the anticipated ideologies in order to manufacture consent from potential target audience. The consumer-culture practice is dependent on the creation of a good or perfect consumer through advertising, which Fairclough (2001) feels is based on the amalgamation of economic conditions, technological conditions and cultural conditions.

### 3.2 Sampling

The private and public university admission ads, covering a period of three years, that is, from September 2007 to August 2010, was collected from four prominent national dailies. The dailies comprised two Bangla (Prothom Alo and The Daily Ittefaq) and two English (The Daily Star and New Age) newspapers. Prothom Alo and The Daily Ittefag were selected because they are the most prominent Bangla newspapers with the most ads and readership (see Rahman and Chapal 2009). Among the English newspapers, *The Daily Star* and *New Age* were selected, as they are the preferred English national dailies for publishing ads. A sampling population of over 1000 ads was gathered, from which one forth samples, that is, 250 were selected via lottery (see Kumar, 1996) for critical analysis. It should be mentioned that the total number of university ads published during the data collection period would have far exceeded 1000, because many ads were repeatedly published. Such, ads were not considered as part of the data. It should be mentioned that the official duration of the East West University Centre for Research and Training (EWUCRT) funded research project was supposed to be from September 2007 to August 2008. Therefore, the print educational ads were collected, initially over a period of eight months (i.e. September 2007-April 2008), but subsequently when the data collection period was prolonged, the collection of ads continued for another 28 months (i.e. May 2008-August 2010). Thus, the entire data (i.e. university admission ads) was gathered over a period of three years, more specifically from September 2007 to August 2010.

Interviews were conducted with 100 personnel from 41 advertising agencies from Dhaka, Chittagong and Sylhet. Among the 41 agencies, 29 were from Dhaka, 7 from Chittagong, and 5 from Sylhet. From a total of 100 media personnel who were interviewed, 78 were from Dhaka agencies, 13 from Chittagong and 09 from Sylhet. Convenience sampling was used to select the

agencies; that is the agencies were selected based on their accessibility and the availability of their personnel. The media personnel comprised 52 copywriters, 11 art directors, 5 creative directors, 4 producers, 4 photographers, 3 media planning managers, 2 managing directors, 3 chief executive officers, 2 vice presidents, 3 general managers, 4 media researchers, 3 customer service employees, and 4 human resources executives. The interviews were sometimes short and sometimes elaborate, depending on how much time the interviewees could spare. However, between small talk, certain key questions relevant to the present study were asked (see Appendix-A).

### 3.3 Data Collection and Analysis Procedures

A two-pronged approach was employed to collect the data—print ads and interviews. As already mentioned the data was collected over a period of three years (i.e. from September 2007-August 2010). The educational ads from the newspapers (*The Daily Star*, *The New Age*, *Ittefaque*, *Prothom Alo*) were selected, cut out and scanned on a daily basis. After 250 samples were selected by means of a lottery from a sampling population of over 1000 ads they were ready for analysis.

In the meanwhile, interviews were conducted in Dhaka, Chittagong and Sylhet. In Dhaka, appointments were rescheduled on many occasions due to the hectic and unpredictable schedules of the advertising agency personnel. Before going to Chittagong and Sylhet the appointments were confirmed; as a result, three days in each city was enough to conduct all the interviews. Some of the advertising agency personnel gave permission to record the interviews while others did not. In such cases, notes were taken for later use.

The data was analysed using the three-dimensional discursive model (TDM). The model has three stages. At the first stage, the public and private university admission ads were analyzed; initially they were dissected into various elements and then correlation among those individual elements was established. The second stage, comprising apparent ideology and aberrant ideology, involves the analysis of the findings from the first stage and the data from the interviews. The third stage, consisting discourse-ideological and consumer-culture practices, is more theoretical, in the sense it tries to explain the practices of a capitalist society. This stage associates the findings of the first two stages, the responses of the interview data and social-ideological practices in a consumer-oriented society. At the 'analysis' and 'comprehension' phases (see Figure 3.1), 'discourse analysis' and 'ideological analysis' help to explain how communication is taking place with the target audience. In other words, how the advertisers attain a communicative goal through linguistic and semiotic discourse structures of the private and public university admission ads is

explained at these phases (see Figure 3.1). Furthermore, the 'ideological analysis' and the 'societal analysis' explain how empowerment can take place if people are aware of certain consumer-oriented ideologies.

The findings based on the three-dimensional discursive model (TDM) helped to answer the central research questions, which focused on the strategies that advertisers employ to attain communicative goal through linguistic and semiotic discourse structures, as well as determine the socio-ethical implications in the choice of linguistic and semiotic discourse structures.

#### **RESULTS AND DISCUSSION**

#### 4.0 Introduction

As already mentioned in Chapter 1, very little research, if any at all, has been done on the discourse of advertising in the Bangladeshi context. Advertising is an emerging industry in Bangladesh, which has grown tremendously in the last decade or so. Data for this study was collected from two sources: two Bangla (*Prothom Alo* and *The Daily Ittefaq*) and two English (*The Daily Star* and *New Age*) national newspapers and interviews with ad agency personnel. Private education, especially tertiary education, is increasing in the country, and advertising plays a major role in its growth and sustenance. Since competition is so intense, it is interesting to find out what linguistic and semiotic attention seeking devices discourse structures they employ in their advertisements, especially the print media advertisements. In order to do this, this study looked at the strategies advertisers employ to attain a communicative goal through linguistic and semiotic discourse structures, and identify the socio-ethical implications in the choice of linguistic and semiotic discourse structures.

This investigation attempted to explain the above questions from a socio-cultural and ideological point of view. The study analyzed the data using a three-pronged discursive model (TDM) consisting of three stages—discourse analysis, ideological analysis and societal analysis.

### 4.1 Stage 1: Discourse analysis—dissection / correlation

If we analyze the ads, we can see two general emerging patterns—one from private university ads and the other from the public university ads. Based on the collected data, the findings seem to suggest that public university admission ads do not seem to publish coloured admission ads. In other words, they seem to publish black and white ads, with lots of text providing necessary information, as mentioned above, required by potential applicants to sit for the admission test (see Appendix B: Ad 87-Ad 103). The language is predominantly *Bangla*, written in black with white background. The layout is very formulaic, with the name of the university or institution on the top written in large font along with the logo, and the rest of the information below in smaller font. Sometimes, private medical colleges, under the affiliation of Bangabandhu Sheikh Mujib Medical University tend to use black and white pictures of their campuses. From the findings, it seems that public universities never publish the images of their campuses.

In the public university admission ads, they never refer to their faculty members, libraries, cafeterias, or even anything regarding scholarships to lure the students. They merely give the relevant information with reference to admission tests, that is, with reference to:

- Details regarding various units, e.g. 'K Unit', 'L Unit', 'M Unit', etc.
- Where the admission forms are available/sold
- How much they cost
- When is the deadline for the submission
- When will the admission test be held
- When will the results be published

On the other hand, most of the private university ads are coloured but the public university ads are never coloured. The private university admission ads on the one hand, like the public university ads, are informative, as well as communicative in the sense they appear to be more interesting. On the other hand, after critically reading the ads and interpreting them in terms of the apparent and aberrant ideologies (see Stage 2 of TDM), it seems that implied patterns of deception, half-truths, and commodification / commercialization of higher education appear. Such patterns are discussed in detail in 'Stage 2'.

The first stage comprises dissection and correlation. Upon dissecting the data (i.e. admission ads), it was found that the private and public universities used specific attention seeking devices to attract and inform the target audience:

- textual elements
- visual elements
- layout
- hook—problem-solution format
- comparative reference

Some of the attention seeking devices seem generic (common), suggesting that they are employed more frequently that others, while others are not so generic (uncommon), as can be seen from Table 4.1.

Table 4.1: Generic (common) and non-generic (uncommon) linguistic and semiotic attention seeking features (private university admission ads)

Sl.	LINGUISTIC (AND/OR NUM	SEMIOTIC FEATURES		
	Common (Generic) attention seeking	Uncommon (Non-generic)	Common	Uncommon
	features	attention seeking features		
1.	Scholarships:	ISO 9001: 2000	Colour combination	Different
	• 5% students will be awarded full free	certification:		coloured internal
	studentship	• First and Only ISO 9001:		baubles & shapes
	Chancellor scholarship	2000 Certified University		(e.g. IUB)

		I	T	T
	University president scholarship	in Bangladesh		
	• 100% IUB Merit Scholarship:			
	—GPA of 4.8 (without 4 <sup>th</sup> subject) at			
	HSC			
	—Two 'A' grades in minimum			
	2A'level			
	• D			
	•			
2.	Tuition waiver/discount:	Rating/ranking:	Pictures/images of	Pictures/images
	• Tuition Fees Waiver: 10%-100% on	• Rated as the best private	campus(es),	of people
	HSC GPA	university in Bangladesh by	convocation, etc.	equipment, etc.
	One of the two siblings 50% tuition	Television Dorshok Forum		
	fee waiver	• Graded as one of the top		
	• Special waiver for brothers/sisters,	universities in Bangladesh		
	husband/wife (25%)	by Govt.		
	• Full tuition fee waiver for top ten	• Ranked No. 1 Private		
	students in admission test	University in Bangladesh		
	• 10% to 100% tuition waiver for	by "Webometrics"-Spain		
	meritorious students			
	• 10% special tuition waiver for			
	female students			
	• 10%-100% tuition waiver based on			
	semester result			
	• Tuition Fee Discount:			
	—100% tuition fee discount for top 3			
	students in IUB Admission Test			
	—30% tuition fee discount for			
	students having GPA 5.0 in both SSC			
	&			
	HSC (with 4 <sup>th</sup> subject)			
	—50% financial discount for siblings			
	•			
3.	List of graduate and/or undergraduate	Questions	Layo	l ut
	programmes			
4.	Sometime only one particular	Questions-answer of	Different fonts &	Size of the ad—
	programme is highlighted	problem-solution format:	typefaces	full page
	r - 9	• Want world class	.7F	(Stamford)
		education?		(Summora)
		Want excellent		
		mun excenen		

		environment?		
		Want to be taught by		
		renowned Professors?		
		UIU-the right answer to		
		all your questions.		
		Want to have a degree in		
		Business Economics just		
		on time for a very		
		modest price?		
		•		
5.	University Grants Commission (UGC)		Explicit logo(s)	Implicit logo(s)
	of Government approval:			
	UGC & Government Approved			
	Govt. & UGC Approved			
	• Gov. & UGC approved since 2003			
	Government Approved			
6.	Accreditation with foreign universities	Quality education:		Guarantee seals
		• Quality Education At		for (quality
		Affordable Cost		education,
		Guaranteed		ensured career)
		Quality Education		
		Ensured Career		
		• Quality education at		
		affordable cost		
		• Everyone promises		
		quality		
		Who keeps it truly?		
		Visit UIU before you take		
		a decision		
		(Paralinguistic features to		
		appeal to out emotion)		
7.	Foreign trained faculty members /	Pictures of foreigners		
/.	academics	1 ictures of foreigners		
8.	Guest lecturer	Programme fee		
9.	Prominent public university	Tag lines:		
<i>)</i> .	academics/professors	• We bring out the best in		
	academics/professors			
		you		
		Discover a good degree		

		accepted all over the	
		world	
		• Education for tomorrow's	
		world	
		• Future will be better than	
		thy past	
10.	Narrative/descriptive passage:	Cafes:	
	Explore a job-oriented degree in	Lake-view cafe	
	English.		
	_		
	Designed in North American model,		
	this degree boosts you career in a		
	number of ways. With this degree you		
	can become a business executive,		
	liaison officer, banker, teacher, editor,		
	interpreter and many more		
11.	Features:	Separate campus:	
	Computer labs for each	• SEPARATE & SECURE	
	school/Digital Electronic	FEMALE CAMPUS	
12.	Approval:	Hostel facilities:	
	Government and UGC approved	• HOSTEL FACILITIES	
		FOR BOTH MALE	
		FEMALE STUDENTS	
13.		Sense of urgency:	
		• LIMITED SEATS –	
		HURRY UP!	
			l

Textual elements are based on not merely, what is said, but more importantly the 'font', 'font size' and the 'style' of the written text. Goddard (2001), who does not categorize the three elements, but uses the general term 'typographical' to explain the different type faces in written texts, which she refers to as 'verbal text'. The reason why the 'font', 'font size' and the 'style' are important is that these factors prioritise which textual information are more significant than others. Hence, these textual elements determine the order in which a reader or potential consumer will read/interpret an advertisement.



Figure 4.1: Prominence of textual elements—'font', 'font size' and the 'style'

All ads tend to use textual elements to a greater or lesser extent to draw the attention of the potential target audience. Figure 4.1 (Ad 1) is a good example, from where all the three textual elements ('font', 'font size' and 'style') can be distinguished. This advertisement uses six different types of font—*Times New Roman*, *Arial*, **Arial Black**, Ariel Narrow, Albertus Extra Bold, *Monotype Corsiva*. These fonts have been used in different sizes; in this particular ad the font sizes range from approximately 20-8. The text has been written in different styles—for instance 'Normal + Monotype Corsiva, 20 pt, Bold, Orange'; 'Normal + Arial Black, 20 pt, Bold, White'; 'Normal + Arial Narrow'; 'Normal + Albertus Extra Bold, 14 pt, White'; 'Normal + 20 pt, Bold, White'; 'Normal + Arial, 14 pt, Italic,' and so on. Apart from various combinations of the three elements ('font', 'font size' and 'style'), the text can adopt various cases—like Sentence case, lower case, UPPER CASE, Title Case. Furthermore, the texts may be written in bullet points, complete sentences with or without appropriate punctuations (Figure 4.1).

In early period of modern print advertising, there was more emphasis on text and less on visuals. However, in the last couple of decades with advancement of the media technology, predominantly due to the fast pace of life and increased competition, visuals have become a vital component of commercial advertising. This may be because good, unexpected, shocking visuals, and sometimes images unrelated to the dominant themes of ads can almost instantaneously draw the attention of the target audience, as well as the common audience. The strategy of using visuals or images is quite common in the private university admission ads in Bangladesh, while public university ads never use them.



Figure 4.2: Image that is not directly related to education

In Figure 4.2 (Ad 2), the image of the *Jatio Smriti Shoudho* (National Martyrs' Memorial) symbolizes the courage and the sacrifices that Bangladesh made in the 1971 Liberation War, in order to be free from the then West Pakistan. 26<sup>th</sup> March 1971 is considered the official Independence Day of Bangladesh. Since Ad 2 (Figure 4.2) was published in the month of March, the concerned authority of the university decided to go along with the theme of nationalism to show its patriotic responsibilities; such awareness and concern of the country is commendable. However, how is *Jatio Smriti Shoudho* (National Martyrs' Memorial), Independence Day of

Bangladesh or the theme of nationalism related to education, more specifically tertiary education? If the university had an image of *Buddhijibi Smriti Shoudho* (Martyred Intellectuals' Memorial) commemorating the genocide of intellectuals of Bangladesh in 1971, this could have been indirectly related to

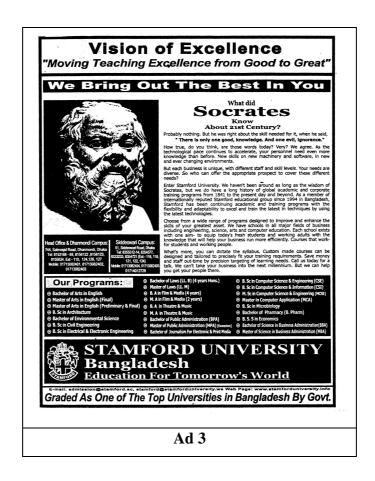


Figure 4.3: Image that is indirectly related to education and directly to knowledge

Smriti Shoudho, which takes up more than three quarters of the advertisement, would draw the attention of the audience. The image in Figure 4.3 (Ad 3) is indirectly related to education and directly to knowledge. Socrates was a Greek philosopher and the embodiment of knowledge. Then again, one should keep in mind that not everyone in our country might recognize Socrates merely from the image, without the written discourse/text. Nevertheless, like Figure 4.2 (Ad 2), the big black and white sketch of Socrates' bust attracts the attention of the audience.

Besides textual and visual elements, layout is another important attention seeking device that is used especially in commercial creative advertisements to draw the attention of the audience. In public university admission ads, very formal and symmetrical layout is used (see Appendix-B—

Ads 52-68). Private university admission ads in general are formal and symmetrical, but occasionally do use asymmetrical layout to stand out in order to be noticed. For instance Figure 4.4 (Ad 4) uses seven different shapes with various colours,



Figure 4.4: Layout containing seven different shapes with various colours containing different information

containing different information. The different shapes take up more than three quarters of the advertisement. Due to their unique shapes and internal colours, the ad becomes more prominent in catching the eye of the audience. Figure 4.5 (Ad 5) shows two rectangles overlapping each other. The bigger rectangle contains the information regarding the university, the tuition fee waiver criteria, admission date, while the smaller rectangle, which overlaps the bigger one, provides the information regarding the graduate and undergraduate programmes of Eastern University.

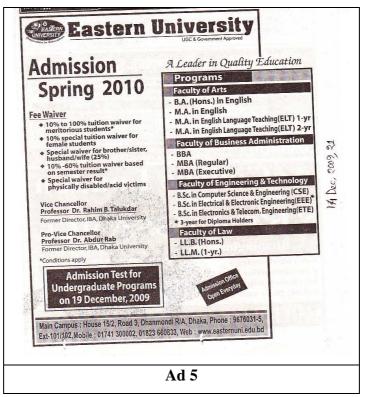


Figure 4.5: Layout—Admission ad using overlapping rectangles

Even though Ad 5 (Figure 4.5) is a simple black and white advertisement, the unusual shape (i.e. the overlapping of the two rectangles) could help to make it stand out from the other ads and attract the attention of readers.



Figure 4.6: Implicit hook—Admission ad using employing an indirect a problem-solution format

The 'hook' uses a problem solution-format to advertise a product, service, organization or institution. Figure 4.6 (Ad 6) raises the issue of quality education, which a number of private universities have been accused of not dispensing or maintaining. Ad 6 (Figure 4.6) makes a statement 'Everyone promises quality..." and then asks the question "Who keeps it truly?". By asking this question, the reader is presented with a problem, to which the answer is obvious. The answer is United International University. In other words, the university raises the issue of quality of education ('Everyone promises quality...") by raising a question ("Who keeps it truly?"), and presents itself as the indirect answer or solution with the words "Visit UIU before you take a decision ..." (Figure 4.6). The hook or problem-solution format is even more obvious in the admission

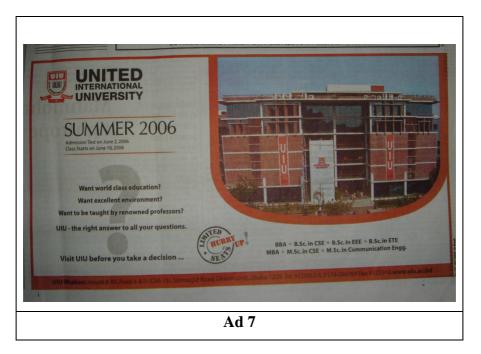


Figure 4.7: Explicit hook—Admission ad using employing a direct a problem-solution format

advertisement published by the same university a couple of years back, which can be seen in Figure 4.7 (Ad 7). This is an example of an explicit problem-solution format because the answer has been explicitly suggested by the ad. The advertisers or the concerned university asks the reader(s) a series of questions and then gives the answer by suggesting its own name:

Want a world class education?

Want excellent environment?

Want to be taught by renowned professors?

*UIU* – the right answer to all questions.

The advertisement also tries to create a sense of urgency by using a seal, which has been stamped onto the ad, saying 'LIMITED SEATS – HURRY UP'. By using a hook, the advertisers are not only arousing the curiosity of the readers, but also indirectly positioning the name of the university into the minds of the readers.

Comparative reference refers to ads using linguistic attention-seeking device to compare a product or service with other products and services, but without making any direct or specific comparison. For instance words like 'brighter', 'cheaper', 'brighter', and so on, may be used to compare a particular product or service being compared with the rest of the products/services in the market (see Goddard, 2002). In Ad 8 (Figure 4.8), the comparative reference is implied. The responses to the question "Why study ELT in East West?" in Ad 8 (Figure 4.8) suggest an implicit comparison with the other ELT programmes in the market. In other words, the question prompts a comparison between EWU and the other universities, and justifies the reasons for studying the "MA in ELT" programme in this university than the others.

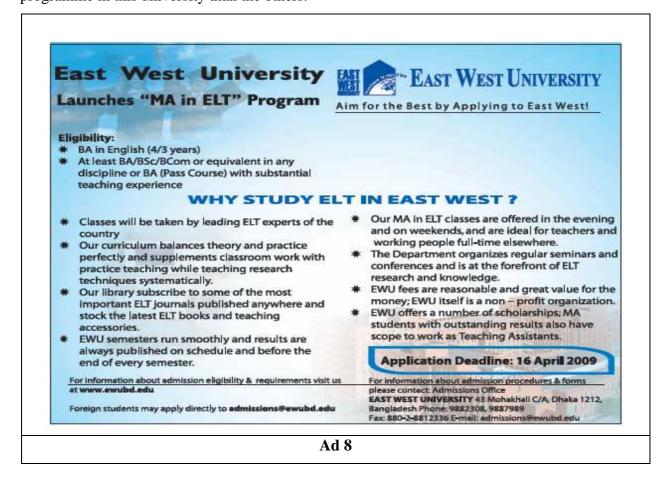


Figure 4.8: Comparative reference—Admission ad using implied comparative reference as attention seeking device

# 4.2 Stage 2: Ideological analysis—apparent ideology/aberrant ideology

Different intellectuals have defined ideology in different ways. In general, ideology is a set of beliefs believed or adopted by a group of people, organization/institution, community, country, and so on, to express or project a certain viewpoint/image (see Haque and Khan, 2004). This part of the analysis looks at the apparent ideologies that are projected and the aberrant ideologies that are not projected by the universities. Each university wants to project a positive ideology in order to attract the target audience; it does so through various types of media discourse, be it the electronic media (television & radio), the new media (Internet—web-based discourse) or the print media (newspapers, magazines & brochures—advertising discourse of admission ads). This positive ideology, in the context of this study is referred to as 'apparent ideology'. The ideology that a university may not want to project, as it could be misread or misunderstood is referred to as 'aberrant ideology'.

Based on the data, it seems that some of the ways that private universities in Bangladesh try to create a positive image are by offering scholarships and tuition waiver/discount. Majority of the universities try to suggest that they offer quality education. This is done through a formula that Haque (2004) has pointed out in his earlier investigation of private university web pages:

*International atmosphere* + *state-of-the-art-facilities* = *quality education* 

A critical analysis of the admission ad data suggests the emergence of this formula. International atmosphere is explicitly and implicitly implied in a number of ways (see Appendix B—Ads 8, 9, 10, 21). Sometimes it is explicitly stated through the accreditation with different foreign universities, as can be seen from some of the following examples:

- Membership of International Accreditation Bodies—AACSB International; The Association of Advanced Collegiate of Schools of Business; The Association of Collegiate Schools and Programs, Kansas, USA (Appendix B-Ad 9, Ad 20)
- <u>COLLABORATION WITH:</u> Winona State University, MN & University of Texas,
   Dallas, USA; TAFE, South Western Sydney Institute, Australia; AIT & SIAM
   University, Bangkok, Thailand; JUN Delhi & IIIT Allahabad, India. (Appendix B- Ad 12, Ad 15; Ad 38)
- Academic collaboration maintained with many reputable foreign universities ( Appendix B- Ad 21)

- Academic Collaboration: The University of Michigan-Flint, USA; The American University in London; Bangkok University; Kingston College, Canada; College of Hotel & Tourism Management, Cyprus (Appendix B- Ad 25)
- Overseas credit transfer facilities to University of Bedfordshire, University of Worcester (Appendix B- Ad 40)

International atmosphere is implicitly stated through the names of universities, which are predominantly written in English, without any Bangla equivalents. In total there are 56 Government and University Grants Commission approved private universities in Bangladesh (See UGC Profile, 2008). In the collected data, the admission ads of all the private universities are not present. Even then majority of the ones that have been collected, have English names as can be seen from Table 4.2 (Appendix B—Ads 1-86):

Table 4.2: Private universities with English names based on the collect data

Sl.	Private Universities with English Names
1	Prime University
2	Eastern University
3	Northern University, Bangladesh
4	Primeasia University
5	Victoria University of Bangladesh
6	The University of Asia Pacific
7	American International University, Bangladesh
8	North South University
9	Independent University Bangladesh
10	Stamford University
11	International University of Business, Agriculture & Technology (IUBAT)
12	World University of Bangladesh
13	University of Information Technology & Science (UITS)
14	ASA University of Bangladesh (ASAUB)
15	University of Liberal Arts Bangladesh
16	Presidency University
17	The People's University of Bangladesh
18	United International University
19	East Delta University
20	Leading University

21	BRAC University
22	Bangladesh University of Business & Technology (BUBT)
23	Daffodil International University
24	Uttara University
25	Shanto-Mariam University of Creative Technology
26	Primer University
27	International Islamic University Chittagong
28	University of Science & Technology Chittagong (USTC)
29	Manarat International University (MIU)
30	Bangladesh University
31	The Millennium University
32	City University
33	Green University
34	State University of Bangladesh
35	Southeast University
36	Uttara University
37	East West University
38	Darul Ihsan University
39	Asian University of Bangladesh
40	Royal University of Bangladesh
41	University of South Asia
42	Sylhet International University
43	Dhaka International University
44	Eastern Medical College
45	East West Medical College
46	Central Medical College, Comilla
47	Central Women's University

Furthermore, some universities try to create the international atmosphere by advertising their accreditation with foreign universities, foreign trained faculty members / academics, prominent public university academics/professors, rating/ranking, ISO 9001: 2000 certification, state-of-the-art-facilities, and so on (see Appendix B: Ad 52-86).

# 4.3 Stage 3: Societal analysis—discourse-ideological practice/consumer-oriented practice

The third stage, that is, societal analysis comprising the discourse-ideological and consumeroriented practices, of the three-dimensional model (TDM) is more complicated than the previous two stages. This stage combines the findings of the first two stages to explain how in a consumeroriented society we become the perfect consumer so as to become gullible enough to be attracted by admission ads of private universities, which may be based on half truths.

In Bangladesh, even though majority of the people are poor and the gap between the rich and poor is wide (see Khan *et al.*, 2011), the affluent few are predominantly the target audience of the private universities. It is true that various types of scholarships, tuition waiver, and/or discounts are being offered (see Table 4.1):

# **Scholarships:**

- 5% students will be awarded full free studentship
- Chancellor scholarship
- University president scholarship
- 100% IUB Merit Scholarship:
  - —GPA of 4.8 (without 4<sup>th</sup> subject) at HSC
  - —Two 'A' grades in minimum 2A'level

## Tuition waiver/discount:

- Tuition Fees Waiver: 10%-100% on HSC GPA
- One of the two siblings 50% tuition fee waiver
- Special waiver for brothers/sisters, husband/wife (25%)
- Full tuition fee waiver for top ten students in admission test
- 10% to 100% tuition waiver for meritorious students
- 10% special tuition waiver for female students
- 10%-100% tuition waiver based on semester result

#### • Tuition Fee Discount:

- —100% tuition fee discount for top 3 students in IUB Admission Test
- -30% tuition fee discount for students having GPA 5.0 in both SSC & HSC (with  $4^{th}$  subject)
- —50% financial discount for siblings

However, all the scholarships, tuition waiver, and/or discounts that are being offered by the private institutions of higher learning in Bangladesh are conditional. These conditions are not mentioned in the admission ads, which give a partial view to the parents or guardians who are going to finance their children's/word's education. In general, the scholarships and tuition waiver are never for the entire duration of studentship. In many instances, students who cannot afford to study in private universities, enter such institutions as they have been offered scholarships based

on their secondary and higher secondary results, admission test results or freedom fighter scholarships. However, after a couple of semesters, they loose such scholarships because they are unable to maintain a particular CGPA, which is a precondition of such scholarships. However, such conditions were never mentioned before admission.

In a consumer-oriented society, almost everything seems to be packaged and can be purchased with money. Before such a transaction is made, the universities endeavour to build a relationship between themselves and their clients, and try to maintain this through customer satisfaction, which in due course ensures continuous flow of income. In other words, a symbiotic relationship needs to be established and sustained over prolonged period. The private universities establish this relationship through admission ads, where they use advertising discourse to try to project a positive image about themselves by means of various apparent ideologies. At the same time, they try to assure their potential consumers, quality education through the following formula:

 $International\ atmosphere + state-of-the-art-facilities = quality\ education$ 

Coupled with these strategies, the universities through their admission ads try to address some of the fears and concerns of their potential clients regarding private higher education in Bangladesh.

Sometimes, parents and guardians have concerns regarding the legitimacy of particular institutions. To quash their fears, majority of the private universities make it a particular point to mention in their admission ads that they have approval from the Government and University Grants Commission (UGC) of Bangladesh. This is done to get rid of the fear that they are not one of the 56 illegal universities (see, 56 private...varsities...illegal, 12 May 2007, New Nation Online Edition), which was published in the national dailies by the UGC. In order to address another concern that private universities do not have enough qualified teachers and operate with part-time public university teachers, in the admission ads specific statistics is provided by some (private) universities regarding the following (see Appendix B):

- the number of full-time and adjunct teachers
- the number of Ph.D. holders
- the number of Professors, and sometimes Associate and Assistant Professors
- the countries from where higher degrees were obtained, with specific reference to North America, UK, and Australia

The competition for ranking has become a global phenomenon. Since there has been no official ranking by the Government of Bangladesh or the UGC, certain universities try to come up with their own version of ranking to magnify the image of their respective universities. Few tend to use texts like 'First private university in Bangladesh' (e.g. Appendix B— 21, 51), 'The first Private

University in Bangladesh established in 1989 by Darul Ihasan Trust' (e.g. Appendix B—Ad 42). In such a situation when two private universities both claim that they are the first private universities in Bangladesh, one might become suspicious as to which one has the right to claim such an honour, and which one is lying. Few universities might employ 'research' as a selling point like 'Leading 14 years in teaching and research' (e.g. Appendix B—Ad 47), which is legitimized by claiming the top honours for research ('... is ranked the top private university in Bangladesh'). Some will highlight their ranking position according to *Webometrics*, a Spanish based global univerity ranking website. However, there is a serious concern regarding the criteria that *Webometrics* employs to rank the universities. It tends to rank universities based on the number of web pages and not on research citations, publications, number of foreign academics and students, and so on that are related to the quality or standard of education:

The Webometrics University Ranking is a ranking system based on university web presence, visibility and web access. This ranking system measures how strongly a university is present in the web by its own web domain, sub-pages, rich files, scholarly articles etc. The central hypothesis of this approach is that web presence is a reliable indicator of the global performance and prestige of the universities and as such, is an indirect way to measure all the university missions (teaching, research, transfer). Although the Web is universally recognized as one of the most relevant tools for scholarly communication, it is still very rare these indicators are used for the evaluation of the scientific research and the academic performance of universities.

(Webometrics Ranking, 2012, http://en.wikipedia.org/)

The problem with such a ranking system is that some universities will come up with their own ranking system/format that has no legitimacy, like 'Rated as the best private university in Bangladesh by Television Dorshok Forum' (see Ad 1). In the Bangladeshi context, those who are socially conscious and are aware of quality education will know that the university which claims that it is the best according to 'Bangladesh by Television Dorshok Forum' is not even one of the best in Bangladesh, let alone the best. However, only a few intellectuals will have this knowledge, especially those who have glocal (global and local) awareness about university education and global ranking. Majority of the people in our country will be influenced by the discourse-ideological and consumer-oriented practices, that are based on the concept of 'seeing is believing'. When they see that a university has been ranked the best by some sort of body or forum, they will hardly investigate or try to find out the legitimacy of that ranking body or forum. For those common people, 'seeing is believing'.

The universities which tend to use manipulative discourse do so because in Bangladesh there is no specific 'Advertising Code of Ethics', a document for protecting the consumers/common people from malicious, manipulative, discriminatory advertisements. This seems to support the responses of majority of the 100 personnel from the 41 advertising agencies. A few have mentioned that Bangladesh Television (BTV) has an advertising policy, but not even a single advertising agency could produce the hardcopy of such a policy. If a policy is not made available to the advertising agencies, how will they abide by the rules of such a policy when making an advertisement? Based on the interviews, it seems that the Bangladesh print media has no 'general' or 'specific' 'Advertising Code of Ethics', as a result of which advertisers have the liberty to print whatever manipulative discourse they choose. Furthermore, the interviews revealed that the Consumer Association of Bangladesh (CAB) is almost invisible and seems to have very little leverage or power in challenging advertisers and protecting the rights of the common consumers.

The advertisers are quite aware of the local and global consumer practices. They are also aware of the lack or improper implementation of certain policies to protect the average consumer. It seems, that based on the evidence from the analysis of the university admission ads and the responses of the interviewees, the advertisers are well versed with consumer ideologies and societal practices, especially in the Bangladeshi context. With this knowledge, they seem to be taking advantage of the ignorance of the common people, that is, people who are not aware or are uninformed of certain social practices. Due to the lack of proper policies of advertising in Bangladesh, they also seem to be taking advantage of the negligence of the lawmakers as well as the UGC of Bangladesh.

## 4.4 Findings in terms of the central research questions

This study sought to investigate two central research questions:

- 1. How do advertisers attain a communicative goal through linguistic and semiotic discourse structures?
- 2. What are the socio-ethical implications in the choice of linguistic and semiotic discourse structures?

In terms of the first central research question, it seems that the advertisers use a number of linguistic and semiotic attention seeking devices, which combine in different combinations to form various discourse structures. These structures in turn help to attain communicative goal. In general, the linguistic and semiotic discourse structure through which communicative goal may be attained looks like the following:

Verbal (attention seeking device) + textual (attention seeking device) + layout + hook + comparative reference = Communicative goal

Very few of the collected admission ads employ the entire combination. Most of the (admission) ads usually use visual and textual attention seeking devices to attain communicative goal.

In order to answer the second central research question, several factors need to be amalgamated and understood. These factors include the findings from the university admission ads, the findings from the responses of the advertising agency personnel and the discourse-ideological and consumer-oriented practices in the context of the Bangladeshi society. The analysis of the admission ads suggests that various attention-seeking devices are used to not only attract the attention of the potential target audience, but also to convince and influence them into taking admission into the respective private universities. However, in order to convince and influence the target audience, sometimes the advertisers tend to resort to particular choices of linguistic and semiotic discourse structures that may at one level be to attain communicative goal by providing necessary information, but upon critical analysis, at another level may be to attain communicative goal through manipulative means. The findings from the interviews and the discourse-ideological and consumer-oriented practices, along with the notion of 'seeing is believing', all seem to support the manipulative theory. The socio-ethical implications in the choice of linguistic and semiotic discourse structures may be based on a number of factors: the lack of awareness of the manipulative consumer-culture practices of the advertisers; the lack of general and/or specific 'Advertising Code of Ethics; the lack of implementation of policies on behalf of the Governmental bodies as well as the UGC; and the lack of initiatives taken by the very weak Consumer Association of Bangladesh (CAB) to protect the rights of the common consumer.

#### **CONCLUSION**

## 5.0 Contribution to Research: Relevant Theory Relevant Practice

As already mentioned, since the beginning of this century, the advertising industry has been flourishing tremendously in Bangladesh. This surge of interest in advertising has led American International University Bangladesh (AIUB) to open the first BA in Advertising programme in the country. Very little research on advertising has been done in our country, and the ones that have been done are mostly from marketing perspectives, and a few from economic and sociological perspectives. Empirical research in the area of 'discourse of advertising', in the Bangladeshi context is so negligible that it can be considered as nonexistent. The findings of this research will contribute in a significant way to fill that void.

In general, theories tend to be theorize in a systematic manner how things function or work in society or the universe. In order to analyze the data of this study in the most appropriate way that could explain the finding so as to answer the central research questions, it was very difficult to come up with a single theory that could be employed to serve the purpose of this investigation. Hence, a three-dimensional discursive model (TDM) was formulated to explain how advertisements achieve a communicative goal, and to identify the socio-ethical implications in the choice of linguistic and semiotic discourse structures.

It may be generally assumed that the literature review, the theorization of the three-dimensional discursive model (TDM) to analyze the data, the findings of the study, all will contribute to enhance the literature that in the field of 'discourse of advertising, particularly in the Bangladeshi context. Furthermore, the theorization of TDM will provide a platform for students, academics, and researchers to use the model to not only analyze advertising discourse but could also pave the way for them to other types of discourse, for instance, media discourse, political discourse, gender discourse, and so on and so forth.

# 5.1 Further / Future Studies

Since there is hardly any research in the area of 'discourse of advertising' in the Bangladeshi context from a linguistic/semiotic discourse structural perspective, this study delimited its scope by looking at a particular category of advertisements, that is, educational ads. Future or further studies on this theme (i.e. discourse of advertising) can include advertisements from other sectors in the Bangladeshi context such as telecommunication (mobile phones, pre-paid/post-paid offers, etc.), cosmetic (skin whitening products, creams, etc.), beauty products (shampoo, soap, hair oil, etc.), fashion (attire, footwear, fashion accessories, etc.), real estate (plots, apartments, etc.),

banking, airlines (package holidays, reduced rates, etc.), fast food (local and foreign food chains, special offers, etc.), and so on and so forth.

# **5.2 Retrospection**

In one of the poorest countries of the world, the divide between the haves and the have-nots in terms of the education system may seem blatantly apparent to the onlooker: the 'haves' go to private schools, colleges and universities, while most of the 'have-nots' who seek education avail the public education system. For some people such a scenario, especially at the tertiary level, is so crystal-clear that they will go to great lengths to enhance this black and white portrayal, by suggesting that all private universities have mushroomed, in the awake of capitalism, to con the rich and suck the hard earned bread from the common people. In other words, money is the name of the game, and it has to be spent in exchange for the so-called imported, processed, and packaged education. In a McDonaldized society (Ritzer, 2007), where university degrees seem to be grown in pods, packaged on an assembly line conveyer belt, and delivered to your doorsteps in return for the right amount, a proper monitoring body is needed to regulate and ensure the quality of education offered by some private universities. University Grants Commission (henceforth UGC) has taken on the role of safeguarding the sanctity of public and private higher education in the country. According to the *University Grants Commission of Bangladesh: A Profile* (2008), UGC is supposed to act as the "spokesman and regulatory body for the universities" and play a "pivotal role in presenting the problems and demands of the universities to the Government" (see Karim et al., 2008: 1). Here the phrase 'the universities' means the public and private institutions of higher learning in Bangladesh. However, it seems that until now the UGC has not done much in curbing the exaggerated and/or unethical admissions ads of private universities.

#### **5.3 Conclusion**

The discourse of advertising is a complex phenomenon to comprehend. In other words, advertisements are not so easy to decipher as some people may think. Advertising has many layers which can be of interest to common/target consumers, capitalists, students, academics, researchers from different disciplines, just to name a few. Advertisers tend to use various strategies to cater to the target audience, which can vary from common audience to target audience, community to community, country to country.

Based on the empirical evidence of this study, it seems that the linguistic and semiotic discourse structures in various combinations facilitate to attain communicative goals in the private and public university admission advertisements. In other words, the attention seeking devices (i.e.

image, verbal texts, layout, hook, etc.) in different combinations act as catalysts to cater to the anticipated ideological needs of the potential consumers, for instance parents and their children or guardians and their wards, who are subconsciously influenced by the linguistic/semiotic discourse structures of the admission ads and are subsequently made to feel that quality education is being offered by the private institutions of higher learning in particular. The analysis of the public university admission ads seem to suggest that their intention is to merely inform the target audience regarding the application formalities for the admission tests in the various disciplines of the concerned universities. In terms of binary oppositions, it appears that while the private universities try to sell education by means of commercialization and commodification of higher education through their admission ads, the public universities provide informative instructions regarding the admission procedures.

Haque (2004) in an earlier study based on the analysis of the web pages of the private universities revealed that they (i.e. private universities) employ strategic use of discourse in order to ideologically create an 'international atmosphere', which when combined with the discursive construction of 'state-of-the-art-facilities' results in 'quality education' being offered, as is claimed by majority of the so-called top or leading private universities in Bangladesh. He encapsulates the findings by suggesting a formula:

 $International \ atmosphere + state-of-the-art-facilities = quality \ education$ 

This formula is implicitly apparent in the discourse structures of university admission ads, in particular private university ads. This simulation of quality education through the discourse structures of private university admission ads is possible because there is hardly any restriction on the part of the advertisers regarding the socio-ethical implications in the choice of linguistic and semiotic discourse structures. A number of reasons surfaced as a result of the interviews with the advertising agency personnel. Among them, the more significant ones that were identified could be due to the lack of media specific and/or general advertising code of ethics, an almost invisible Consumer Association of Bangladesh (CAB), lack of consumer awareness regarding the quality education.

The accommodation of the attention seeking devices such textual elements, visual elements, layout, hook/problem-solution format, comparative reference in admission ads that make consumers interested in a particular university is a calculated and strategic measure employed by the universities/advertisers to not only ensure that effective communication is taking place, but more importantly to guarantee that the advertisers' intended message is being conveyed to the target audience. However, in order to accommodate the needs of the potential target audience, questions need to be raised regarding whether moral ethics is being breached, and on the other

hand, whether the claims made by the private universities in the admission ads are based on half-truths and exaggeration. The findings seem to suggest that the socio-ethical implications in the choice of linguistic/semiotic structures are based on consumer satisfaction. In order to satisfy and accommodate the needs of consumers, private universities in general tend to adopt questionable linguistic/semiotic discourse structures, which manipulate the consumers into believing what may not be accurate or authentic.

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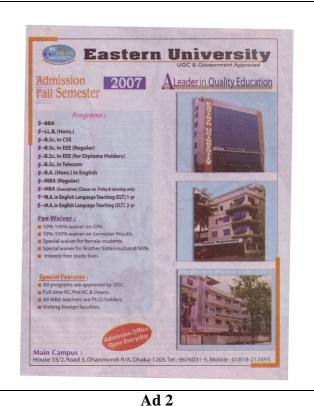
#### APPENDIX - A

# **Interview Questions**

- 1. What is your opinion regarding the advertising industry in Bangladesh?
- 2. How do you think advertisers or advertising personnel try to communicate with the target audience though their advertisements?
- 3. What sort of constraints or problems do you face when you try to come up with a good concept for an advertisement?
- 4. In Bangladesh, do we have any general or specific Advertising Code of Ethics, which provides guidelines regarding what should be avoided when creating an advertisement?
- 5. How influential is Consumer Association of Bangladesh (CAB)?
- 6. What is our general opinion regarding private and public university admission advertisements?
- 7. Do they display any notions of commercialization or commodification of education?

#### APPENDIX B





Ad 1

# NORTHERN UNIVERSITY

BANGLADESH

# Bachelor of Pharmacy (B. Pharm)

Admission Fall 2007

#### Admission Requirements:

Minimum GPA 3.00 in both SSC and HSC (Physics, Chemistry, Biology & Math with 'B' grade in each) or equivalent examinations or 'O' Level in five subjects and 'A' Level in two subjects with minimum 'C' grade in each.

Other Programs at NUB
BBA BA (Hons) in Eng
MBA MA in Eng (Prel+Final)
MBM MA in Eng Language
LLB (Hons) & ELT (2-Year)
MPH MA in Eng (1-Year)
CSE LLM (1-Yr. & 2-Yr.)

few seats are available
Classes will start: November 01, 2007

**Prof. Dr. Choudhury Mahmood Hasan** Advisor, Department of Pharmacy

Dr. Md. Harun Ar Rashid Head, Department of Pharmacy

For more information please contact: 3/18, Iqbal Road, Mohammadpur, Dhaka-1207

Dhaka Campuses: 9667237-40, Ext: 0, 301-304, 8153437-9, 9128122 9134729, Ext: 108/109/110, 8152736-7, Ext: 0/101/215 Fax: 9135562, Cell: 01552320558, 01719313283

e-mail: info@nub.ac.bd web: www.nub.ac.bd

Ad3

# **Admission Fall 2007**

#### Special Waiver

- 1. 100% tuition fee waiver for CGPA 5.00 in both HSC & SSC.
- 2. 75% tuition fee waiver for CGPA 4.5 or equivalent in both HSC & SSC.
- 3. 50% tuition fee waiver for CGPA 4.1 or equivalent in both HSC & SSC.
- 4. 25% tuition fee waiver for CGPA 3.1 or equivalent in both HSC & SSC.
- 15% tuition fee waiver for CGPA 3.1 or equivalent in HSC or SSC.
- 6. 10% additional tuition fee waiver for female/ tribal/ spouse/ sibling.
- 7. Special waiver based on semester results.

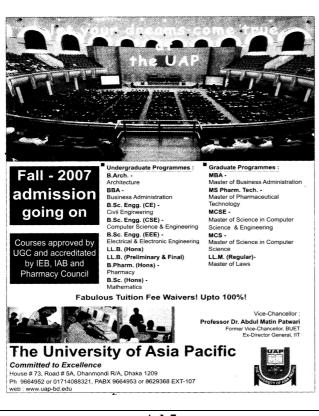
PROGRAMS	Tuition fees (in taka)
MBA (Regular)	1,04,080/-
MBA (Executive)	74,000/-
M.A. in English (I- year)	34,150/-
M.A. in English (2-years)	50,500/-
BBA	1,70,200/-
B.A. (Hons) in English	94,600/-
BTHM (Bachelor of Tourism & Hospitality Management)	1,85,320/-



— The only UGC & Govt. approved Victoria University—

Last date of Admission 31 October 2007 Friday Open

Admission & Information : admission office open from 9 am to 8 pm 58/11/A Panthapath, Dhaka-1205, Ph: 8622634-5, 8652265, 8622361, 8621840 Mob: 01819203691-2 E-mail: info@vub.edu.bd Web: www.vub.edu.bd





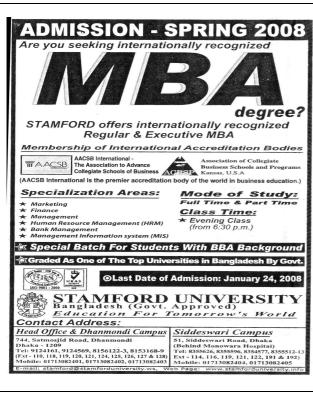
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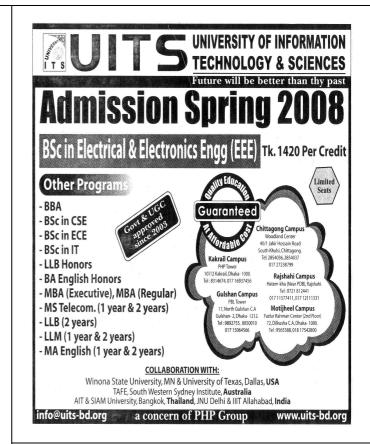


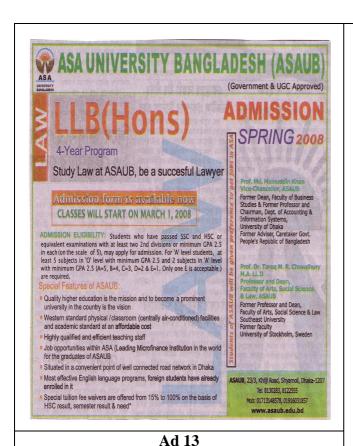


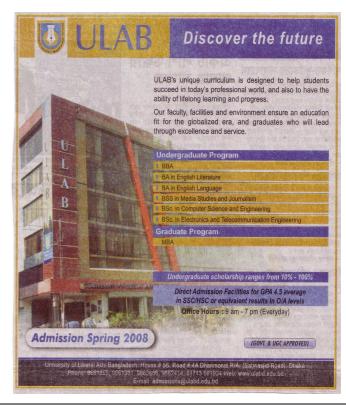
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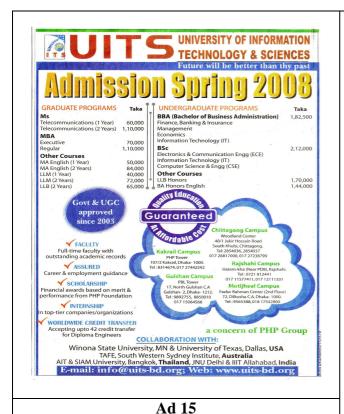


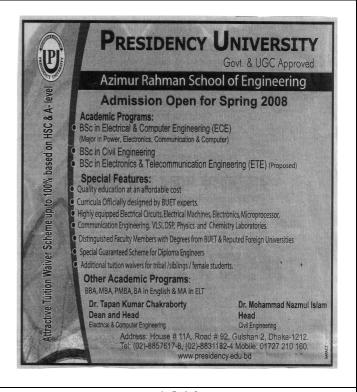
















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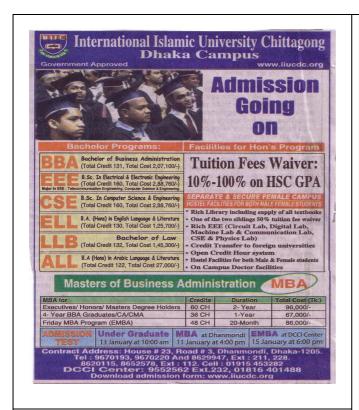


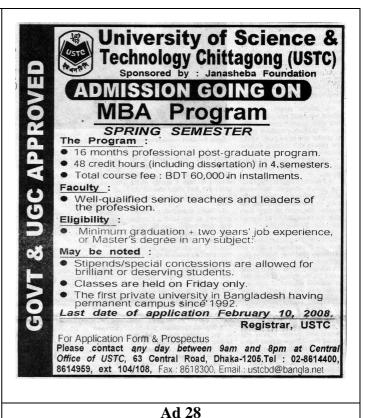








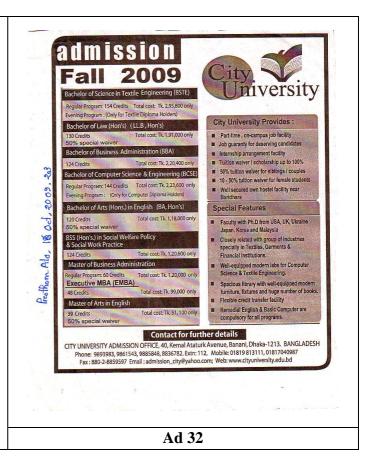








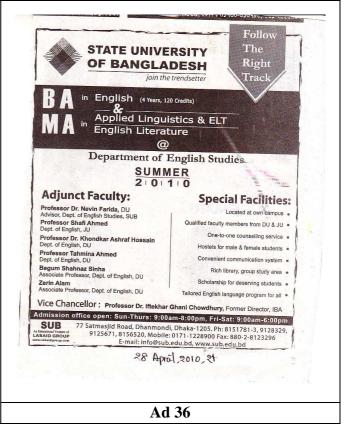












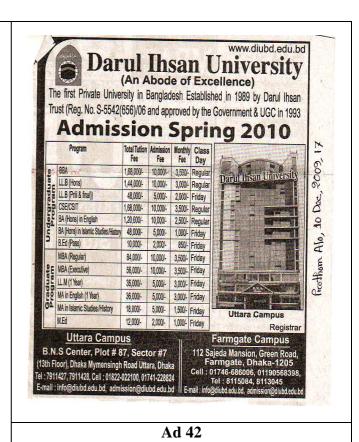


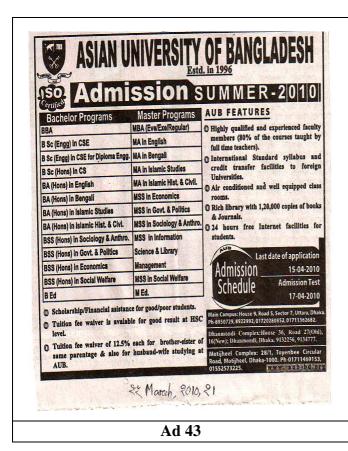




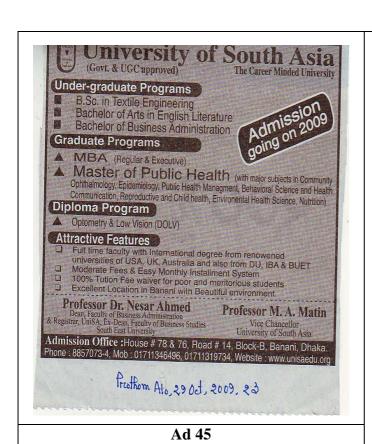


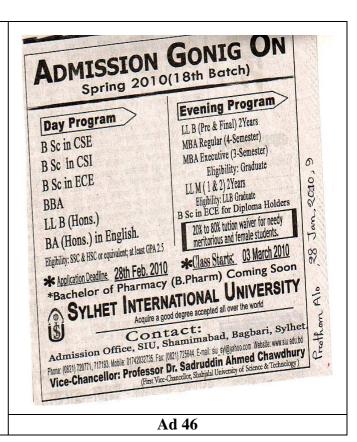






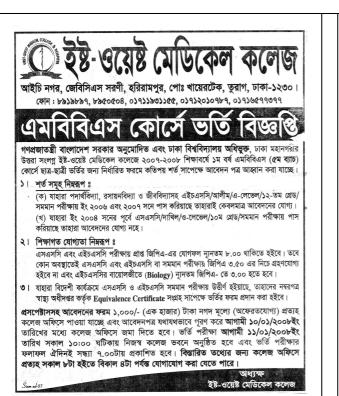


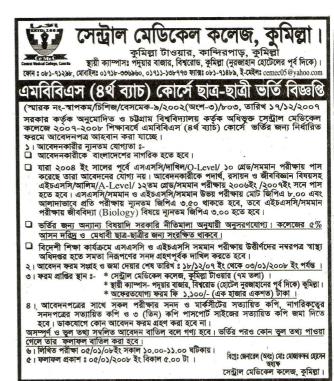




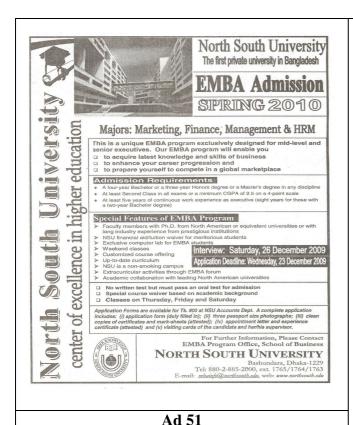








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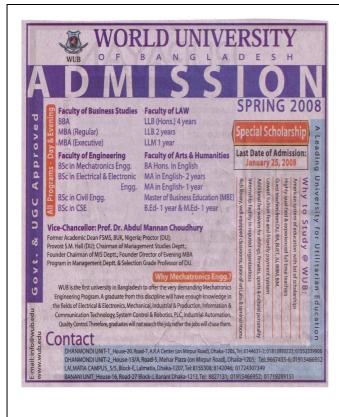






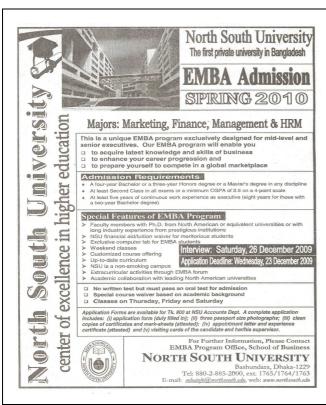


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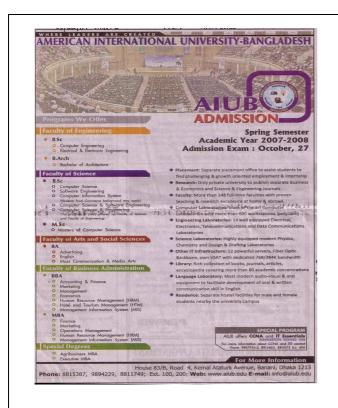


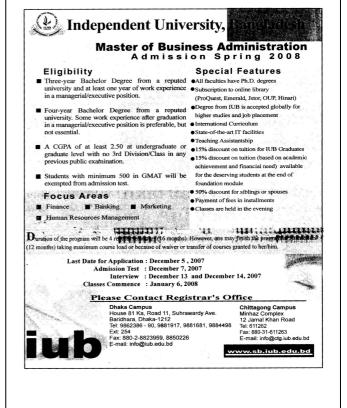
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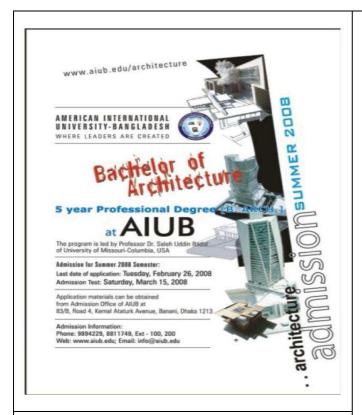


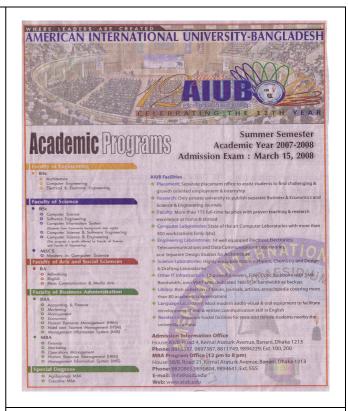
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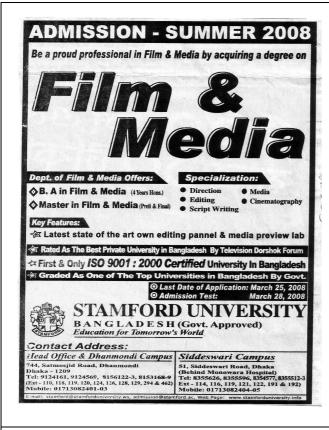


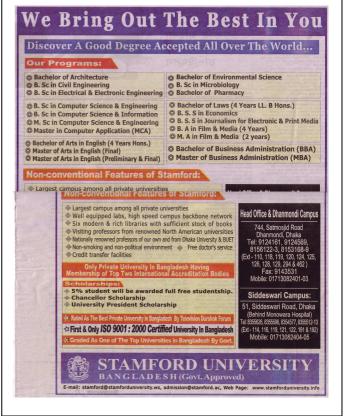
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Postgraduate Certificate Programme on Early Childhood Development (ECD)



BRAC University Institute of Educational Development (BU-IED) will offer a 10 months Certificate program on Early Childhood Development with a unique curriculum designed to prepare highly skilled ECD professional to work in public and private sectors.

#### Features:

·S.Cm

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PAUE -: 5

DAILYSTAR

£0/01/2

- A blend of 2 weeks class room instruction and 6 weeks individual assignment for each course.
- Limited scholarships available to cover full or partial fees to highly qualified applicants without financial support from the employer.
- Well designed curriculum taught by international and national resource persons and BU-IED faculties.
- English proficiency course by BRAC EL-Pro.

#### Eligibility:

- Minimum requirement is Bachelor degree
- English proficiency (to be determined by placement test or IELTS score- 5.5)
- Applicant engaged in or having experience of early childhood development program will be given preference.
- Admission test
- Deadline for application
  October 31, 2007
- For admission form and Brochure www.ecd-bangladesh.net.academic.asp.
- For course related information Dr. Nishat F. Rahman,
   e-mail: nfrahman@bracuniversity.ac.bd
   or Tel: (880-2) 882-4180 (Ext. 2126,2127)
- or Tel: (880-2) 882-4180 (Ext. 2126,212

   Venue

  BU-IED, House 113, Road 2, Block A,
  Niketon, Gulshan 1, Dhaka 1212

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Ad 65



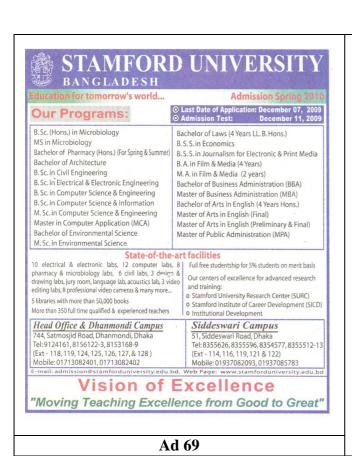
## Certificate Course in Digital and Online Librarianship

North South University is going to offer the 6<sup>th</sup> batch of 'Certificate Course in Digital and Online Librarianship' in Fall 2007. This course will enable you to know how to effectively utilize digital and online resources in the library and eventually will help you to pursue higher studies and research and develop skills in designing and maintaining individual websites and digital libraries. The course covers internet & web technology, database management and web page design, digitization, online books and journals procurement, use and access to electronic and online resources etc. Each participant will be given access to an individual PC.

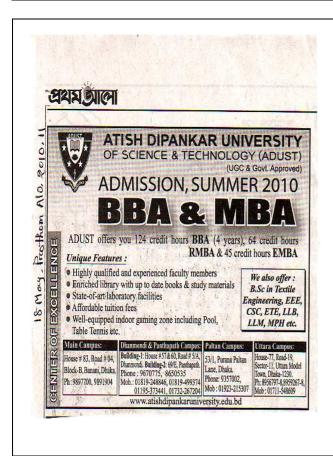


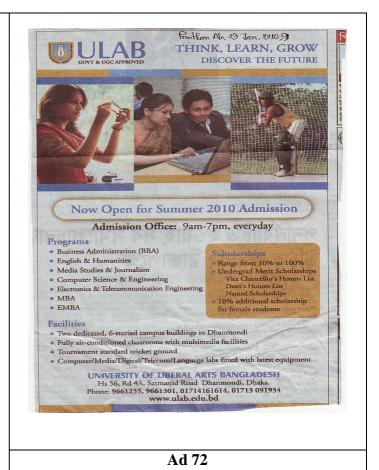
Classes Start: 5 November 2007 Course Duration: 14 weeks (56 Hours) Class Time: 6pm-8pm (2 days a week) Course Fee: Tk. 8100/- only Application Deadline: 1 November 2007

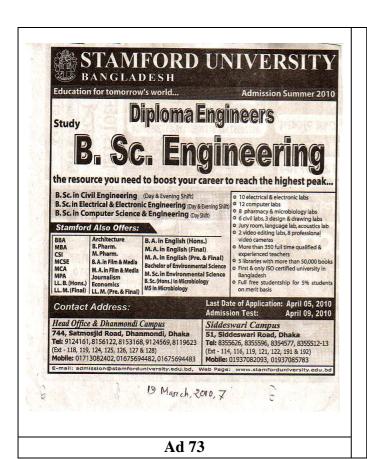
Contact: Dr. M. Mostafizur Rahman
"Program Coordinator & Deputy Librarian
North South University, House # 1, Road # 17, Block-C,
Banani, Dhaka-1213. Phone: 9885611~20/Ext.150,141, 230
Fmail: cdol@northsouth.edu

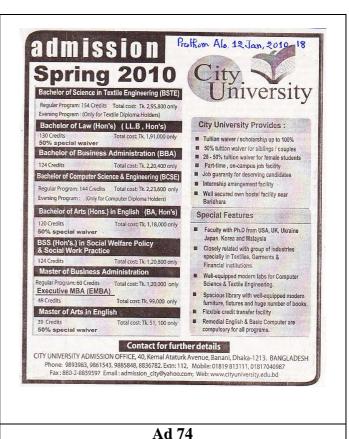


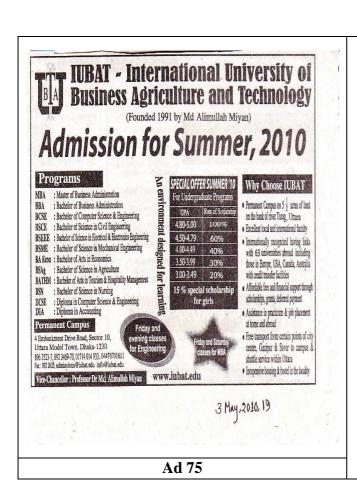




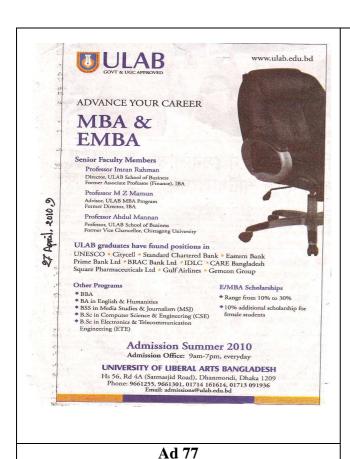


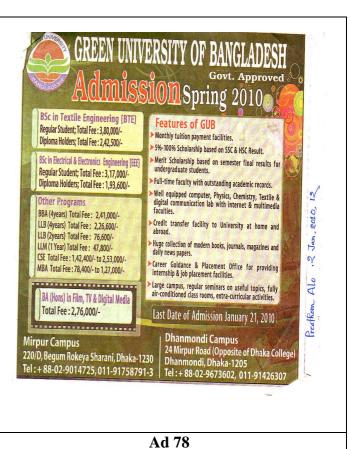








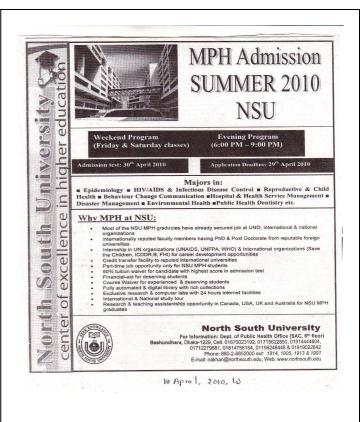




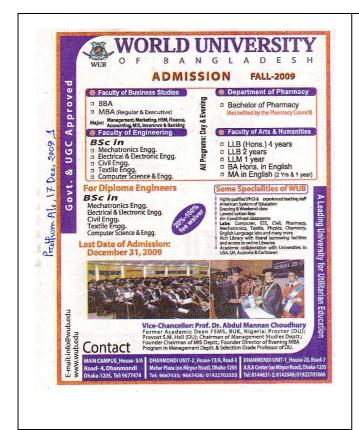




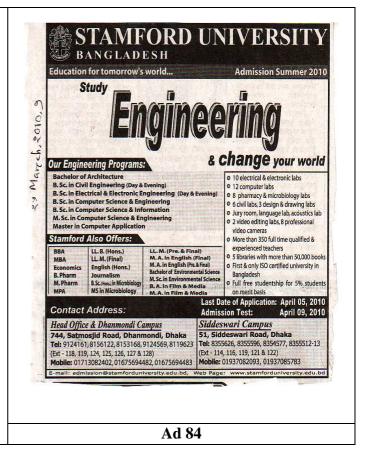




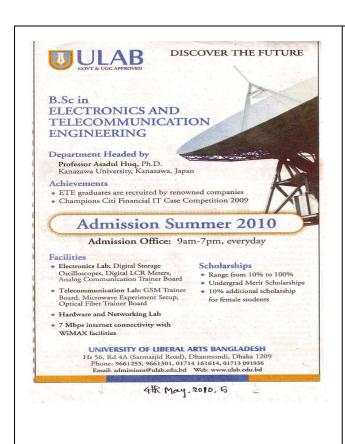
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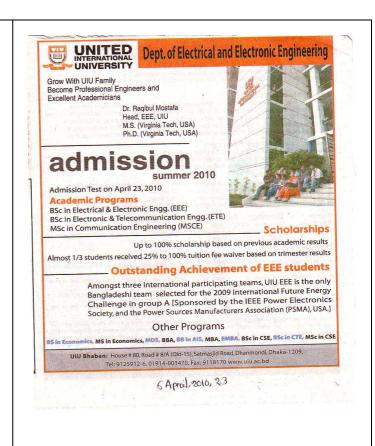


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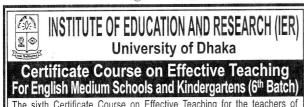


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Ad 85 Ad 86



The sixth Certificate Course on Effective Teaching for the teachers of English medium schools and kindergartens jointly organized by IER, Dhaka University and Highland Resource College, Nova Scotia, Canada is going to be held from 12th January 2008. Individuals having a bachelors degree or 'A' level education and competence in English language are eligible to apply. Classes will be held in the afternoon thrice a week (Saturday, Monday and Wednesday: 5 to 8 pm) for three months.

- The course is of international standard and will be conducted by over 20 reputed national experts.
- There will be an opportunity to participate in an education workshop to be conducted by a Canadian expert in Dhaka.
- Certificate will be provided jointly by Dhaka University and Highland Resource College, Nova Scotia, Canada.

Registration fee: Tk. 20,000/- to be paid in 3 installments (8,000+6,000+6,000). Seats are limited so please enroll immediately at the following address.

Contact : Prof. Nazmul Haq Training Coordinator

Room No.- 212, IER Building Ph. 9661920-59 Ext. 8215. Mobile : 01819-277 497 BANGLADESH UNIVERSITY OF ENGINEERING

& TECHNOLOGY, DHAKA-1000, BANGLADESH

Date

Admission into Postgraduate Programmes

April 2008 Semester

Applications in prescribed form are invited for admission into the following postgraduate programmes for April 2008 semester.

A) Doctor of Philosophy (Ph.D.) degree offered by the Department/Institute: Chemical Engineering, Chemistry, Civil Engineering, Chemistry, Civil Engineering, Chemistry, Civil Engineering, Electrical & Electronic Engineering, Industrial & Production Engineering, Mathematics, Mechanical Engineering, Naval Architecture and Marine Engineering, Physics, Urban and Regional Planning, Water Resources Engineering, Materials & Metallurgical Engineering, Civil Engineering (Environmental), Civil Engineering, Genvironmental), Civil Engineering (Environmental), Civil Engineering, Environmental), Civil Engineering, Environmental), Civil Engineering, Environmental Engineering, Industrial & Production Engineering, (Structural), Civil Engineering, Environmental Engineering, Industrial & Production Engineering, Information and Communication Technology, Materials & Metallurgical Engineering, Mechanical Engineering, Naval Architecture and Marine Engineering and Water Resources Engineering.

(i) MURP in Urban and Regional Planning by Course & Thesis.

(ii) MURP in Urban and Regional Planning by Course & Project.

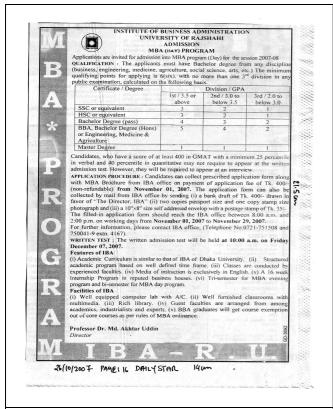
C) Master of Philosophy (M.Phil.) Degree in Chemistry, Mathematics, Physics and Materials Science.

Prospectus containing detailed qualification requirements for admission into different programmes and prescribed Application Form will be available from Registrar's Office (Academic Section) on cash payment of Tk. 300-(Three hundred Taka),

Prospectus containing detailed qualification requirements for admission into different programmes and prescribed Application form will be available from Registrar's Office (Academic Section) on cash payment of Tk. 300-(Three hundred Taka),

Prospectus and Application form may be also available by sending a Bank Draft for thi

Ad 87 Ad 88



Bangladesh University of Engineering and Technology (BUET)
Dhaka-1000, Bangladesh

Admission Notice

Post Graduate Diploma in Information and Communication Technology (ICT)

Applications in prescribed form are invited for admission into the Post Graduate Diploma in Information and Communication Technology [PG.Dip. (ICT)]

Program under Institute of Information and Communication Technology (IICT).

#### Admission Requirements

For admission into the Program, a candidate must have

An applicant must have either B. Sc. Engineering degree from any recognized University.

University.

OR

Master degree / Four year Bachelor degree in Computer Science, Information Technology, Physics or Mathematics from any recognized University.

- must have a minimum GPA of 3.50 out of 5.00 or a first division or equivalent in any one of S. S. C and H. S. C or in equivalent examinations and must not have a GPA less than 2.00 out of 5.00 or a third division or equivalent in any of the aforementioned examinations.
- must have at least 50% marks or a minimum GPA of 2.50 out of 4.0 or its equivalent in B. Sc. Engg. / Master degree / Four year Bachelor degree.

#### Application Procedure

Application Procedure

Prescribed Application Form and Information brochure will be available from the Registrar's office (Academic Section) on cash payment of TK. 300/- per form or by sending Bank Draft for this amount in favor of "Comptroller, BUET" drawn on Sonali Bank, BUET branch, Dhaka along with a 255 mm x 115 mm (10 inch x 4.5 inch) self-addressed envelope affixed with a postal stamp of TK. 6/- (TK Six only). The application form and Information brochure will be available from 6th October, 2007. Applicants must submit the completed application form along with attested photocopies of all certificates, transcripts/mark sheets/ grade sheets, testimonials and character certificate from the institution last attended. Candidates in employment must apply through their employers for both part-time and full-time enrolments.

Admission Test
Details of the admission test may be found in the Information Brochure or at the website: www.buet.ac.bd/i/ct

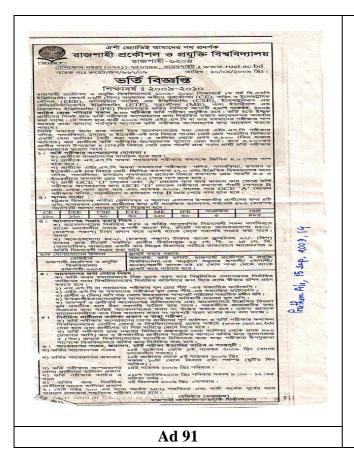
Important Dates:

SI No	Important Events	Dates		
01	Last date for Submission of Application	06 Nov, 2007 Tuesday		
02	Publication of list of eligible candidate at IICT Notice Board	14 Nov, 2007 Wednesday		
03	Written test	16 Nov, 2007 Friday		
04	Result of written test	18 Nov, 2007 Sunday		
05	Practical Examination of successful candidates in written test	20 Nov, 2007 Tuesday		
06	Final results of admission test	21 Nov, 2007 Wednesday		
07	Course registration starts	24-26 Nov, 2007		
08	Classes Start	01 Dec. 2007 Saturday		

Written test: 16 Nov, 2007 at 10:00 AM at First Floor of Civil Engineering Build GD-3422

Ad 89

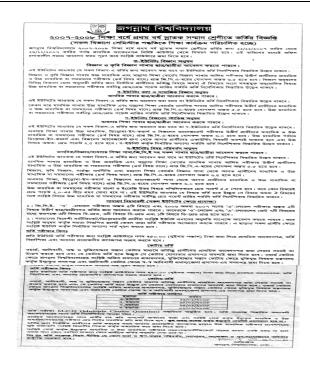
Ad 90



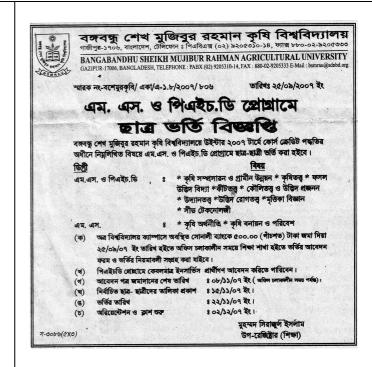
		11-10		বাংলাদে <del>শ</del> স	ার <b>ক</b> ার						
অধ্যক্তের কার্যালয় বাংলাদেশ কলেজ অব লেদার টেকনোলজী											
বাংলাদেশ কলেজ অব লেদার ঢেকনোলজা ৪৪-৫০, যুজারীবাগ, ঢাকা –১২০৯											
ভর্তি বিজ্ঞপ্তি											
কাহি	ব্যবিদ্যালয়ের অধিকক বিকাশ	কাৰ্য <b>া</b> দেখ	willer wrest	8 2009-200b3	টেকলোলজীটের ২০০৭-২০০৮ শিকাবর্থে নিম্নবর্ণিক						
ভোগ>	নমহে ১ম গলেঁ ছাল/ছালী ভার্তির	कारत सिंह	গারিক করমে দ	দরখাত আহ্বান করা যাইর	activity among second						
	কোন্সের লাম বিভাগসি ইল লোদার টেকলে			CHAIN	৬০টি						
	বিধাসসি ইল ফুটওয়ারর টেব	दनावावश		৪ বংশর	the till						
			नाव्यवसी	৪ বংসর	the D						
	শিক্ষা মন্ত্ৰণালয়ের অনুমোদল সাপেকে সামরিক কর্মকর্তাদের জন্য প্রযোজ্য সংরক্ষিত আলন উপরোক্ত আলনের সাহিবে বলিয়া গণ্য হইবে ৷ ভার্তি প্রীক্ষার অহশ্যহণের বোণ্যতাঃ										
বাৰ্থীকৈ কাশস্থাই কাল্যাকভাবেন্দাৰ্ভাৱৰ প্ৰবেশ বাংলাকেশেৰ স্থাটী গালিলা হঠকে হইছে। বিভাগে বিভাগে একএসলি ছিলা ভাৱ ৰাহ্মীকৈ আনামিক ও উদ্ধান প্ৰদান বিশাল বাংলাকৈশ্যাক প্ৰেক্তিবাৰী নিজা পোৱা হইছে বিভাগে বিভাগে একএসলি ছিলা ভাৱ এইছেএসলি কথাৰ সময়নে একং একএসলি পৰীক্ষায় অবলাই CDA পুলাভা 3.5 বালিকে হঠকে। উল্লেখ্য যে, একএনসলি এ এইছেএসলি অথবা সময়নে একং একএসলি পৰীক্ষায় অবলাই CDA বিভাগে 3.5 বালিকে হঠকে। উল্লেখ্য যে, একএনসলি এ এইছেএসলি অথবা সময়নে বাংলাক বাংলাক CDA হিলাক আৰু ইছিল আৰু হাইছিল এইছিল											
	যোগ্যজাসম্পন্ন সকল বৈধ আই	ভল পরীণ যাকে পরী	জায় পদার্থ, র জায় অংশগ্রহ	লায়ন ও গণিতত গড়ে "B গের সুযোগ দেওয়া ছউলে	" থেছে পাইতে হইলে। ।						
জনতেও গুলাক্ত গুলাক গুলাক	মিক শাখা হইকে দলদ ৫০০, লা, ঢাকা শাখার উপর অধ্যক্ষ, জ্রাক্ট/পে-অজীর (অফেকেডযোগ টাইয়াও ভতির ফরম সংগ্রহ ক ১০৮ইং বেলা ৪:০০ ঘটিকার ব ভাবেদনপার বাতিল বলিয়া গ জাবেদনপার বাতিল বলিয়া গ	'- (পাচত বাংলাদে (I) এবং লা মাইবে মধ্যে অং পা হইবে হইবে।	পজ) টাকা আ শ কলেজ জব শ কলেজ জব । ভৰ্তিল ফল্ফ লোই ব্যক্তিপথ । নিধানিত আ ভোৱ সভিত যে	গালপুৰক জাজৱ ক্ষরত ল কোনার টেকনোলজী, হাদ নবাসৰ ১৫/- (পবেল) টা ম মুখামুখজাবেপুরণ ক্ষিয় হজাবে বা জাকবোদে অং নবিখেব পর জাকবোণে প্র	হীত অভিদিশ অভিদ চলাকালীন সময়ে কাশেকের  কাশেকি গুরুত্ব করা যাইকে অথবা লোকালী লাহক,  বারীবান, চাকার অব্যক্তন ৫-০০/- (গাঁচবাঙ) ট্রান্তর,  বারীবান, চাকার অব্যক্তন ৫-০০/- (গাঁচবাঙ) ট্রান্তর,  বার্ত্তনার অভিনেত্তন কাশেকিকের  বার্ত্তনার অভিনেত্তন  বার্ত্তনার কাশেকের  বার্ত্তনার  বার্তনার  বার্						
অফিল জিফায়	হাইতে লাস ফরিয়াছে সেই শি বোর্ড হাইতে প্রাপ্ত এসএসেস লাদ্য ফোলা পালপোর্ট লাইতে প্রতি পরীক্ষার যোগ্য প্রার্থী লাহ চ সাছাইয়েল পদ যোগ্য প্রার্থীকে ক্ষেত্রবার কথা ১০০ ছবিকার প্র	দা অভিট এইড়েএ 1০৩ (ডি 1888 অভায়ে ১	লালের রাধালের দলি অথবা সহ চন) কলি সভ্য লামিক সথবা প	লিকট হুইতে প্রশংসাপতে যোলের পরীক্ষার নমরপতে ায়িত ছবি।	র সজ্যায়িত কপি।						
	লিখিত পরীক্ষার বিষয়সমূহঃ										
				বিষয়	भाषास						
			-	वामायन	300						
				পদার্থ বিদ্যা ব্যবিক	8@ 8@						
				থাগিত উৎবোজি মোটি	82 30 300						
ভিঁল থোৱাণ	ক্যালকুলেটর ব্যবহার করা ঘাই	হবে। পর	শৈকার হলে কে	গণিত উংরোজ মেটি = লগীক্ষার সিলেবাস অনু গন মোবাইল ফোন সঙ্গে ও	ষ্ঠ৫ ২০০ ২০০ দায়ী MCQ শব্ধজিতে অনুষ্ঠিত ইইবে। পরীক্ষায় ধনা যাইবে না।						
श्चानतन	ক্যালকুলেটর ব্যবহার করা ঘাই ভার্তি পরীক্ষা ও ফল প্রকাশের পরীক্ষার তারিখ	(তেন। পর সময়সূচি:	শৈকার হলে কে	গণিত উংরোজ মেটি = লগীক্ষার সিলেবাস অনু গন মোবাইল ফোন সঙ্গে ও	ষ্ঠ৫ ২০০ ২০০ দায়ী MCQ শব্ধজিতে অনুষ্ঠিত ইইবে। পরীক্ষায় ধনা যাইবে না।						
শারণ	ক্যালভূলেটর ব্যবহার করা ঘট ভর্তি পরীক্ষা ও ফল প্রকাশের পরীক্ষার ভারিশ –২০০৮ইং	ত্বে। পর সময়সূচি: সকাল	শৈকার হলে কে	গণিত উংরোজ মেটি = লগীক্ষার সিলেবাস অনু গন মোবাইল ফোন সঙ্গে গ							
১-৩২	ক্যালকুলেটর ব্যবহার করা ঘাই ভার্তি পরীক্ষা ও ফল প্রকাশের পরীক্ষার তারিখ	হবে। পর সামারসূচি: সাবাগাল পর্যজ ৪১ ৪২	শৈলার হলে কে প্রদীত্র ১০:০০ ঘটি বাংলাদেশ কলেজ অং	গণিত ইংরেজি  সেটি   ত্বাটি   ক্বিলিক্টাকার সিকেবাস অনু লান মোবাইক কেনে সংকে ও  ভার সময়কাল কো হইডে ১৯:৩০ ঘা  কলাজ অব লোগার টেকক ব টেন্সটেইল টেকনেলাজী	৪৫ ১০০ ১০০ নালা MCQ পদ্ধতিকে অনুষ্ঠিত হইবে। পরীক্ষরে নালা মাইবেল। সুল্যায়ন্ত্র প্রতিবিদ্ধানী কর্মান্তর ১৯০১ ১৯০১ বিশ্ব আরিষ্ঠ বোলা মধ্যবার ক্রমান্তর ১৯০১ ১৯০১ বিশ্ব বালা মধ্যবার ক্রমান্তর মার্টিকাম। ক্রমান্তর ১৯০১ ১৯০১ বিশ্ব বালা মধ্যবার ক্রমান্তর ১৯০১ ১৯০১ বিশ্ব বালা মধ্যবার						
াধারণ ১-০২ রাজ ভ	ক্ষাল্যুকেটির অসহরে করা মাই অতি প্রীক্ষ ও কলা বলালের অতি প্রাক্ষ কর্মান কর্মান্য কর্মান কর্মান্য কর্মান কর্মান্য কর্মা	বেব। পরী ক্রমরকৃটি: ক্রমরকৃটি: ক্রমরকৃটি: ক্রমরক্রটি: ক্রমরকর ক্রমরকরর ক্রমরকরর ক্রমরকরর ক্রমরকরর ক্রমরকরর ক্রমরকরর ক্রমরকরর ক্রমরকর	ক্ষার হলে কে  প্রাথি ১০০০ ঘটি বাংলাদেশ কলেজ অ- চাকা পলিটে জিবিতে মেধা ডিপ-জাডীয়া ফালা কমপথে বি তি সম্বাথার ক্ষার্থা	দাবিত ইংবেলি  হোটে ল  মেটি ল	ত্ব বিশ্ব						
থারণ ১-০২ জেড	ক্ষাল্যুকেটির অসহরে করা মাই অতি প্রীক্ষ ও কলা বলালের অতি প্রাক্ষ কর্মান কর্মান্য কর্মান কর্মান্য কর্মান কর্মান্য কর্মা	বেব। পরী ক্রমরকৃটি: ক্রমরকৃটি: ক্রমরকৃটি: ক্রমরক্রটি: ক্রমরকর ক্রমরকরর ক্রমরকরর ক্রমরকরর ক্রমরকরর ক্রমরকরর ক্রমরকরর ক্রমরকরর ক্রমরকর	ক্ষার হলে কে  প্রাথি ১০০০ ঘটি বাংলাদেশ কলেজ অ- চাকা পলিটে জিবিতে মেধা ডিপ-জাডীয়া ফালা কমপথে বি তি সম্বাথার ক্ষার্থা	দাবিত ইংবেলি  হোটে ল  মেটি ল	ত্ব বিশ্ব						
থারণ ১-০২ জেড	ক্ষাল্যুকেটির অসহরে করা মাই অতি প্রীক্ষ ও কলা বলালের অতি প্রাক্ষ কর্মান কর্মান্য কর্মান কর্মান্য কর্মান কর্মান্য কর্মা	বেব। পরী ক্রমরকৃটি: ক্রমরকৃটি: ক্রমরকৃটি: ক্রমরক্রটি: ক্রমরকর ক্রমরকরর ক্রমরকরর ক্রমরকরর ক্রমরকরর ক্রমরকরর ক্রমরকরর ক্রমরকরর ক্রমরকর	াফার হলে কে প্রীয়া ১০০০ ঘটি বাহলাদেশ কলেজ জ্ব চাকা পলিটে ভিত্তিতে মেখা তপ-জাতীয়া ক্ষো কম্পাদে ক্ষো কম্পাদে ক্ষো কম্পাদে	দাবিক   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল   ভাবেল    ভাবেল   ভাবেল    ভাবেল    ভাবেল    ভাবেল    ভাবেল    ভাবেল    ভাবেল    ভাবেল    ভাবেল    ভাবেল							
থারণ ১-০২ জেড	কালেন্দ্ৰভাগন কৰা পাই শ্ৰীক্ষাৰ আৰু কৰাবেন্দ্ৰ শ্ৰীক্ষাৰ আৰু কৰাবেন্দ্ৰ ১০০০ই হ নাৰ্বাৰ গৰীক্ষাৰ কেন্দ্ৰসমূহ, কাৰ্বাৰ গৰীক্ষাৰ কৰাবিন্দ্ৰ কেন্দ্ৰভাগন কৰাবিন্দ্ৰ কৰাবেন্দ্ৰ কৰাবিন্দ্ৰ কাৰ্বাৰ্কনে কৰাবিন্দ্ৰ কৰাবিন্দ্ৰ ক	হবে ৷ পরী কামরাকৃতি: কামরাকৃতি: কামরাকৃতি কামরাকৃতি কামরাক কামরাকৃতি কামরাক কামরাকৃতি কামরাক কামরাকৃতি কামরাক কামরাকৃতি কামরাক	াক্ষার হলে কে পরীক্ষার কলে কে ১০০০ ঘটি আহলাদেশ কলেজ জ চাকা পলিটে জিল-জাতীয়া ক্ষার সম্পদ্ধ বিশ্ব ক্ষার সম্পদ্ধ	দাবিক   ইতিবালি  ইতিবালি  ইতিবালি  নামীকার সিনোবালি  নামীকার সিনোবালি  নামীকার সিনোবালি  নামীকার সিনোবালি  কার্য্য করিব বিকাশ করিব   কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব    কার্য্য করিব     কার্য্য করিব    কার্য্য করিব     কার্য্য করিব     কার্য্য করিব     কার্য্য করিব     কার্য্য করিব     কার্য্য করিব     কার্য্য করিব     কার্য্য করিব     কার্য্য করিব     কার্য্য করিব     কার্য্য করিব     কার্য করিব							
2-02	লাগালুকাটার সাক্ষর করা করা না শ্রেটাকার নার্টাকা একেটাকার সার্টাকার নার্টাকার একেটাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নার্টাকার নাল্টাকার নাল্টাকার নাল্টাকার নাল্টাকার নাল্টাকার নাল্টাকার নাল্টাক	হবে ৷ পরী ক্রমানুক্তি সকলাল পর্যক্ত  ৪ ১ ৪ ২ ৪ ২ ৪ ২ ৪ ২ ৪ ২ ৪ ২ ৪ ২ ৪ ২ ৪ ২ ৪ ২	াঞ্চার হতে কে হ হ প্রীক্ষ ১০০০ ঘটি আন্দোদেশ কলেজ অব চারের প্রকাশ উপ-জ্যান্তীয়ন অব্যান্তর বিশ্ব ক্রিক্তার বিশ্ব ক্রিক্তা ক্রিক্তার বিশ্ব ক্রিক্তার বিশ্ব ক্রিক্তার বিশ্ব ক্রিক্তার বিশ্ব ক্রিক্তার বিশ্ব ক্রিক্তার বিশ্ব ক্রিক্তার বিশ্ব ক্রিক্তার বিশ্ব ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রেক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রেক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্তা ক্রিক্ত	THE STATE OF THE S	ত্ত্ব বিশ্ব বিশ্						
2-02	CONTROL OF THE PROPERTY OF T	হবে ৷ পরী লামবার্গি লামবা	াক্ষার হতে কে ক্রম্মান ক্রম্মান কর্মান ক্রামান কর্মান ক্	পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক     পাৰিক     পাৰিক     পাৰিক     পাৰিক     পাৰিক     পাৰিক     পাৰিক      পাৰিক							
2-02	CONTROL OF THE PROPERTY OF T	হবে ৷ পরী লামবার্গি লামবা	াক্ষার হতে কে ক্রম্মান ক্রম্মান কর্মান ক্রামান কর্মান ক্	পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক    পাৰিক     পাৰিক     পাৰিক     পাৰিক     পাৰিক     পাৰিক     পাৰিক     পাৰিক      পাৰিক	ত্ত্ব বিশ্ব বিশ্						

Ad 92

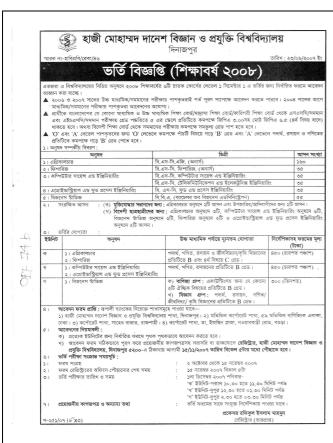
74



Ad 93

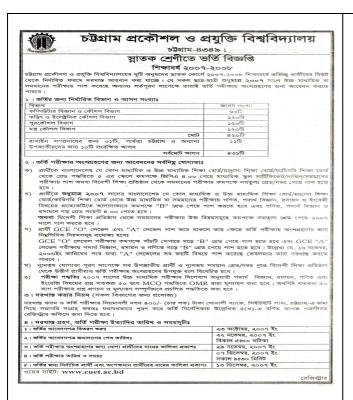


Ad 94



DESIGNATION OF THE PROPERTY OF

Ad 95 Ad 96



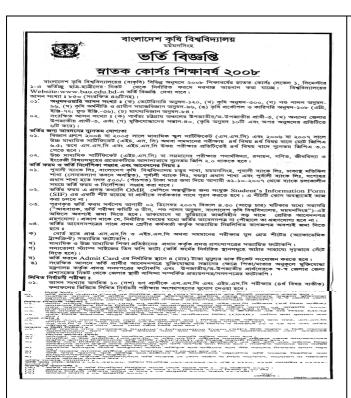
ত্ৰত ৭-২০০০ কৰা বিশ্ববিদ্যালয়

ত্ৰত ৭-২০০০ কৰা বিশ্ববিদ্যালয়

বিশ্ববিদ্যালয় নামৰ নিৰ্দেশ নিৰ্দাৰ কৰা নিৰ্দাৰ

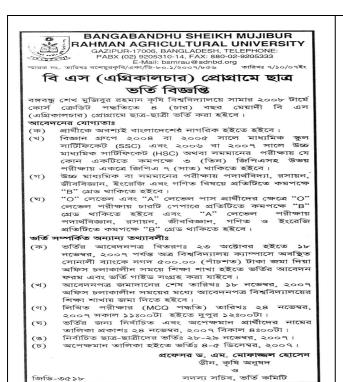
Ad 97

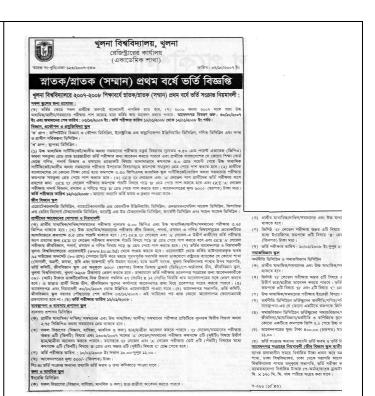
**Ad 98** 





Ad 99





Ad 102 Ad 101



#### গণপ্রজাতন্ত্রী বাংলাদেশ সরকার অধ্যক্ষের কার্যালয় গার্হস্য অর্থনীতি কলেজ, আজিমপুর, ঢাকা।

স্মারক নং -৪৯৮/০৭-শিক্ষা,

তারিখঃ১৮/১০/০৭ইং

#### ঢাকা বিশ্ববিদ্যালয়ের অধীনে স্নাতক সম্মান কোর্সে ভর্তির আবেদন আহ্বান

শিক্ষাবর্ষঃ ২০০৭-২০০৮

ফরম বিতরণ ও জমাঃ

১ নভেম্বর '০৭ থেকে ৩১ ডিসেম্বর '০৭ পর্যন্ত (সকাল ৯.০০ টা থেকে দপর ৩০০ টা পর্যন্ত)

আবেদনের ন্যূনতম যোগ্যতাঃ

- কোনের মূল্যন বন্দার শিক্ষা শাখা থেকে উত্তীর্ণ ছাত্রীদের ক্ষেত্রে মাধ্যমিক ও উচ্চ মাধ্যমিক পরীক্ষায় (৪র্থ বিষয় বাদে) প্রাপ্ত জিপিএর যোগফল কমপক্ষে ৬.০০ হতে হবে, তবে কোন পরীক্ষায় জিপিএ ২.৫০ (৪র্থ বিষয় বাদে) এর নিচে হলে তা গ্রহণযোগ্য হবে না।
- (৪খ বিষয় বাদে) এর নিচে থলে তারখন্যোগ্য ২০২ দা । (খ) মানবিক ও গার্হস্থ অর্থনীতি শাখা থেকে উত্তীর্ণ ছাত্রীদের ক্ষেত্রে মাধ্যমিক ও উচ্চ মাধ্যমিক পরীক্ষায় (৪র্থ বিষয় বাদে) প্রাপ্ত জিপিএর যোগফল কমপক্ষে ৫.০০ হতে হবে, তবে কোন পরীক্ষায় জিপিএ ২.০০
- প্রের্থ বিষয় বাদে) এর নিচে হলে তা গ্রহণযোগ্য হবে না। (গ) কারিগরি শিক্ষা ও উন্মুক্ত বিশ্ববিদ্যালয় থেকে উত্তীর্ণ ছাত্রীরা আবেদন করতে পারবে না।

সম্মান কোর্সভূক্ত বিষয় সমূহঃ

কো খাদ্য ও পুষ্টি বিজ্ঞান (খ) গৃহব্যবস্থাপনা ও গৃহায়ণ (গ) শিশু বর্ধন ও পারিবারিক সম্পর্ক (ঘ) ব্যবহারিক শিম্পকলা (ঙ) বস্ত্র পরিচ্ছদ ও বয়ন मिल्ला।

ফরম বিতরণের তারিখ থেকে ভর্তি সংক্রান্ত বিস্তারিত তথ্য কলেজ নোটিশ বোর্ডে প্রকাশ করা হবে।

अपीवार ७ ७. किरताजा जूनठाना অধ্যাপক অধ্যক্ষ

সি\_২৩১৩৯/০৭

East West University Center for Research and Training (EWUCRT) promotes academic and applied research for creation and dissemination of new knowledge. With this goal the Center is dedicated to developing the research potentialities of faculty members of the East West University. In this effort EWUCRT provides generous financial grants to support faculty research and training on research methodology, publications of research reports and journals and sharing of research results with academia, researchers and policy makers. To facilitate dissemination and exchange of knowledge CRT organizes seminars and symposiums.



Plot No- A/2, Main Road, Jahurul Islam City, Aftabnagar, Dhaka-1212, Bangladesh. E-mail: <a href="mailto:ewucrt@ewubd.edu">ewucrt@ewubd.edu</a>

Website: www.ewubd.edu

# About this working paper...

This working paper is circulated to encourage discussions and comments. Comments may kindly be sent to: EWU Center for Research and Training (EWUCRT), East West University, Plot No- A/2, Main Road, Jahurul Islam City, Aftabnagar, Dhaka-1212, Bangladesh. E-mail: <a href="mailto:ewucr@ewubd.edu">ewucr@ewubd.edu</a>



### **CENTER FOR RESEARCH AND TRAINING**

Plot No- A/2, Main Road, Jahurul Islam City, Aftabnagar, Dhaka-1212, Bangladesh.

E-mail: <a href="mailto:ewucrt@ewubd.edu">ewucrt@ewubd.edu</a>
Website: <a href="mailto:www.ewubd.edu">www.ewubd.edu</a>