

Representation, News Media and the Institute of Education and Research at the University of Dhaka

Md. Mahmud Hussain¹ and Md. Alamgir Hossain²

Abstract

Looking into representation in news media is a kaleidoscopic yet momentous way to learn how an institution such as the Institute of Education and Research (IER), University of Dhaka, is portrayed and viewed by many. News being just a fingertip away today and somewhat invasive, representation in the news has become more meaningful, far-reaching, and policy-influencing. This content analysis research searched five Bangladeshi news media, both newspapers and broadcast media, over a five-year period, from 2016 to 2020, to understand the nature of IER's representation in them. The findings reveal that IER is primarily considered an authoritative institution in the field of education and research in Bangladesh, with secondary representation in assorted feature stories. IER faculty members were consulted for their insights into various education and concomitant topics. IER students were also represented, although relatively less significantly, in the form of success stories and soft news articles. A smaller amount of unpropitious representation of IER was also found.

Keywords: representation, news media, IER, content analysis

Corresponding email: sain@du.ac.bd

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Introduction

News media encapsulate moments in time. As former publisher and president of *The Washington Post*, Philip Leslie Graham, among others, affirmed that news media diligently pen “the first rough draft of history” around the clock (Graham, 1953, p. 88). Resounding the importance of “counsel of the years” from Max Ehrmann’s famous prose poem “Desiderata” (Ehrmann, 1995, p. 11) or the significance of “looking back” as voiced by great auteur Federico Fellini (Fellini & Chandler, 2001, p. 37), this “first rough draft of history”, as Institute of Education and Research (IER), University of Dhaka celebrates diamond jubilee and University of Dhaka its centenary, provides an ideal way — a lens per se — to study IER’s multidimensional representation in Bangladesh.

The first institute of the University of Dhaka, IER, was established in 1959 (Haque, 1984, p.

¹ School of Education, Education Discipline, Khulna University

² Institute of Education and Research, University of Dhaka

17) and over the span of the last sixty years and counting, continues to be academe to thousands of educatees, postgraduate students and teaching faculty. Shaw et al. (1969) report that IER (a) “promotes, provides, and conducts facilities for advanced study and research in education”, (b) “provides teaching, training and guidance and prepares candidates” for degrees in education, (c) “conducts courses of further study for those already qualified to engage in educational work”, and (d) furnishes “services for those concerned with higher education” (pp. 73–74). These wide-ranging objectives and the founding year placed IER as the oldest, if not the foremost, institution for education in Bangladesh. The idea of education as a discipline and its criticalness in shaping the education scene are developing understandings that IER helms, as Zeehad (2019) declares. The leading objective of promoting, providing and conducting “advanced study and research in education” also potentially calls for IER to become an authoritative figure in the fields of education and cognate spheres. One of the approaches to look into IER’s standing in this endeavour is by perusing the portrayal or representation of IER in news media, as Jo (2003) suggests citing Severin and Tankard (2001) as well as Taylor and Condit (1988) that “mass media play a critical role” in constructing “broad public meanings” (p. 398).

Another point to be reckoned with is that the scientific understanding of Bangladeshi institutions, or educational institutions, for that matter, is sparse. Thus, many researchers decide to investigate Bangladeshi news media to mould their scientific take on a particular phenomenon (Alhamdan et al., 2014; Mamun et al., 2020; Naziz, 2020). As opposed to many fallible news outlets in many parts of the world (Zimdars, 2016), Bangladeshi news media is found to be bustling (Shoosmith & Genilo, 2013). Khan (2008) writes, “A dynamic press, a vibrant civil society and an innovative entrepreneurial business community in defiance of all odds, continue to make a contribution in their respective fields to ensure overall national progress”. Rahman (2016) also reveals that “the reach of the media in Bangladesh has extended from national to global audiences”.

Having a grasp of how IER is represented in media that real individuals immediately consume is especially important for two more reasons. One is that news consumers, in many ways and means shape the news that is covered. Reporting on reading news via social media sites, Shearer and Grieco (2019) state, “The largest social media platforms control the content on their feeds using computer algorithms that rank and prioritise posts and other content tailored to the interests of each user”. This is a reality that is true today and going to become truer in the near future. The other reason is that as news is disseminated toward diverse people, diverse perspectives play a part in shaping the nature and nuance of the news. IER’s representation in news media thus becomes a representation constructed from diverse perspectives. Learning about the representation thus enriches IER’s footing as a scientific institution as Byars-Winston et al. (2019) herald, “You cannot think outside the box if you are locked inside it. Diverse perspectives make science stronger”. Against such a surround, this study’s purpose was to act in response to the following research question: How is IER represented in Bangladeshi

news media? This research did not try to make broad generalisations but rather sought to comprehend the nature of media representations of IER by way of unfolding how IER adds to the calculus and apparatus of education policy reform and development in Bangladesh and if other observations — positive or negative — for IER can be glimpsed.

Representation and the Media Landscape

This research expands upon a theoretical understanding of the idea of “representation” as it relates to the media landscape. In his seminal works, Stuart Hall maintains that representation is a fundamental communication requirement and that people cannot connect without it (Hall et al., 2004, 2013). The capacity to explain or envision anything is what Hall means when he talks about representation. Because meaning and language are the primary means by which culture is cultivated, representation is critically significant. The language here functions as a symbolic conduit or a type of representation. The meaning of a culture is always mediated via language in order for it to be transmitted to each person who is an active contributor to the culture, which is something that Hall argues is evidence of the relevance of representation as a mode of communication and social interaction.

This study operates under the premise that the representation, or for this study’s case, representation of IER, occurs inside what Appadurai (2015) refers to as a mediascape. The term “mediascape” refers to both the geographical distribution of the potential for electronic means to generate and spread information and the media-constructed impressions of the world around us. As a consequence of increasing global fluxes, Appadurai avers that the flexible and dispersed character of everyone’s as well as the media’s contexts have been brought to the forefront by the metaphor of the “scape”. Appadurai essays to theoretically and practically accommodate the breakneck speed of globalisation through the lens of the mediascape.

Methodology

Employing content analysis research to analyse both text and video, this qualitative study sought to cognise IER’s representation in Bangladeshi news media and reviewed purposively selected five news media in Bangladesh, among which two were newspapers and the remainder were broadcast media. The content analysis method was used to examine texts and videos from the five outlets since Krippendorff (2004) explains,

The content analyst views data as representations not of physical events but of texts, images, and expressions that are created to be seen, read, interpreted, and acted on for their meanings, and must therefore be analysed with such uses in mind. Analysing texts in the contexts of their uses distinguishes content analysis from other methods of inquiry. (p. xiii)

The selected five news media were, in alphabetical order: *Bdnews24.com*, *Independent Television*, *News24 TV*, *Prothom Alo*, and *Somoy TV*. In the absence of a topic-based or relational database such as Factiva (<https://www.factiva.com>) or Udndata (<https://udndata.com>) in Bangladesh, the study drew on online outlets of the five news media within the timeframe of January 2016 through December 2020. Besides the usual meaning of the expression “representation”, the study considered the participation of faculty members of IER — where their affiliation with IER is clearly displayed or mentioned — as a representation of IER. For the two newspapers, “site: operator” was used in Google search for each of their websites (Russell, 2019, Chapter 3, p. 27). For the three broadcast media, their respective official and verified YouTube channels were examined. In both situations, as is the case, the local version of Google (<https://www.google.com.bd/>) and YouTube (<https://www.youtube.com.bd>) were used. Sets of specific search strings were utilised to locate pertinent articles or programme segments using a Windows 10 Pro-based desktop computer. The number of search returns is not constant over time due to varying factors such as usage patterns and search parameters (Gao & Shah, 2020; Vincent et al., 2019); thus, only the results with relevant information were reviewed, and their quantitative details are given in the Results section. The search strings, as well as inclusion and exclusion criteria, are detailed in the following paragraphs.

Bdnews24.com and *Prothom Alo* are the two newspapers from the list, with the former being the “first online newspaper” in Bangladesh (Shoosmith & Mahmud, 2013) and the latter being the second most circulated newspaper in Bangladesh (Department of Films and Publications, Ministry of Information, Government of the People’s Republic of Bangladesh [DFP], 2021). Furthermore, the online edition of *Prothom Alo* (<https://www.prothomalo.com>) consistently tops Bangladeshi web traffic ranking just after Google, YouTube, and Facebook (Alexa Internet, 2021). Though *Bdnews24.com* has both Bangla and English editions, this study explored the English edition, which is also its default edition (<https://bdnews24.com>). *Prothom Alo*, similarly, releases Bangla and English editions; however, its Bangla edition was consulted as Bangla was the default edition and also the language of its print edition. Employing “site: operator” in Google search for each of the two newspapers, a selection of search strings was run to find articles. The search strings were typed in lowercase as “searches are not case sensitive” (Landøy et al., 2020, p. 71). For *Bdnews24.com*, the search strings were “ier” and “institute of education”. For *Prothom Alo*, they were, in Bangla: “institute of education and research” “dhaka” university, “institute of education and research” “du”, “institute of education and research” “dhaka”, “ier” “dhaka”, “ier” “dhaka” university, and “ier” “du”. Additionally, Bangla transliterated forms of the English wordings of the said strings were also used. The search strings were entered with specific double quotes (as mentioned) to make use of Google’s “exact phrase search” (Russell, 2019) as well as without them. The study did not take into account submissions by readers. This also includes *Bdnews24.com*’s “The Opinion Pages”. Consulting both Bangla and English newspapers were intentional, as the study intended to include contents from both readerships within its scope. Though *The Daily Star* is the most

distributed English daily (DFP, 2021), it was not picked out as both *Prothom Alo*, and *The Daily Star* are owned by the same company, Transcom Group (Shoesmith & Mahmud, 2013).

The selected broadcast media — *Independent Television*, *News24 TV*, and *Somoy TV* — are some of the most viewed Bangladeshi news providers on YouTube, with, as of February 2021, *Independent Television* garnering 1,425,120,352 views (Independent Television, n.d.); *News24 TV* 396,751,433 views (News24, n.d.); and *Somoy TV* 3,377,735,124 views (Somoy TV, n.d.). The searches for these three outlets were performed within each channel using “ier” and its transliterated form in Bangla. The study looked for unique videos and defined them as programme segments. In a few cases, individual news shows were broken down and released by the corresponding outlet as multipart videos. This study — because of the nature of each of the videos’ viewership and consumption behaviour — considered each of the videos to be a programme segment. Moreover, the study was unable to find significant YouTube search returns for the years 2016 and 2017 for all three outlets, presumably because of the difference in news media consumption behaviour in those years.

Ethical Considerations

The study took a closer look at publicly available free-access news articles and programme segments and did not have any human participants. The study, however, refers to individuals from the relevant materials. Such being the case, as declared by Haque et al. (2020), this kind of “research does not require formal ethical clearance” (p. 453–454). O’Brien and Clark (2011) also share this pronouncement.

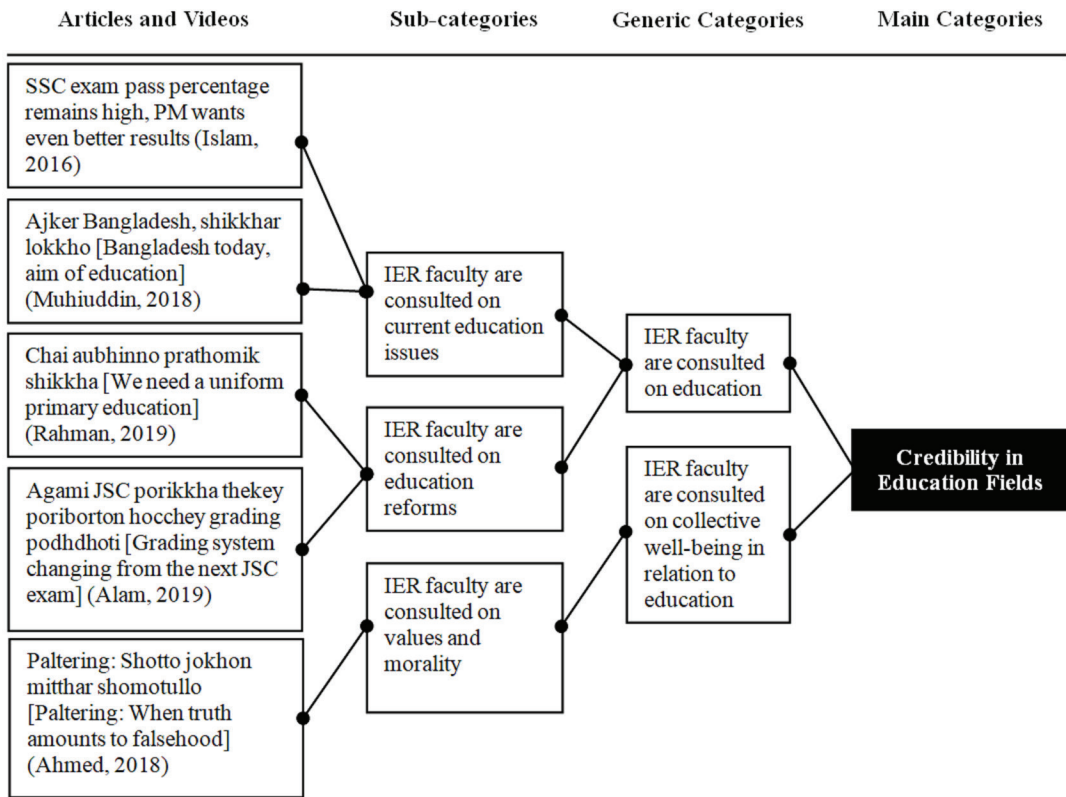
Research Trustworthiness

The study verified its trustworthiness by inspecting its “credibility, transferability, dependability, and confirmability” (Lincoln & Guba, 1985, pp. 301–331). Credibility was achieved by virtue of the nature of the data that were collected, as all of the data that were reviewed are publicly consultable and accessible over the internet (online newspapers and YouTube channels). Different settings and contexts were considered when selecting data sources to ascertain transferability. For example, all of the data sources are available on many platforms. *Prothom Alo* produces both online and print editions and has a strong YouTube presence, whereas *Bdnews24.com* has a YouTube presence in addition to its online newspaper. *Independent Television*, *News24 TV*, and *Somoy TV* all broadcast internationally on television and have YouTube channels. All providers have thriving profiles on social media sites like Facebook and Twitter. Lastly, dependability and confirmability were ensured by keeping a detailed log of the undertaken activities. A similar strategy was applied by Shine (2015).

Data Analysis

The news articles and programme segments were analysed by adopting the inductive content analysis approach by Elo and Kyngäs (2008). They recommended using “inductive content analysis” when no prior studies are addressing the phenomenon or when the understanding of the phenomenon is fragmented. To our best knowledge, this is true for this study, as an earlier study on IER’s portrayal in the press could not be located. Chen et al. (2012) also implemented Elo and Kyngäs’s (2008) approach to realising the portrayal of individuals with intellectual disabilities in the Taiwanese press. The three-step analysis process includes: “open coding, creating categories, and abstraction”. Going through the process, a total of 166 items were found initially from approximately 500 results. Several of the 166 items had to be discarded because of their incongruity with the study’s scope (for instance, some of the found items were about Institute of Education and Research in other universities such as Jagannath University, University of Rajshahi, University of Chittagong, and Khulna University). This research ensured inter-coding reliability by adhering to O’Connor and Joffe’s (2020) approaches. To achieve reliability, the data were coded by two independent coders. Initially, the data were compartmented using a finer-grained analysis, and then the abstraction was carried out progressively. Finally, 111 items were recognised to have representation of IER. By way of the “abstraction” process, nine “sub-categories” were subsumed under six “generic categories”, and then four “main categories” or themes were established. In addition to the scope of this research, the analysis revealed a few negative representations of IER, all of which were given a separate category. Figure 1 depicts an example of the abstraction process for several reviewed articles and videos.

Figure 1: An Example of the Abstraction Process



Results

A total of 111 items — 101 newspaper articles and ten programme segments — were found to have representation of IER. Table 1 exhibits a summary of the 111 items.

Table 1: Outline of newspaper articles and programme segments with the representation of IER

News media	2016	2017	2018	2019	2020
Name of newspapers	Number of articles				
<i>Bdnews24.com</i>	2	3	1	1	1
<i>Prothom Alo</i>	17	19	17	19	21
Name of broadcast media	Number of programme segments				

<i>Independent Television</i>	0	0	5	1	0
<i>News24 TV</i>	0	0	0	1	1
<i>Somoy TV</i>	0	0	1	0	1

The study found four themes after analysing the data. The four themes are, in proportional order: credibility in education fields (54.1%), assorted feature stories (21.6%), successes and happenings of IER students (12.6%), and representationally unpropitious (11.7%). Table 2 shows their distribution over different media.

Table 2: *Overview of Distribution of Themes Across Different Media*

Themes	<i>Bd-news24.com</i>	<i>Independent Television</i>	<i>News24 TV</i>	<i>Prothom Alo</i>	<i>Somoy TV</i>	Total	%
Credibility in education fields	4	6	1	47	2	60	54
Assorted feature stories	2	0	0	22	0	24	21.6
Successes and happenings of IER students	0	0	1	13	0	14	12.6
Representationally unpropitious	2	0	0	11	0	13	11.7

The four themes are now further explored in the subsections that follow. Because the identities of the participants or experts are publicly displayed or communicated in the reviewed articles and videos, the researchers used the names of several IER faculty in some instances with quotes where they considered it best conveyed the argument.

Credibility in Education Fields

More than half of the representation of IER in the news media stemmed from the practice of transmitting IER's take on particular phenomena in education and its concomitant fields. This came mainly in the form of interviews of IER faculty members, IER faculty members participating in roundtables and discussion programmes, as well as being part of various national committees. Faculty members were called in for their comments on education-related events spanning from topics such as the correlation between success rate and quality of education (if high Secondary School Certificate [SSC] examination pass percentage was essentially

“indicative of the quality of education” [Islam, 2016]) and psychological ramification of disciplining schoolgoing children (Muhiuddin, 2018) to uniform primary education (Rahman, 2019), changes in grading system (Alam, 2019), and paltering (Ahmed, 2018). They were asked or consulted on a broad spectrum of questions on education. Shuvo (2020) requested Professor Dr Md. Abdul Maleque about what should be done to mitigate the harsh effects the pandemic has on students dropping out, to which his reply was,

We can do better by employing digital technologies as much as we can. We have to keep in mind then the basics: inclusiveness and equality. To ensure the effective use of online or digital services for everyone, which is a noticeably big deal to begin with, we need to pay attention and take effective action. And call this investment or support; we must expand its reach. We see now that many university students are trying to take classes online, but they are not getting the technological support they need. There is a cost attached to it, and for many, it is not affordable. We must support low-income families financially, especially their young ones, to join the digital classroom and stay connected for the duration of the class. We must tend to this at once.

IER academics were conferred on evolving and current issues in education. Professor Dr M. Wahiduzzaman was asked about the then-ongoing unrest in public universities (Raha, 2019). To the question about if the laws governing the universities should be redressed, he responded,

All private universities in Bangladesh operate under one set of laws, and each public university has its own laws. I think if there are errors in the laws, they can be amended. But universities must run by the appropriate application of their own laws.

Islam (2020) also requested him to convey his thoughts about the nature of instruction and education during the pandemic. Professor Dr M. Wahiduzzaman asserted, “Technology must be utilised at all times, not just during the coronavirus crisis. This has to be included in the curriculum. Our education system has much content. COVID-19 has allowed us to cut it down”.

On more than several occasions, journalists asked Professor Dr M. Siddiqur Rahman’s opinion on a variety of education topics (Ahmed, 2017; Ahmed, 2020; Akhter, 2019). In his solo interview, Sharifuzzaman (2020), in the context of Professor Dr M. Siddiqur Rahman’s part in the 2009 national education policy preparation committee, asked what additional subjects should be studied. He answered,

Work-oriented education and vocational and technical education are essential. We also recommended fine arts, life and work-oriented education, career studies and physical education. Some things got implemented, but then it was decided that exams would be replaced with continuous assessments. This may be important, but the teachers need to prepare for that. Now, these topics are not taught in 90 per cent of schools.

News media also reported on IER faculty members talking in roundtables on education and education-related topics ranging from, among others, developing first language reading skills to protecting the rights and well-being of persons with disabilities and pre-primary education in Bangladesh (“Agami,” 2019; “Ain,” 2018; “Matribhashay,” 2018). In a *Prothom Alo*-UNICEF roundtable titled “Early Childhood Development and Care”, described in “Shishur” (2017), Professor M. Nazmul Haq stated,

There has been much work on children’s education. But we are doing the same thing repeatedly, as if education only means books, studying, and learning math, and there is nothing else. If we talk about education for children, then play is how they learn the most. But play is utterly absent in the curriculum. Play is also missing in school. Research has shown that five kinds of child development happen through play. So, I do not understand why play is still absent from the curriculum.

The news media also relaid IER’s work fulfilling Sustainable Development Goals (SDG). Somoy TV (2018) broadcast a segment on the IER-organised “National Conference on Achieving Sustainable Development Goals in Bangladesh: Educational Responses, Challenges, and Possibilities”.

Assorted Feature Stories

News media’s feature stories included representations of IER, with over 21% coming from this category. The study positioned the feature pieces that were written on IER students in a different category that can be found further down the page. Feature stories are characterised as articles incorporating emotion and commentary in addition to factual information, in contrast to hard news stories, which centre on providing information (Ricketson & Graham, 2020; Zelizer & Allan, 2010). Likewise, the articles varied from reportage on famous IER educationist Professor M. A. Jabbar (Molla, 2019) and martyred intellectual Dr Faizul Mohee (“Shei,” 2018) to the obituary of Professor Rokeya Begum (“Rokeya Begum,” 2016) and employability of graduates (“Keno,” 2020).

Maksud (2019) and Sayed (2020) chronicled IER and the liberation war of Bangladesh — on martyred IER intellects Dr Faizul Mohee and Dr Sirajul Haque Khan. Drawing on the brutal killing of Bangladeshi intellectuals in the liberation war and the irreparable loss incurred, in his article headlined “Martyr’s Blood Will Never Dry Up”, Maksud (2019) writes, “We see a lack of quality textbooks in Bangladesh today. And Dr Sirajul Haque Khan’s research was on textbooks for secondary and higher secondary students.” He adds, “20-21 Dhaka University teachers were martyred; this has no parallel in the history of the world.”

IER was also viewed from different angles: “Shat” (2017) reported about IER’s Professor Emerita Dr Sultana Sarwat Ara Zaman receiving honour from the Dhaka University Alumni Association, and “Chakrir” (2018) informed about IER as a potential place for postgraduate

study while working, while account by “Chaotic” (2017) described waterlogged IER premises.

Successes and Happenings of IER Students

12.6% represented IER by reporting about its students. They came in the shape of IER students supporting the development of the “smart controller” glasses for visually impaired people (Wasif, 2016), going abroad for higher education on a Fulbright scholarship (“Statue,” 2017), obtaining Master of Philosophy degrees (“Dhabi,” 2020), helping housebound people in the capital during pandemic (Hossain, 2020), and participating in an iftar party by Physically-challenged Development Foundation (<https://www.pdfbd.org/>) (“Bibhinno,” 2018).

Kausar (2020) communicated about a young filmmaker, who used to be an IER student being awarded in international short film festivals. Her piece notifies Professor Dr Md. Abdus Salam’s role as the producer of the young student’s short films. To her question about motivation, Professor Dr Md. Abdus Salam explicates,

We are doing this because we want to blend different media with education and give society a little back. So far, our productions have been getting awards in almost all the places we entered, which has made us confident.

In the midst of the success stories and other soft news pieces, a few of the news reports were grim: “Dhaka” (2020) apprised about an IER student committing suicide, “Ma-er” (2019) relayed the appeal to help treat an IER student’s cancer-stricken mother, and “Corona” (2020) reported on an IER student’s sudden demise from a lung tumour, among others.

The study placed news, albeit a few, about IER students in unlawful activities in the fourth theme, “representationally unpropitious”.

Representationally Unpropitious

About 11.7% of the representation was negative. These representationally unpropitious presentations, coming solely from newspapers, arose mainly from three territories: student politics, evening courses, and question paper leaks.

“Austro-madokey” (2019) found that an IER student with political affiliation was temporarily expelled for involvement in arms and drugs, while “Proshnopotro” (2020) wrote about an IER student’s permanent expulsion for a question paper leak. Reports in a similar vein appeared from Rahman (2018) and “Chandabajir” (2020). Furthermore, Rahman (2017) and Hawladar (2020) reported on the business-mindedness of evening courses at the University of Dhaka, indicating IER’s name, among others.

Discussion

In their book *Schoolteachers in the News*, Shine and O'Donoghue (2013) talked about how news media coverage influenced public perception, education policy, and teachers' well-being. In a later study, Shine (2017), citing Hargreaves et al. (2007), points out how the media perspective on education continues to expand. This means, as a corollary, the influence has extended too. A significant body of research supports this (Shine, 2015; Thomas, 2003; Warburton & Saunders, 1996). Md Solaiman Salman, a joint secretary of the Education Reporters' Association of Bangladesh and an award-winning education journalist ("Shikkha," 2020), maintains that the education policies of Bangladesh have been influenced, albeit sporadically, by media coverage to a significant degree (M. S. Salman, personal communication, February 26, 2023). The consistent media representation of the vicissitudes of the entrance examination process for public universities placed pressure on policymakers to open up the dialogue in eliminating the obstacles that prospective students are required to overcome (Arefin, 2017; "Bishshobiddaloye," 2020; Iqbal, 2018). The media's regular reporting of ragging at Bangladeshi universities affected the status quo and helped pave the way for more stringent policy measures, such as zero tolerance and anti-ragging bodies within the universities (Billah, 2022; "BUET," 2019; "Extreme," 2018; Islam, 2020; Salman, 2023; "Zero," 2020). The 2021 annual report of the University Grants Commission of Bangladesh (UGC), which was presented to the president on 12 January 2023 (Akhter, 2023), included a number of recommendations, among which were the enactment of policies for the appointment of vice-chancellors and education loan programmes for tertiary-level students (University Grants Commission of Bangladesh, 2023, p. 300). It is interesting to note that the media has paid much attention to these topics in the months leading up to that point (Anam, 2022; Salman, 2022a, 2022b; "VCs," 2022).

In light of this, how IER is represented in the coverage may help determining IER's significance or insignificance in effectuating real change in education policymaking. This cannot be overlooked that the relationship is bilateral: how IER is represented does not only glimpse IER's prospect of input into the education of today and tomorrow, but it also means that what comprises IER — its students, teachers, researchers and facilities — is influenced by it. This may manifest in the form of future students' increased interest in IER or faculty members feeling more at home, or facilities becoming state-of-the-art.

The study found IER to be an authoritative institution in the field of education. The study found that the majority of the articles in education necessitated the responsible journalists to ask for IER's comment on the topic. However, compared to newspapers, broadcast media's connection with IER can be considered nascent. Either way, IER faculty members engaged in what can be called Bangladeshi educational discourse. This finding also means that IER faculty members are, as Conrad (1999) says, "articulate and clear experts" (p. 290). However, even with 31% female educators at the University of Dhaka (United News of Bangladesh, 2018), the study also found that female IER faculty members are underrepresented in the engagement. This

agrees with Niemi and Pitkänen (2016), who reported that men continue to predominate among experts in the news media in many countries worldwide.

The study noticed that IER stands as a populated complex, and the news media was interested in its comings and goings. This encompassed IER facilities, students, faculty members, alums as well as former academics of IER. This also indicates the significance of IER's historical footprint and that it has been journeying through the education scene of Bangladesh for more than 60 years. In light of this, even a relatively modest quantity of representationally inimical news carries a considerable responsibility for IER as an institution or, if one dare says it, a change maker.

There is also a dire need, the study encountered, for a topic-based database of Bangladeshi news and a repository of information. A centralised or a few decentralised topic-based databases would make way for and welcome even many researchers looking into Bangladeshi phenomena. There are similar models and operations, such as, as previously mentioned, Factiva (<https://www.factiva.com>) or Udndata (<https://udndata.com>), in many parts of the world.

Limitations

The study used a search engine to find pertinent articles by a set of search strings. It is possible that some potential news pieces having representation of IER were missed. Another limitation is that the current technology returns searches by perusing textual data, which means there could be news segments the study missed where IER was represented verbally and communicated to the viewer through audio.

Conclusion

Biagi (2016) asks the reader at the beginning of her book *Media/Impact: An Introduction to Mass Media*, “When was the last time you spent 24 hours without the media?” (p. 2). Undeniably media today is interlaced with everyday lives in a seamless experience, and it is sometimes too easy to forget the reciprocity between what is being presented and who is receiving it. If IER carries on upholding its original aims, as Shaw (1968, p. 106) put it, researching “into problems in education, the compilation of a body of educational facts and statistics” for Bangladesh and “South-and-South East Asia, and the development of a depository of materials pertaining to Asian education — its philosophy, methods, curricula, facilities, instructional materials, testing and guidance tools, school planning, teacher-training programmes, and in-service training programmes,” IER ought to carry on bettering the education in Bangladesh and elsewhere. And to that end, the recipient of the news media, the “who is receiving it” is a vital part of the equation. In the enterprise of bringing about change for diverse people, a diverse mirror such as the media have potent unignorable insights.

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