

Facebook Based PR: The Analysis on the Social Media Postings on the Official Page of Daffodil International University

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7 May, 2022

Application for approval of project

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Subject: Application for project report submission approval.

Dear Sir,

I have conducted a project entitled "Facebook Based PR: The Analysis on the Social Media Postings on the Official Page of Daffodil International University" as a course requirement for my BSS program in Journalism Media and Communication.

I have tried my level best to work sincerely to cover all aspects regarding the matter which I have been assigned.

I believe that this project has enriched both my knowledge and experience. I hope you will assess my report considering the limitations of the study. I shall be highly grateful if you kindly accept my project. Your kind approval is solicited.

Sincerely,

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CIRTIFICATE OF APPROVAL



I am pleased to certify that the project entitled "Facebook Based PR: The Analysis on the Social Media Postings on the Official Page of Daffodil International University" is prepared by Sudip Chakraborty bearing ID No 181-24-641 of the Department of Journalism, Media and Communication has been approved for presentation and defense. Under my supervision he worked very effectively. He completed the work during the Semester-Fall 2021.

I am pleased to certify that the data, the findings presented in the report are the authentic work of Sudip. I wish him all success in life.

Affal Hossain

Mr. Aftab Hossain

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Declaration

I hereby declare that this the project entitled "Facebook Based PR: The Analysis on the Social Media Postings on the Official Page of Daffodil International University" has been carried out by me in fulfillment of the requirement for the BSS degree in Journalism, Media and Communication under the Faculty of Humanities and Social Science, Daffodil International University. I have composed this paper based on the researchers' findings from various literature to the best of my knowledge and the result of my own investigations. This has not been submitted in part or full to any other institutions for any other degrees.

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Abstract

The power of social media is inevitable for today's life. Social media can help organizations in developing dialogs, relationships with publics and engaging with them. Promoting the organization's name and increasing its fame is now a big challenge. But by the use of social media such as facebook, messenger, twitter and other mediums an organization can engage with the audience by showcasing their activity in public.

Using facebook pages as a PR tool is now a trending way to involve the audience with an organization's activity. When an organization posts their activity in facebook posts people not only get to know what they're doing but what their intentions are. Audiences also interact with those posts as they react, comment and share those activities with others. In this paper I tried to find out how people react, comment, share public posts on facebook. The aim of this study is to see audience's reaction, comment, share on facebook posts, and percentage of those reactions, how particular model of public relations is similar to given facebook posts of Daffodil International University.

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Chapter One: Introduction

1.1. Objective of the Study

Over the past few years people tend to use facebook more than ever before. In fact, It can be said that facebook is now a new pathway in between audience and organization. Whether it's a business organization or educational organization, a public relation officer has a great role to play to make their organizations posts grow rapidly or content that spreads quickly and extensively through PR tools such as social media. Exploring Facebook as a public relations communication tool. [1]. Public Relations practitioners who were more frequent users of social network sites and social media tools reported greater perceptions about using this technique of PR [2]. "Social media use, perceptions of decision-making power, and public relations roles" [3]. Institutional organizations nowadays rely greatly on their social media sites (mainly Facebook).

A foreign study shows that 60% of institutions have added social networking features to their own websites in Italy" [4]. Besides, many public and private universities use facebook based public relations to engage the public more than before. Facebook articles have been used much in order to influence target mass. There are many such universities in South Asian countries like Bangladesh. If we take the example of a Private University like Daffodil International University, we can relate how this university started its journey in 2002 and in 19 years this educational organization has been able to rank one of the top 5 private universities in Bangladesh in many aspects.

Organizations maintain mutually beneficial relationships with people through the use of marketing and promoting strategies to build and maintain a successful public image. Currently, social media

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(including Facebook) are being adopted as a communication tool in Public Relations efforts to build relationships with different publics. Facebook is a popular social networking site that has the capability to offer a range of promotional tools and allows users to build relationships. The purpose of this study was to determine how the Public Relations of Daffodil International University maintains their facebook page for promoting their curricular and co-curricular campaigns. Results indicated that Public Relations practitioners believe Facebook has been an effective form of communication and that people join their groups primarily to engage in conversations about education and to build relationships with people of similar interests. This study will not only show how the audience will react, comment on Facebook Posts of an educational institution (Daffodil International University) but will also find out how Public Relations Tools is being effectively used in order to grab the audience's mind. It will also define how Public Relations (PR) Theories are being used to illustrate Facebook for promoting organizational activities [5]. The importance of Facebook as a platform is creating an arena for the students and overall audience. Posts represent the main gateway to access the official activities built by universities, not occurring in fake profiles or groups which are managed by students, alumni or other users. These profiles are managed for different aims and they mainly involve students in their curriculum [6].

Drawing upon the social media phenomena in both practical and academic arenas, this study explored patterns and trends of social media as a PR tool research over the past years [7].

The goals of this content analysis is to find out,

RQ.1. What kind of content does Daffodil International University (DIU) post on their Facebook Page (FB Page)?

RQ.2. Which category posts the audience responds to the most?

RQ.3. What PR Model DIU follows while posting on their official FB page?

Chapter Two- Literature Review

A literature review identifies, analyses and synthesizes significant literature in a certain field of study. It elucidates how knowledge has progressed in the field, highlighting what has already been done, what is widely recognized, what is new, and what the current state of thought is on the subject. A literature review also reveals a research gap [8]. A summary is a reorganization or reshuffling of the source's significant material in a way that states how we plan to explore a research topic, whereas a synthesis is a reorganization or reshuffling of that information which informs how we plan to examine a research problem.

This study seeks to address how Facebook and posts are being used as a Public Relations medium or PR medium or as a PR tool. I surveyed scholarly publications, Facebook Posts, books, and other sources related to the topic of my research for this particular study. Some previous research on this topic has been listed, detailed, summarized, objectively reviewed, and clarified in this paper.

2.1 Facebook as Marketing Strategy

Facebook is used greatly nowadays for marketing and promotion of organizations. In recent years Social media has become a key factor in influencing different aspects of consumer behavior including awareness, information acquisition, opinions, attitudes, purchasing behavior, post-purchase communication and evaluation [9].

From a marketing point of view facebook as a social media offer a number of advantages regarding usage, access and cost. They are easily accessed by an ever growing number of people through different platforms on a 24/7 basis and are demanding less financial resources providing magnified

results through their viral nature. Along with the interactive communication they offer it makes Facebook richest mediums available for marketers [10]

2.2 Facebook as PR Medium

Using Facebook as a PR Medium has been popular trends for organizations. As posts and information get viral and popular on facebook, PR of an organization use their strategy to disseminate news and interact with their audience. Facebook provides the necessary background and information on the state of use by both individuals and companies and reviews literature about relationship management and online public relations [11].

2.3 Facebook and Audience Engagement

Relationship management is one of the major theoretical approaches to public relations, which focuses on building and maintaining relationships between organizations and the public [12]. The relationship management literature discusses the desirability of mutually beneficial organization-public relationships, and suggests relationship cultivation strategies.

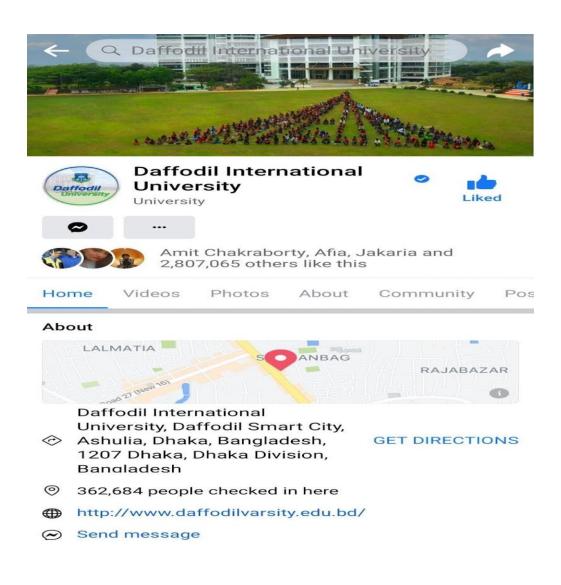


Figure: 1

2.4 Facebook and Education

When we talk about using Facebook Pages as an educational medium we can clearly see how schools, colleges and universities all over the world use Facebook posts to let people know about their curriculum and extracurricular activities. Students can learn, share and express their point of views on Facebook posts given by particular educational institutions. Research into the role of Facebook in education has shown that over the last few years it covers a range of topics [13].

2.5 Facebook and Higher Education

By the use of Facebook Higher education is becoming easy and interactive. Institutions publish photographs, links and videos of their activities and events. Higher education institutions are aware of and acknowledge the crucial role of Facebook in the creation of their digital identity and interaction with current and potential students [14]. Moreover, and as posited by a series of factors such as content format, post time and length would appear to have a positive or negative influence on the engagement levels generated by publications and whose impact varies in accordance with the way universities manage them [15].

It is therefore clear that users' response to post types is closely related to interactivity: a comparison of the data regarding post type and the interaction generated (Likes, Comments & Shares) provides the response rate.

2.6 Theoretical framework

A theoretical framework comprises the theories expressed by experts in the field into which we plan to research, drawn upon to provide a theoretical coat hanger for your data analysis and interpretation of results. If we put it differently, the theoretical framework is a structure that summarizes concepts and theories, which is generally developed from previously tested and published knowledge which synthesize to help to have a theoretical background, or basis for data analysis and interpretation of the meaning contained in research data [16].

In general "The theoretical framework is the structure that can hold or support a theory of a particular research study".

The theoretical framework or thesis is not a summary of our own thoughts about research, rather it is a synthesis of the thoughts of giants in the field of research, as they relate to our proposed research or thesis. In short, the theoretical framework comprises what leaders in our field of research say about our research question, about the problem which is planned to investigate, and might even include suggestions of how to solve that problem, including how to interpret the findings in data.

Public Relations or PR theory which we are going to focus on is the idea of managing network, connectivity, relation with the target audience. Facebook is the key tool in this connectivity to maintain PR. By online communication mainly on facebook Public Relations is going to help us to create a better relation via posting. Researchers like Grunig and Hunt discussed Public Relations models which can be known as their PR models.

2.7 Conceptual framework

As my research is based on the Public Relations theory or Models, there are 4 Models in Public Relations. These Models state how organizations or institutions (my focus is on educational institutions) are using public relations strategies to connect with the target audience.

The four public relations models elaborate on different managerial and organizational practices [17]. These models help various organizations and institutions to develop guidelines, tactics, and programs to stay ahead of the competition.

In order to understand The 4 Public Relations Models first we need to know what these models are. The four models are briefly stated below to understand why I choose a particular model for my study.

1. The Press Agent/ Publicity Model

Communication experts mostly use this model to win the hearts and minds of the audience. It is based on propaganda and doesn't involve any survey or research. The main target of this model is to manipulate how the audience reacts to specific information. The publicity model is a one-way communication model, as the recipients of this type of communication are not given a chance to respond. Instead, it's centered on creating a positive image of the company in the minds of prospects.

2. Public Information Model

Although this model is not manipulative, it doesn't involve surveys or research to ascertain the effectiveness of the message on the receivers. It is also a one-way communication model, though it tends to relay accurate information about a company. The public information model focuses on educating the public about a company/organization. Some of the formats used to relay this information include brochures, magazines, press releases, and newsletters. Most of the time, public relations experts regularly send this information to various prospects in order to raise brand awareness.

3. The Two-Way Asymmetrical Model

A two-way asymmetric public relations model entails communication between an organization (sender) and the receiver (prospects/audience). With this model PR experts also research their audience in order to identify their behaviors and attitudes. This helps in crafting the messages sent to them. However, this model still incorporates manipulations that are to the organization's advantage. The audience, in most cases, is swayed to behave in a manner that the organization wants after learning their behaviors. That makes this model imbalanced and not favorable to customers. On the other hand, it's a model that marketing and advertising companies prefer, as it helps widen their profit margins.

Among the 4 Models of PR DIU basically focuses on,

The Two-Way Symmetrical Model of Public Relations. The reason for choosing this model is because this particular model works differently from the rest as it allows organizations and their audiences to maintain cordial relationships. However the model does involve thorough research, and according to it any conflict between an institution and its audience must be solved amicably. The model ensures both an organization and its audience benefit. It gives the audience a voice and platform to air their grievances, and it makes institutions responsible for tackling all this the right way in order to avoid tarnishing their name.

2.8 Research gap

Though a lot of research hasn't been done on the reactions of people to the facebook posts still this study can carry different perspectives. No gender based selection has been done throughout the research. Our main goal was to find out total numbers of respondents to facebook posts. How people or the audience react to different genre posts given by an organization. Besides, we are also

finding out how Daffodil International University as an organization interacts with their audience as Two way symmetrical model of public relations explains a two way social communication. This particular research focuses on a particular university as a sample, not the scenario of every university. Further research on many more different genres will fill the research gap of this study.

Chapter Three- Methodology

3.1 Content Analysis

Content analysis refers to the study of the content with reference to the meanings, contexts and intentions contained in messages [18]. Content analysis helps to enable researchers to sift through large volumes of data with relative ease in a systematic fashion [19]. It can be a useful technique which allows us to discover and describe the focus of individual, group, institutional or social attention [20]. Moreover, like any other research method, content analysis has three basic principles of scientific method. These are,

- **1. Objectivity:** It means that the analysis is pursued on the basis of explicit rules, which enable multiple researchers to obtain the same results from the same documents or messages.
- **2. Systematic:** The inclusion or exclusion of content is done according to some consistently applied rules whereby the possibility of including only materials which support the researcher's ideas is eliminated.
- **3. Generalizability:** The outcome or results which are obtained by the researcher can be applied to other similar situations.

There are two types of content analysis. The following are those types,

3.2 Conceptual analysis

The mode of analysis from which we can understand the meaning of a concept is called conceptual analysis. It makes us understand the meaning of a concept by detailing its relationship to other concepts and its role in our social practices. Conceptual analysis is used to determine the presence of concepts within the text [21]. In a qualitative or quantitative analysis, conceptual analysis is carried out to determine the presence and frequency of concepts within a text. This process begins with the formulation of research questions, followed by the selection of a sample or samples.

After the text has been selected, it is categorized into distinct content categories which can be managed. The key notion in content analysis is coding, which leads to selected reduction. Coding aids in the breakdown of material content into meaningful and valuable information (units). Some aspects of the message can be deciphered and evaluated.

3.3 Rational Analysis

Basically rational analysis is based on conceptual analysis. Rational analysis is well known for its different methodologies, which can give researchers a great way of versatility. Also depending on the nature of the project, researchers can choose from a variety of procedures. There are many factors which can alter the categories of conclusions.

When a procedure has been evaluated, it can be compared through population. There are also a diverse range of subjects, gender, health, status contained in this phase.

In this qualitative research we have thought of the preparation of data firstly. Then we analyze the data and categorize it to get the result.

3.4 Population

Population can be defined as a vast group of people with common behavioral characteristics and interests. In this study a population is used who give feedback in various facebook posts and after analyzing their feedback we also evaluate the condition of their connection with the organization.

We received a total of 63 posts and analyzed the audience's engagement with those posts. These 63 posts and audience feedback were analyzed by the reactions, comments and shares. While calculating the audience reaction we have tried to understand the relationship between organization and audience. Finite population defines that when we can count the population we want.

3.5 Sampling method

A sample means the subset of the total population. Sampling method is the process of selection of a population which can be seen as a test or sample.

The population refers to the overall group for whom we wish to draw conclusions, whereas the sample refers to the specific set of people from whom we will gather data [22].

In summary Sampling is the process of employing a subset of a population to represent the entire population in research. Because it uses a smaller number of individuals in the community with representative traits to stand in for the entire population, sampling allows large-scale research to be carried out at a more realistic cost and time frame.

Probability and non-probability sampling are the two main types of sampling methodologies.

Random sampling, often known as probability sampling, is a type of sample selection that uses randomization rather than conscious decision. On-probability sampling procedures are those in which the researcher selects things or people for the sample based on their study objectives or knowledge [23]. We use a non-probability sampling method in this study. Because each post on DIU facebook page is analyzed in relation to the data sample in this study. Also like non-probability sampling samples which are close to hand are being selected as our sample.

3.6 Final sample selection

From 1 November, 2021 to 30 November, 2021 a number of 63 posts have been categorized and analyzed according to reactions, comments and shares. These 63 posts have different genres. Daffodil International University's official facebook page which has a blue tick sign to the right has been selected as a sample.

| Seri | Dat | Content | Lik | Lov | Car | Hah | Wo | Sa | Angr | Total | Comme | Shar | Genre |
|------|-----|--------------|-----|-----|-----|-----|----|----|------|---------|-------|------|-----------|
| al | es | | e | e | e | a | w | d | у | Reactio | nts | es | |
| No | | of News | | | | | | | | ns | | | /Category |
| | | | | | | | | | | | | | |
| 1. | 1 | Admission in | 150 | 439 | 8 | 4 | 8 | 2 | 0 | 1961 | 1500 | 66 | Marketing |
| | Nov | DIU | 0 | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | , | | | | | | | | | | | | |
| | 202 | | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

| 2. | 2 | Certificate | 36 | 3 | 0 | 0 | 0 | 0 | 0 | 39 | 1 | 7 | Marketing |
|----|-----|----------------|-----|-----|---|---|---|---|---|-----|---|----|---------------|
| | Nov | course | | | | | | | | | | | |
| | , | offering in | | | | | | | | | | | |
| | 202 | Integrated | | | | | | | | | | | |
| | 1 | Marketing | | | | | | | | | | | |
| | | communicati | | | | | | | | | | | |
| | | on (IMC) | | | | | | | | | | | |
| 3. | 2 | 4th Daffodil | 142 | 50 | 1 | 0 | 1 | 0 | 0 | 194 | 3 | 3 | Entermin |
| 3. | | | 142 | 30 | 1 | U | 1 | U | 0 | 194 | 3 | 3 | Extracurric |
| | Nov | Captain Cup | | | | | | | | | | | ular activity |
| | , | Golf | | | | | | | | | | | |
| | 202 | Tournament | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| 4. | 2 | BRAC | 493 | 183 | 2 | 0 | 1 | 0 | 0 | 679 | 8 | 14 | Promotional |
| | Nov | university | | | _ | | | | | | | | |
| | | and DIU | | | | | | | | | | | |
| | 202 | shared their | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | 1 | best practices | | | | | | | | | | | |
| 5. | 3 | TEDx and | 24 | 8 | 0 | 0 | 0 | 0 | 0 | 32 | 1 | 0 | Promotional |
| | Nov | DIU joint | | | | | | | | | | | |
| | , | initiative | | | | | | | | | | | |
| | 202 | | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 6. | 3 | 4th Daffodil | 324 | 83 | 3 | 2 | 1 | 0 | 0 | 413 | 3 | 28 | Extracurric |
| | Nov | Captain Cup | | | | | | | | | | | ular activity |
| | , | Golf | | | | | | | | | | | |
| | 202 | Tournament | | | | | | | | | | | |
| | 1 | kicks off | | | | | | | | | | | |
| | | | | | | | | | | | | | |

| 7. | 4 | Admission in | 66 | 2 | 1 | 0 | 0 | 0 | 0 | 69 | 10 | 0 | Marketing |
|-----|-----|---------------|-----|-----|-----|---|---|---|---|------|----|----|---------------|
| | Nov | Department | | | | | | | | | | | |
| | , | of Business | | | | | | | | | | | |
| | 202 | Administratio | | | | | | | | | | | |
| | 1 | n | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 8. | 4 | Celebrating | 678 | 474 | 197 | 6 | 1 | 0 | 0 | 1356 | 13 | 23 | Extracurric |
| | Nov | Bangladesh | | | | | | | | | | | ular activity |
| | , | Constitution | | | | | | | | | | | |
| | 202 | day at DIU | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 9. | 5 | Opening of | 446 | 129 | 1 | 0 | 1 | 0 | 0 | 577 | 4 | 0 | Extracurric |
| | Nov | Daffodil | | | | | | | | | | | ular activity |
| | , | Captain Cup | | | | | | | | | | | |
| | 202 | Golf | | | | | | | | | | | |
| | 1 | tournament | | | | | | | | | | | |
| 10. | 5 | Giving prizes | 212 | 124 | 4 | 0 | 1 | 0 | 0 | 341 | 8 | 3 | Congratulat |
| | Nov | to Golf Cup | | | | | | | | 0.1 | | | ory |
| | | tournament | | | | | | | | | | | ory |
| | , | | | | | | | | | | | | |
| | 202 | winners | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| 11. | 6 | Starting of | 543 | 193 | 7 | 0 | 0 | 0 | 0 | 743 | 11 | 12 | Extracurric |
| | Nov | Daffodil | | | | | | | | | | | ular activity |
| | , | Premier | | | | | | | | | | | |
| | 202 | League | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |

| 12. | 6 | Admission in | 374 | 188 | 6 | 1 | 2 | 2 | 0 | 573 | 37 | 12 | Marketing |
|-----|-----|----------------|-----|-----|---|---|---|---|---|-----|----|----|---------------|
| | Nov | Real Estate | | | | | | | | | | | |
| | | Department | | | | | | | | | | | |
| | , | Department | | | | | | | | | | | |
| | 202 | | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| 13. | 6 | Workshop on | 370 | 82 | 1 | 0 | 0 | 0 | 0 | 453 | 2 | 10 | Academic |
| 13. | | | 370 | 02 | 1 | U | | 0 | 0 | 433 | 2 | 10 | |
| | Nov | 21st century | | | | | | | | | | | activity |
| | , | soft skills | | | | | | | | | | | |
| | 202 | | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 14. | 7 | Congratulatio | 279 | 103 | 5 | 1 | 0 | 0 | 0 | 389 | 16 | 5 | Congratulat |
| | Nov | ns to a CSE, | | | | | | | | | | | ory |
| | , | DIU alumni | | | | | | | | | | | |
| | 202 | | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 15. | 7 | Congratulatio | 591 | 186 | 4 | 0 | 0 | 0 | 0 | 781 | 17 | 10 | Congratulat |
| | Nov | ns to selected | | | | | | | | | | | ory |
| | , | students of | | | | | | | | | | | |
| | 202 | DIU in bar | | | | | | | | | | | |
| | 1 | council exam | | | | | | | | | | | |
| | 1 | Council Chain | | | | | | | | | | | |
| 16. | 8 | Raffle draw | 212 | 35 | 1 | 0 | 1 | 0 | 0 | 249 | 2 | 5 | Extracurric |
| | Nov | and prize | | | | | | | | | | | ular activity |
| | , | giving of | | | | | | | | | | | |
| | 202 | DIU captain | | | | | | | | | | | |
| | 1 | cup golf | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| | | tournament | | | | | | | | | | | |
| | | | | | | | | | | | | | |

| 17. | 8 | Reception | 65 | 34 | 3 | 4 | 0 | 0 | 0 | 106 | 13 | 2 | Academic |
|-----|-----|-------------------|-----|-----|---|---|---|---|---|-----|-----|----|---------------|
| | Nov | and | | | | | | | | | | | activity |
| | , | recognition | | | | | | | | | | | |
| | 202 | program of | | | | | | | | | | | |
| | 1 | fresher of | | | | | | | | | | | |
| | | Civil | | | | | | | | | | | |
| | | Engineering | | | | | | | | | | | |
| | | Department, | | | | | | | | | | | |
| | | DIU | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 18. | 8 | Orientation | 78 | 12 | 7 | 3 | 1 | 0 | 0 | 101 | 11 | 4 | Extracurric |
| | Nov | and chess | | | | | | | | | | | ular activity |
| | , | tournament | | | | | | | | | | | |
| | 202 | by chess club | | | | | | | | | | | |
| | 1 | of DIU | | | | | | | | | | | |
| 19. | 9 | Safety and | 505 | 88 | 1 | 0 | 2 | 2 | 0 | 598 | 9 | 3 | Raising |
| 19. | Nov | Security Security | 303 | 00 | 1 | 0 | 2 | 2 | U | 390 | 9 | 3 | awareness |
| | NOV | | | | | | | | | | | | awareness |
| | , | Department | | | | | | | | | | | |
| | 202 | of DIU | | | | | | | | | | | |
| | 1 | organized | | | | | | | | | | | |
| | | firefighting | | | | | | | | | | | |
| | | and rescue | | | | | | | | | | | |
| | | training | | | | | | | | | | | |
| 20. | 9 | Admission in | 636 | 245 | 4 | 2 | 1 | 1 | 0 | 889 | 139 | 29 | Marketing |
| | Nov | B.Sc program | | | | | | | | | | | |
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| 21. | 10 | Teacher | 314 | 196 | 5 | 0 | 3 | 1 | 0 | 519 | 26 | 46 | Academic |
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| | Nov | search for | | | | | | | | | | | activity |
| | , | Teaching | | | | | | | | | | | |
| | 202 | apprentice | | | | | | | | | | | |
| | 1 | fellowship | | | | | | | | | | | |
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| 22. | 11 | Admission in | 97 | 32 | 1 | 0 | 0 | 0 | 0 | 130 | 18 | 7 | Marketing |
| | Nov | Day and | | | | | | | | | | | |
| | , | evening | | | | | | | | | | | |
| | 202 | program in | | | | | | | | | | | |
| | 1 | B.Sc. | | | | | | | | | | | |
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| 23. | 11 | Be a media | 558 | 189 | 6 | 4 | 7 | 1 | 0 | 765 | 23 | 21 | Marketing |
| | Nov | star in | | | | | | | | | | | |
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| | 202 | of | | | | | | | | | | | |
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| 24. | 13 | Special | 179 | 328 | 6 | 2 | 7 | 2 | 0 | 524 | 28 | 99 | Extracurric |
| | nov, | Documentary | | | | | | | | | | | ular activity |
| | 202 | on late artist | | | | | | | | | | | |
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| | | JMC, DIU | | | | | | | | | | | |
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| 25. | 13 | Admission | 70 | 16 | 1 | 0 | 0 | 0 | 0 | 87 | 9 | 6 | Marketing |
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| 26. | 13 | Daffodil | 92 | 18 | 0 | 0 | 0 | 0 | 0 | 110 | 0 | 0 | Academic |
| | Nov | International | | | | | | | | | | | activity |
| | , | University | | | | | | | | | | | |
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| | | exposure | | | | | | | | | | | |
| | | program | | | | | | | | | | | |
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| 27 | 13 | Celebration | 238 | 130 | 2 | 2 | 0 | 0 | 0 | 372 | 2 | 33 | Academic |
| | Nov | programme | | | | | | | | | | | activity |
| | , | of newly | | | | | | | | | | | |
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| | | of Law, DIU | | | | | | | | | | | |
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| 28. | 14 | Daffodil | 230 | 63 | 4 | 0 | 0 | 0 | 0 | 297 | 3 | 37 | Recognition |
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| | Nov | International | | | | | | | | | | | |
| | , | University | | | | | | | | | | | |
| | 202 | wins World | | | | | | | | | | | |
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| | | Excellence | | | | | | | | | | | |
| | | (WCIT) 2021 | | | | | | | | | | | |
| 29. | 14 | Admission in | 276 | 31 | 0 | 1 | 0 | 0 | 1 | 308 | 57 | 9 | Marketing |
| 29. | Nov | Master | 270 | 31 | 0 | 1 | U | 0 | 1 | 306 | 31 | 9 | Warketing |
| | | program | | | | | | | | | | | |
| | 202 | program | | | | | | | | | | | |
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| | 1 | | | | | | | | | | | | |
| 30. | 15 | Daffodil | 119 | 41 | 4 | 1 | 0 | 0 | 0 | 165 | 2 | 36 | Recognition |
| | Nov | International | | | | | | | | | | | |
| | , | University | | | | | | | | | | | |
| | 202 | gets WITSA | | | | | | | | | | | |
| | 1 | Global ICT | | | | | | | | | | | |
| | | Excellence | | | | | | | | | | | |
| | | Award, 2021 | | | | | | | | | | | |
| 31. | 16 | Apply for | 470 | 583 | 14 | 4 | 4 | 0 | 0 | 5300 | 42 | 25 | Marketing |
| 31. | Nov | scholarship in | 0 | 203 | 1, | | | | | 2200 | .2 | 25 | - Amineting |
| | | DIU's | | | | | | | | | | | |
| | 202 | Innovation | | | | | | | | | | | |
| | 1 | and | | | | | | | | | | | |
| | | Entrepreneurs | | | | | | | | | | | |
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| | | Department | | | | | | | | | | | |
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| 32. | 17 | Admission in | 969 | 270 | 3 | 0 | 4 | 2 | 0 | 1248 | 114 | 28 | Marketing |
| | nov, | Daffodil | | | | | | | | | | | |
| | 202 | International | | | | | | | | | | | |
| | 1 | University is | | | | | | | | | | | |
| | | open for | | | | | | | | | | | |
| | | Spring 2022 | | | | | | | | | | | |
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| 33. | 17 | Admission in | 45 | 5 | 0 | 0 | 0 | 0 | 0 | 50 | 0 | 1 | Marketing |
| | nov, | MBA/EMBA | | | | | | | | | | | |
| | 202 | in Digital | | | | | | | | | | | |
| | 1 | Marketing is | | | | | | | | | | | |
| | | open in DIU | | | | | | | | | | | |
| | 10 | | | | | | | | | | | | |
| 34. | 18 | Study in | 72 | 21 | 0 | 0 | 1 | 0 | 0 | 94 | 8 | 17 | Academic |
| | Nov | Poland with | | | | | | | | | | | activity |
| | , | Erasmus+KA | | | | | | | | | | | |
| | 202 | 107 | | | | | | | | | | | |
| | 1 | scholarship | | | | | | | | | | | |
| 35. | 10 | DIII | 111 | 49 | 2 | 0 | 1 | 0 | 0 | 163 | 0 | 5 | D :4: |
| 35. | 18 | DIU got | 111 | 49 | 2 | 0 | 1 | 0 | U | 103 | U | 3 | Recognition |
| | Nov | WITSA | | | | | | | | | | | |
| | , | Global ICT | | | | | | | | | | | |
| | 202 | Excellence | | | | | | | | | | | |
| | 1 | Award 2021 | | | | | | | | | | | |
| 36. | 19 | An | 215 | 138 | 5 | 0 | 49 | 0 | 0 | 407 | 16 | 7 | Extracurric |
| | Nov | innovative | | | | | | | | | | | ular activity |
| | , | and exciting | | | | | | | | | | | |
| | | place is going | | | | | | | | | | | |
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| | 202 | to open at | | | | | | | | | | | |
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| | 1 | Daffodil | | | | | | | | | | | |
| | | Smart City, | | | | | | | | | | | |
| | | Ashulia | | | | | | | | | | | |
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| 37. | 20 | Admission in | 78 | 15 | 1 | 0 | 0 | 0 | 0 | 94 | 1 | 6 | Marketing |
| | Nov | Bachelor of | | | | | | | | | | | |
| | , | Real Estate | | | | | | | | | | | |
| | 202 | (BRE) under | | | | | | | | | | | |
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| | | Business and | | | | | | | | | | | |
| | | Entrepreneurs | | | | | | | | | | | |
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| 38. | 20 | Admission in | 180 | 686 | 19 | 6 | 5 | 3 | 0 | 2519 | 320 | 27 | Marketing |
| | Nov | Daffodil | 0 | | | | | | | | | | |
| | , | International | | | | | | | | | | | |
| | 202 | University | | | | | | | | | | | |
| | 1 | with waiver | | | | | | | | | | | |
| 39. | 21 | Daffodil | 844 | 594 | 14 | 2 | 90 | 0 | 0 | 1544 | 75 | 140 | Promotional |
| 39. | | | 044 | 394 | 14 | 2 | 90 | U | U | 1344 | 13 | 140 | Fiolilotioliai |
| | Nov | International | | | | | | | | | | | |
| | , | University | | | | | | | | | | | |
| | 202 | arranges | | | | | | | | | | | |
| | 1 | student | | | | | | | | | | | |
| | | friendly | | | | | | | | | | | |
| | | environment | | | | | | | | | | | |
| | | for students | | | | | | | | | | | |
| 40. | 22 | One student | 845 | 313 | 6 | 1 | 3 | 0 | 0 | 1168 | 31 | 37 | Marketing |
| | Nov | one laptop | 0-13 | 313 | | 1 | | | | 1100 | J1 | | Minching |
| | NOV | оне тартор | | | | | | | | | | | |

| | , | distribution | | | | | | | | | | | |
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| | 202 | by DIU | | | | | | | | | | | |
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| 41. | 23 | Renowned | 585 | 369 | 11 | 0 | 93 | 2 | 0 | 1060 | 61 | 84 | Extracurric |
| | Nov | car designer | | | | | | | | | | | ular activity |
| | , | Lipu will | | | | | | | | | | | |
| | 202 | present at | | | | | | | | | | | |
| | 1 | Daffodil | | | | | | | | | | | |
| | | International | | | | | | | | | | | |
| | | University | | | | | | | | | | | |
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| 42. | 23 | Department | 50 | 15 | 0 | 0 | 0 | 0 | 0 | 65 | 0 | 1 | Promotional |
| | Nov | of | | | | | | | | | | | |
| | , | Journalism, | | | | | | | | | | | |
| | 202 | Media and | | | | | | | | | | | |
| | 1 | Communicati | | | | | | | | | | | |
| | | on- DIU is | | | | | | | | | | | |
| | | going to | | | | | | | | | | | |
| | | arrange JMC | | | | | | | | | | | |
| | | Media Buzz- | | | | | | | | | | | |
| | | Fall 2021 | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 43. | 24 | Seminar on | 374 | 118 | 1 | 0 | 2 | 0 | 0 | 495 | 7 | 3 | Raising |
| | Nov | Awareness of | | | | | | | | | | | awareness |
| | , | Construction | | | | | | | | | | | |
| | 202 | Chemicals | | | | | | | | | | | |
| | 1 | and It's | | | | | | | | | | | |
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| | | on organized | | | | | | | | | | | |
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| | | by DIU | | | | | | | | | | | |
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| 44. | 25 | Admission in | 298 | 82 | 3 | 3 | 2 | 0 | 0 | 388 | 6 | 11 | Marketing |
| | Nov | Nutrition and | | | | | | | | | | | |
| | , | Food | | | | | | | | | | | |
| | 202 | Engineering | | | | | | | | | | | |
| | 1 | Department, | | | | | | | | | | | |
| | | DIU | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 45. | 25 | Two-day | 309 | 90 | 4 | 0 | 0 | 0 | 0 | 403 | 1 | 14 | Promotional |
| | Nov | seminar held | | | | | | | | | | | |
| | , | titled JMC | | | | | | | | | | | |
| | 202 | Media Bazz | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 46. | 25 | Admission of | 60 | 9 | 0 | 0 | 0 | 0 | 0 | 69 | 4 | 0 | Marketing |
| | Nov | Tourism and | | | | | | | | | | | |
| | , | Hospitality | | | | | | | | | | | |
| | 202 | Management | | | | | | | | | | | |
| | 1 | Department, | | | | | | | | | | | |
| | | DIU | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 47. | 26 | 9 th | 226 | 88 | 5 | 0 | 6 | 0 | 0 | 325 | 19 | 41 | Academic |
| | Nov | convocation | | | | | | | | | | | activity |
| | , | of DIU | | | | | | | | | | | |
| | 202 | | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
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| 48. | 26 | Joint program | 939 | 363 | 11 | 6 | 2 | 0 | 0 | 1321 | 40 | 19 | Extracurric |
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| | Nov | by DIU and | | | | | | | | | | | ular |
| | , | Prothom Alo | | | | | | | | | | | activity |
| | 202 | Bondhusova | | | | | | | | | | | |
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| 49. | 27 | Charitable | 383 | 142 | 3 | 0 | 0 | 0 | 0 | 528 | 35 | 14 | Promotional |
| | Nov | marathon run | | | | | | | | | | | |
| | , | event by | | | | | | | | | | | |
| | 202 | Tourism and | | | | | | | | | | | |
| | 1 | Hospitality | | | | | | | | | | | |
| | | Management | | | | | | | | | | | |
| | | Department, | | | | | | | | | | | |
| | | DIU | | | | | | | | | | | |
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| 50. | 27 | Admission in | 60 | 33 | 1 | 0 | 0 | 0 | 0 | 94 | 5 | 8 | Marketing |
| | Nov | Department | | | | | | | | | | | |
| | , | of | | | | | | | | | | | |
| | 202 | Multimedia | | | | | | | | | | | |
| | 1 | and Creative | | | | | | | | | | | |
| | | Technology | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 51. | 27 | Seminar on | 546 | 252 | 6 | 1 | 1 | 0 | 0 | 806 | 18 | 11 | Raising |
| | Nov | prevention | | | | | | | | | | | awareness |
| | , | and | | | | | | | | | | | |
| | 202 | elimination of | | | | | | | | | | | |
| | 1 | violence | | | | | | | | | | | |
| | | against | | | | | | | | | | | |
| | | women | | | | | | | | | | | |
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| 52. | 27 | Winner DIU | 483 | 224 | 4 | 1 | 0 | 0 | 0 | 712 | 14 | 14 | Promotional |
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| | Nov | on debate | | | | | | | | | | | |
| | , | competition | | | | | | | | | | | |
| | 202 | | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 53. | 28 | Admission in | 158 | 34 | 1 | 0 | 0 | 0 | 0 | 193 | 7 | 3 | Marketing |
| | Nov | Department | | | | | | | | | | | |
| | , | of Innovation | | | | | | | | | | | |
| | 202 | and | | | | | | | | | | | |
| | 1 | Entrepreneurs | | | | | | | | | | | |
| | | hip | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 54. | 28 | Production of | 391 | 414 | 10 | 387 | 5 | 1 | 0 | 1200 | 38 | 86 | Marketing |
| | Nov | students of | | | | | | | | | | | |
| | , | Department | | | | | | | | | | | |
| | 202 | of | | | | | | | | | | | |
| | 1 | Journalism, | | | | | | | | | | | |
| | | Media and | | | | | | | | | | | |
| | | Communicati | | | | | | | | | | | |
| | | on | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 55. | 29 | One student, | 560 | 134 | 6 | 6 | 3 | 0 | 0 | 709 | 2 | 26 | Marketing |
| | Nov | one laptop | | | | | | | | | | | |
| | , | | | | | | | | | | | | |
| | 202 | | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| 56. | 29 | Remembranc | 471 | 184 | 2 | 0 | 0 | 2 | 0 | 659 | 4 | 9 | Obituary |
| | Nov | e of founding | 7/1 | 104 | | | | [| | | | | Jonuary , |
| | | professor of | | | | | | | | | | | |
| | , | professor of | | | | | | | | | | | |

| | 202 | DIU on 4th | | | | | | | | | | | |
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| | 1 | death | | | | | | | | | | | |
| | | anniversary | | | | | | | | | | | |
| | | ammversary | | | | | | | | | | | |
| 57. | 29 | DIU study | 100 | 345 | 8 | 0 | 3 | 1 | 0 | 1357 | 31 | 17 | Marketing |
| | Nov | environment | 0 | | | | | | | | | | |
| | | for students | | | | | | | | | | | |
| | , | Tor students | | | | | | | | | | | |
| | 202 | | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| 58. | 29 | Recognition | 105 | 42 | 1 | 0 | 1 | 0 | 0 | 149 | 6 | 11 | Recognition |
| | Nov | of DIU's | 100 | | 1 | | - | | Ü | 2., | Ŭ | | recognizon |
| | NOV | | | | | | | | | | | | |
| | , | student | | | | | | | | | | | |
| | 202 | participation | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| 50 | 20 | D '11' | 520 | 175 | 4 | 1 | 1 | 1 | 0 | 700 | 7 | 57 | A 1 ' |
| 59. | 29 | Building | 538 | 175 | 4 | 1 | 1 | 1 | 0 | 720 | 7 | 57 | Academic |
| | Nov | career as | | | | | | | | | | | activity |
| | , | Teaching | | | | | | | | | | | |
| | 202 | Apprentice | | | | | | | | | | | |
| | 1 | Fellowship | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 60. | 30 | Student | 649 | 199 | 5 | 0 | 4 | 0 | 0 | 857 | 4 | 15 | Marketing |
| | Nov | admission | | | | | | | | | | | |
| | , | | | | | | | | | | | | |
| | 202 | | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 61. | 30 | DIU study | 119 | 41 | 2 | 0 | 0 | 0 | 0 | 162 | 22 | 10 | Marketing |
| | Nov | environment | | | | | | | | | | | |
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| | 202 | and | | | | | | | | | | | |
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| | 1 | admission | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 62. | 30 | Congratulator | 69 | 23 | 1 | 0 | 0 | 0 | 0 | 93 | 0 | 9 | Congratulat |
| | Nov | y message to | | | | | | | | | | | ory |
| | , | teacher | | | | | | | | | | | |
| | 202 | | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| 63. | 30 | Obituary and | 410 | 120 | 38 | 5 | 3 | 76 | 1 | 6116 | 52 | 186 | Obituary |
| | Nov | speech of ex | 0 | 0 | | | | 9 | | | | | |
| | , | mayor | | | | | | | | | | | |
| | 202 | | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | |
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Table 1: Total number of facebook posts have been selected as sample

Table 1 shows a total of 63 posts have been selected as a sample. These posts are categorized by content of post and genre. We can see a clear view of the total number of reactions on facebook posts of DIU including like, love, care, haha, wow, sad, angry along with total number of comments and shares.

Chapter Four- Analysis and findings

4.1 Data Analysis

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe, illustrate and evaluate data. Various analytic procedures provide a way of drawing inductive inferences from data and distinguishing to present the data [24].

We had to make sure that our gathered information is well organized so that we can categorize it in a proper way. We use Microsoft Excel and Microsoft Word as our tool to find out the audience feedback on DIU facebook posts. Our gathered data give us the freedom to find out a basic scenario of the outcome. In this particular study we first find out 1 November to 30 November, 2021's data, order them accordingly, sort those out, consider and analyze the data in order to get the result.

4.2 Findings

We have taken posts from the verified facebook page of Daffodil International University for 30 days. In this span of time we have got 63 posts. Some days have more than one or two or three posts and some days there are no posts.

From table 1 we have got a total of 8 genre/category posts including,

1. Marketing: Marketing is sharing what you love with people who will appreciate hearing about it. It is basically a larger activity. From targeting the audience to sharing activities all are included in marketing. Following this new marketing fields such as service marketing, relationship marketing and network based business to business marketing have emerged. On defining marketing: finding a new roadmap for marketing.

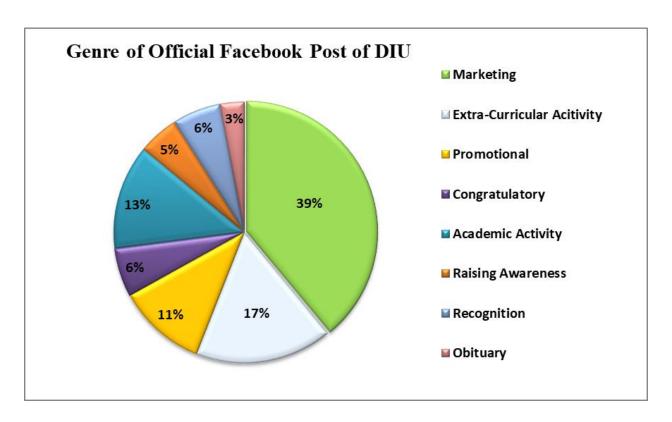
31 | 5 7

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- **2. Extracurricular activity:** Extracurricular activity posts attract the audience beside academic activity to Spend time and engage in various fun activities like playing, singing, dancing and joining and arranging similar events with peers, friends, and relatives.
- **3. Promotional:** Promotion is letting the target audience know that your organization or product exists. Unlike marketing promotion includes personal selling, event organizing. You can have marketing without promotion but you can't have promotion without marketing. If you don't get the marketing right no one's going to care what you are promoting. Promotional posts change the audience's way of thinking about an organization or product.
- **4. Congratulatory:** In terms of social media and interaction, congratulatory posts express inspiring activity which creates a positive vibe among the target audience. These kinds of posts are generally given to any person in an organization or sometimes a group of an organization or to an organization.
- **5. Academic activity:** Facebook posts which contain student's activity of learning, practicing to learn, practical or innovation related activities inside their institution is basically called academic activity. And these posts are the definition of academic activity posts.
- **6. Raising awareness:** Increasing people's consciousness through social media like facebook is a trendy way to raise awareness about a particular thing. Campaigning, showcasing facebook posts are some ways for an organization to raise target audience's awareness.
- **7. Recognition:** Giving shout-outs by mentioning names of a person, groups or an organization and admiring their contribution in any particular field is a way for recognition. So, recognition posts are precisely posts of appreciation of other's work.

8. Obituary: Obituary posts are generally death announcements, remembrance of late persons with prominence. These posts are given for people to commemorate someone's creation, work or valuable contribution in any field.

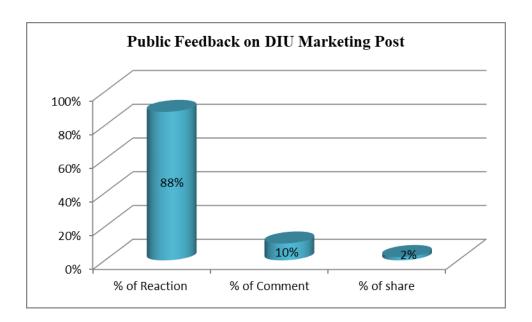
So, we have got not only 8 category/genre posts but also calculated their percentage. We have found 39% Marketing posts, 17% Extracurricular activity posts, 11% promotional posts, 6% congratulatory posts, 13% Academic activity posts, 5% Raising awareness posts, 6% Recognition posts and 3% Obituary posts.



Graph 1: Percentage of Genre/Category of DIU official facebook posts

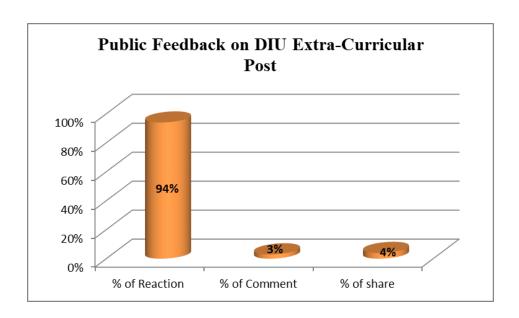
After calculating the percentage of genre/category of posts we have also evaluated the public feedback including total reactions (Like, Love, Care, Haha, Wow, Sad, Angry reactions) comments and Shares of the posts.

While evaluating the public feedback of all category/genre posts we have got 24 Marketing posts. In these Marketing posts we have calculated the percentage of public feedback and found 88% total reactions, 10% comments and 2% shares.



Graph 2: Percentage of total reactions, comments and shares on DIU facebook Marketing posts

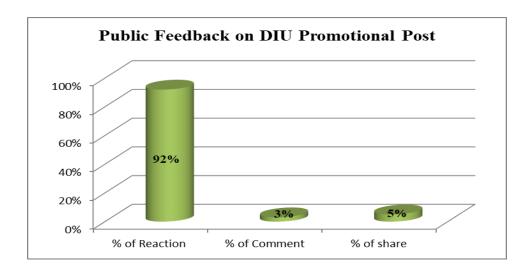
After evaluating the public feedback of all category/genre posts we have got 11 Extracurricular activity posts. In these Extracurricular activity posts we have calculated the percentage of public feedback and found 94% total reactions, 3% comments and 4% shares.



Graph 3: Percentage of total reactions, comments and shares on DIU facebook

Extracurricular activity posts

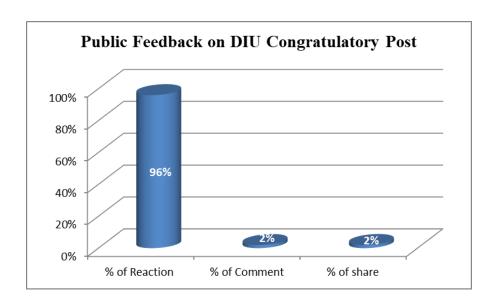
After evaluating the public feedback of all category/genre posts we have got 7 Promotional posts. In these Promotional posts we have calculated the percentage of public feedback and found 92% total reactions, 3% comments and 5% shares.



Graph 4: Percentage of total reactions, comments and shares on DIU facebook

Promotional posts

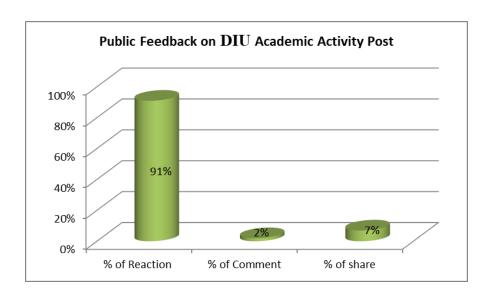
After evaluating the public feedback of all category/genre posts we have got 4 Congratulatory posts. In these Congratulatory posts we have calculated the percentage of public feedback and found 96% total reactions, 2% comments and 2% shares.



Graph 5: Percentage of total reactions, comments and shares on DIU facebook

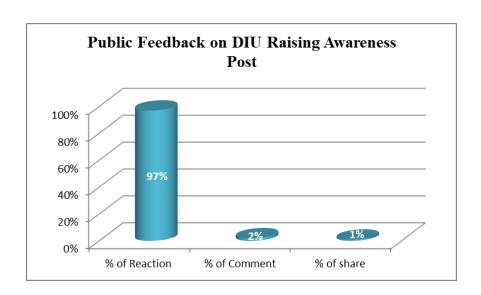
Congratulatory posts

After evaluating the public feedback of all category/genre posts we have got 8 Academic activity posts. In these Academic activity posts we have calculated the percentage of public feedback and found 91% total reactions, 2% comments and 7% shares.



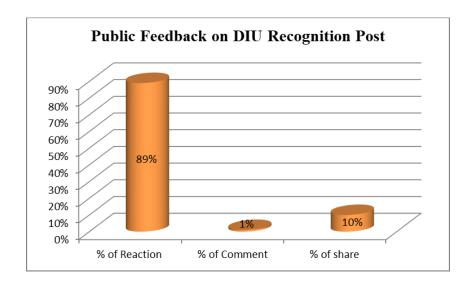
Graph 6: Percentage of total reactions, comments and shares on DIU facebook Academic activity posts

After evaluating the public feedback of all category/genre posts we have got 3 Raising awareness posts. In these Raising awareness posts we have calculated the percentage of public feedback and found 97% total reactions, 2% comments and 1% shares.



Graph 7: Percentage of total reactions, comments and shares on DIU facebook Raising awareness posts

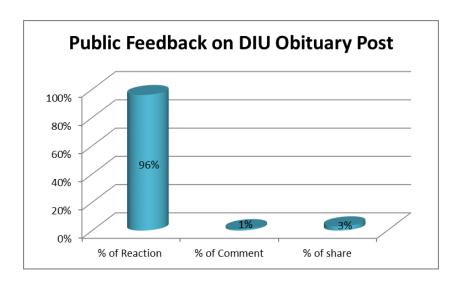
After evaluating the public feedback of all category/genre posts we have got 4 Recognition posts. In these Recognition posts we have calculated the percentage of public feedback and found 89% total reactions, 1% comments and 10% shares.



Graph 8: Percentage of total reactions, comments and shares on DIU facebook

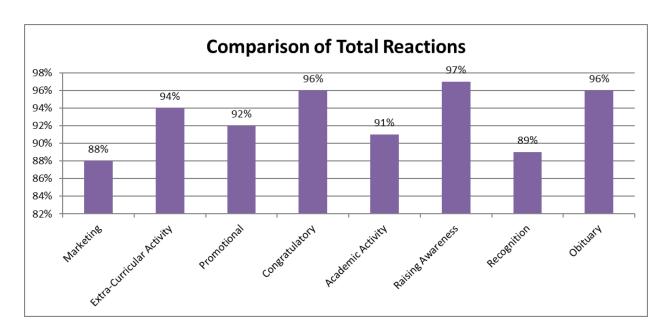
Recognition posts

After evaluating the public feedback of all category/genre posts we have got 2 Obituary posts. In these Obituary posts we have calculated the percentage of public feedback and found 96% total reactions, 1% comments and 3% shares.



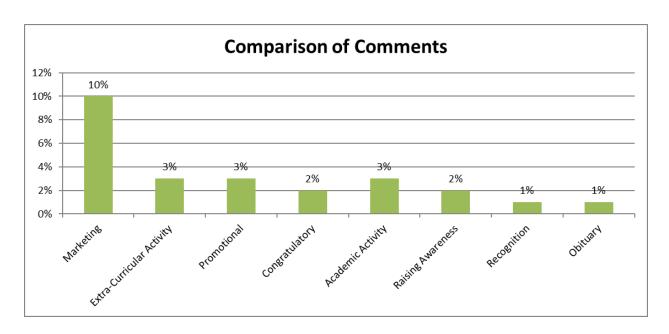
Graph 9: Percentage of total reactions, comments and shares on DIU facebook Obituary posts

When we compared the percentage of public feedback of all genre/category of DIU facebook posts, we found that the highest percentage of public reactions are on Raising awareness posts which consist of 97% and lowest percentage of public reactions are on Marketing posts which consist of 88%.



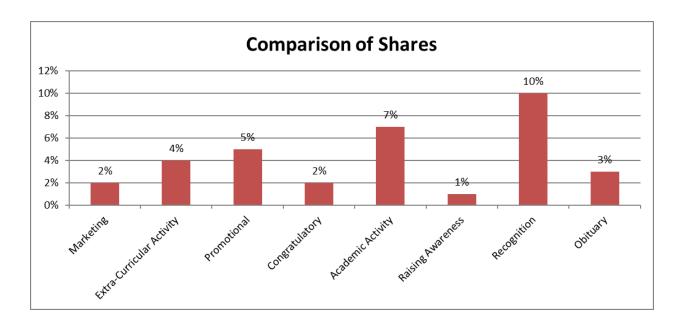
Graph 10: Comparison of percentage on total reactions of all genre/category DIU facebook posts

When we compared the percentage of public feedback of all genre/category of DIU facebook posts, we found that the highest percentage of comments are on Marketing posts which consist of 10% and lowest percentage of comments are on Recognition and Obituary posts where both consist of 1%.



Graph 11: Comparison of percentage on comments of all genre/category DIU facebook posts

When we compared the percentage of public feedback of all genre/category of DIU facebook posts, we found that the highest percentage of shares are on Recognition posts which consist of 10% and lowest percentage of comments are on Raising awareness posts consist of 1%.



Graph 12: Comparison of percentage on shares of all genre/category DIU facebook posts

After analyzing public feedback to DIU posts we have also analyzed how Daffodil International University reacts and interacts with their audience.

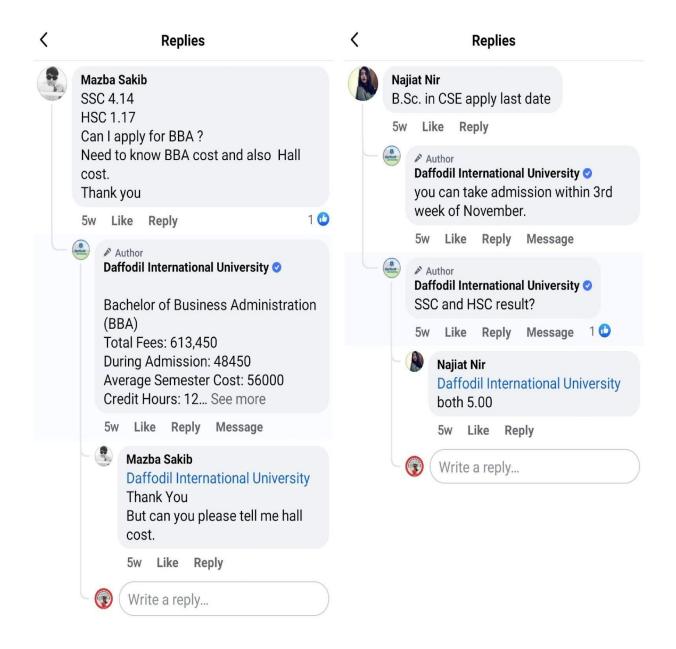


Figure 2 Figure 3

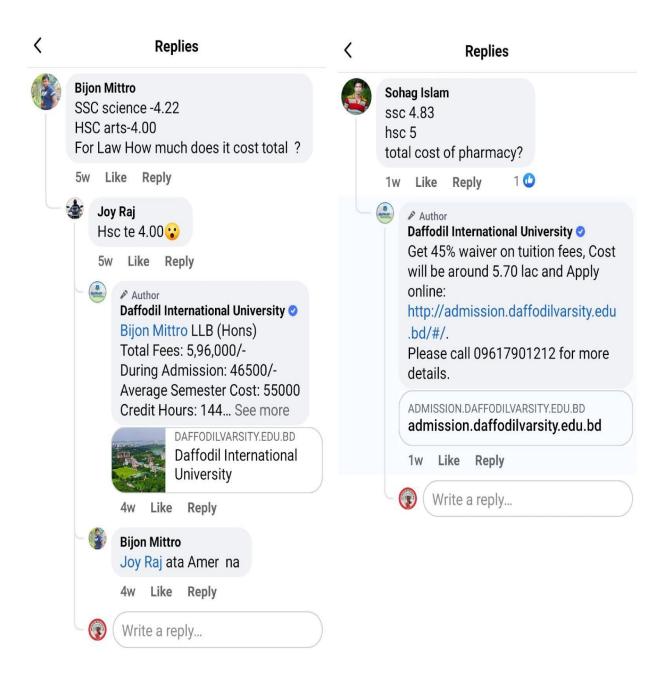


Figure 4 Figure 5

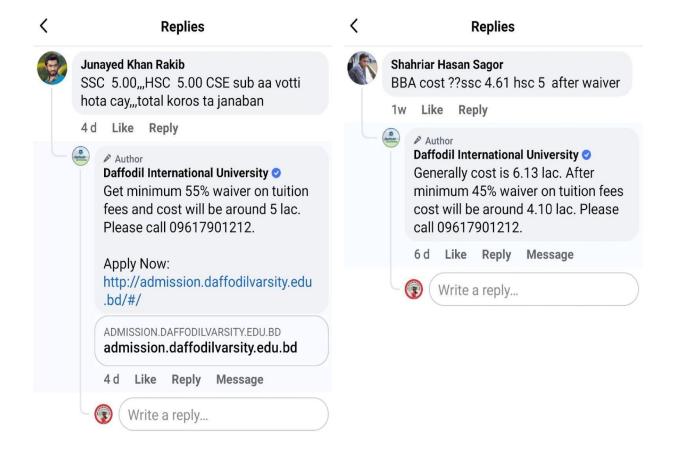


Figure 6 Figure 7

Previously we have discussed that DIU posts are similar to The **Two-Way Symmetrical Model**of **Public Relations**. The reason for choosing this model is because this particular model works
differently from the rest as it allows organizations and their audiences to maintain cordial
relationships. From the screenshots (Figure 2-7) it is clear that DIU makes a room for its audience
to share their opinions and thoughts. Not only that, DIU also responds to their audience's

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comments to notify them about the organization with proper information or data just like The Two-Way Symmetrical Model of Public Relations does. It gives the audience a platform to interact directly with the institution. According to their query DIU reacts and responds to their audience's questions. It helps DIU to make a beneficial relationship with the audience. And that is how Two way symmetrical model strategy of Public Relations build up relationships with the audience through Facebook Posts (FB Posts).

Chapter Five- Conclusion

5.1 Discussion

Analysis of facebook posts as content has been a way of looking further into an organization's practice. As facebook has become a common medium of communication throughout the world, the value of facebook interaction has created an importance between an organization and its audiences. There are also numerous categories of posts on facebook. But for our study purpose we have chosen a particular number of category posts. In these posts social interaction is mostly seen.

From the analysis, the study showed that people mostly interact with the organization in the comment section of a post. The Two way symmetrical model of Public Relations has been practiced while Daffodil International University interacts with its audience for various purposes.

5.2 Limitation

Finally, there are some limitations in this study. For instance, while selecting facebook posts of a certain period of time, the total number of reactions, comments and shares can be altered by time. These limitations can't be changed. As many people depend on facebook posts to keep themselves updated, we have to choose posts from facebook news feed only.

From time to time reactions, comments and shares can be increased or decreased. So, in this case we can't tell that the data is fixed and unchangeable. There are also some people who can remove their response from the posts. So, this kind of change can't be calculated after collecting the data or information from the post.

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