

**PORTRAYAL OF INSTITUTIONAL  
IDEOLOGIES IN GOVERNMENT AND  
PRIVATE COLLEGE PROSPECTUSES: A  
COMPARATIVE MULTI MODAL ANALYSIS**

**BY**

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES**

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## THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Arts & Humanities for acceptance.

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Portrayal of Institutional Ideologies in Government and Private College Prospectuses: A Comparative Multi Modal Analysis** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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## **ABSTRACT**

**Title: A Portrayal of Institutional Ideologies in Government and Private College Prospectuses: A Comparative Multi Modal Analysis**

This research study has attempted to find the hidden ideologies in government and private prospectuses. I have applied the Appraisal Theory of P.R White and Martin in combination with Visual Grammar Theory (Semiotic Analysis) of Kress and Leeuwen as a lens to analyze and evaluate the selected written and visual texts from the prospectuses of the government and public sector colleges. The study is qualitative and provides insight into semiotic resources and modes that are linked with the ideologies. The study aims to provide the hidden ideologies in the prospectuses. The study provides insight on the different use of ideologies in the prospectuses and compares the explored ideologies present in the prospectuses and observes the existence of institutional ideologies in the public and private sectors. The research provides ideologies and their existence in the prospectuses with modes and resources, it observes the various ideologies present dominantly in prospectuses in the private and public sectors. The findings of the research revealed that there are various modes and resources linked with meaning and ideology in the private and public sectors. Moreover, it demonstrates the dominant use of ideologies in the public and private sector colleges extensively.

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## **DEDICATION**

This thesis is dedicated to my late Dad, Nader Ahmed Butt, for his love, endless support, and hard truths about life. Dad, I am a part of you. Through me and my family, you will live.

# CHAPTER 1

## INTRODUCTION

Language has been the medium of communication for centuries; it is one of the main aspects which helps perceive ideas, concepts, and ideologies (Martin & White, 2005a). Language is the medium through which we can declare an object with a specified meaning; the meaning is linked with an ideology, conception, or thought process. All definitions are interlinked with semiotic resources showcased in the modes, which help project ideologies and meaning.

Dove (2019) states that language systems are central components of our concepts and help create thoughts and psychological perspectives. Language promotes ideas, concepts, and thoughts. The visuals in society have hidden ideologies and concepts that are not visible to the readers and observers. The visuals utilise semiotic resources to depict concepts, theories, and ideologies. In newspapers, magazines, reports, and prospectuses, a set of mandates and goals are set and developed with the help of language. These visuals incorporate ideas, ideologies, and concepts that provide information about the document under study.

In the various prospectuses of the institutions, semiotic resources help formulate ideologies (Tufail et al., 2021). Prospectuses assemble ideas and relate them to ideologies. These ideologies are interrelated and come from different modes present inside the prospectuses. The researcher intends to use Semiotic Analysis (2006) for the visuals and images. It will help provide symbolic, conceptual, and compositional meanings in various visuals present inside the prospectuses.

Prospectuses for Hayes (2021) are a scaffolding step, and for many, they are a modified form of advertisement; they provide a more extraordinary outlook to colleges, their schemes of study, and their curricular/non-curricular activities. The world is ever-changing, and people acquire different means to express their demands, wishes, and necessities. The consumer industry has evolved to be more stabilised and structured. In the previous decade, much change has occurred due to using visuals, images, and pictures. It has created a large consumer market driven by thought processes, concepts,

goals, and ideologies.

Every text and document has an ideology related to a concept (Moore, 1987). The prospectuses of various institutions provide ideologies based on established goals of an institution, region, culture, religion, gender, and economy. The study features institutional ideologies, which have been depicted through visuals and written forms as they are the mediums that provide much information concerning the semiotic resources, semiotic modes, and their relationship with the ideologies. The textual analysis of prospectuses through Appraisal Theory (2005) provides in-depth knowledge concerning the hidden ideologies present inside the prospectuses.

Language, images, visuals, graphs, and pictures communicate ideas and concepts in abstract form (Torres, 2015). All these mediums express established goals or mottos related to ideology. These aim to follow a set of goals and ambitions a businessman uses to gain capital. The role of language and visuals is immense in advertisements, and with the commencement of newspapers, prospectuses, reports, and magazines, the overall impact has increased over the past few decades.

Schools, colleges, and universities now act as a means of industries that aim to use education for monetary gains. The use of semiotic resources in images and the use of narratorial features in explaining the ideologies at educational institutions had an impeccable effect on the student's minds. The primary role of the prospectus is to convince the public to enrol students for better education and make a resilient future. The sale of prospectuses generates income and revenue, which helps the institution generate a hefty profit. The inculcation of technological inventions like television, electronic billboards, and computers for advertisements has evolved the ideologies and concepts of institutions. Still, most institutions believe newspapers, magazines, and digests are the economical way of spreading information to the public.

Every field of business and commerce uses advertisements to persuade consumers to buy products (Amiri et al., 2020). Semiotic resources and their different modes, such as visual, linguistic, spatial, and gestural, are used to make a visual with a message or concept that interacts with the consumers. It helps to formulate new trends in society. Prospectuses have also expanded to many different fields of life. The progression of prospectuses from business to other areas like education lead to a great monopoly and authority on the market.



Like many fields, the educational field has undergone cultural and social change in the past (Accurso & Gebhard, 2020). The socialistic and cultural ideologies influencing a college atmosphere and curriculum are showcased inside the prospectuses as images. The Internet and social media have resulted in successful ventures and the expansion of various cultural and social norms in schools, colleges, and universities. Prospectuses promote products, services, or ideas that help modulate the institution's publicity in the changing world.

The colleges and the prospectuses, along with the expansion of social media, have made an everlasting impact in the field of education. Delmestri & Walgenbach (2009), in their work *Interference among conflicting institutions and technical-economic conditions: The adoption of the Assessment Center in French, German, Italian, UK, and US multinational firms* (p. 445-455), believed that institution has a grip on entire spheres of material life. All the materials and resources at institutions provide a comfortable, educational atmosphere to the students, and the prospectuses are the initial way of projecting it. Moreover, it could be said that the institutions have taken in the capitalist approaches to price-target education.

The advertisement methods used in prospectuses forced the public to shift from government schools and colleges to private ones. The prospectuses of various institutions showcase ideologies that portray social status and economic boundaries. Prospectuses' role in highlighting the educational year's proceedings is to make the public aware of the institutional ideology rather than education. These images and the language utilised in prospectuses have significant semiotic features and linguistic items, which need to be deciphered to comprehend the real meaning. The prospectuses have information about cultural, societal, religious, gender, and institutional ideologies that must be deciphered to comprehend institutions' hidden objectives and aims fully.

## **1.1 Statement of Problem**

College Prospectuses are essential documents as they are focused on the field of research on different grounds. Visual images and written forms have a significant impact on young minds. The college's prospectuses are indispensable in semiotic studies as they have multiple semiotic resources, and modes linked to meanings are highly important in research. However, no research in the context of semiotic resources and modes with ideologies at the college prospectuses level has been carried

out. No research has been carried out on Semiotics resources and modes, and their relation with ideology and their existence in college documents, especially prospectuses, have not been done. It has been carried out at the University level with semiotic resources and modes with meanings but not ideologies. Because of this, it is unclear what kind of ideologies are focused on in the textual and visual part of the prospectuses of the government and public colleges and how far the ideologies vary in the two different types of institutions in the countries. The researcher aims to conduct a study concerning the ideologies apparent in prospectuses to provide their influence on students and society.

## **1.2 Objective of Study**

The study's main objective is to examine prospectuses for semiotic resources and different modes and their relation with ideology. The study analyses the semiotic resources and modes and their portrayal of ideologies in the prospectuses. This study aims to identify the ideologies present in the prospectuses with the help of semiotic resources and different modes. The study assesses the ideologies and their relations with modes and semiotic resources.

## **1.3 Research Questions**

- What are different semiotic resources and modes used to portray ideologies in the written and visual text of prospectuses?
- How are different modes used to create and depict meanings and ideologies (institutional, economic, religious, gender, and cultural) in private and public sector prospectuses?
- How are public and private sector prospectuses ideologies similar and different?

## **1.4 Research Objectives**

- To find out different resources and modes used to portray ideologies in prospectuses' written and visual text.
- To explore the different modes and their role in creating and depicting meaning and ideologies in public and private sector prospectuses.

- To compare the similarities and differences in the ideologies of public and private sector prospectuses.

## **1.5 Methodology**

The current research is a multi-modal study that focuses on prospectuses. The researcher picked seven private colleges and seven government colleges in the twin cities of Rawalpindi and Islamabad for this research. The researcher has selected the prospectuses on both written and visual text availability. The research searches for different resources and materials in the prospectuses with the help of the Theory of Visual Grammar (Kress & Leeuwen, 2001) and Appraisal Theory (Martin & White, 2005). The researcher uses the Theory of Visual Grammar (2001) to analyse visuals as they depict semiotic resources and modes, which help understand the main ideologies and discourses inside the various prospectuses. The researcher handpicked prospectuses to evaluate the semiotic materials, resources, and modes used in educational institutions from 2019 to 2022. The semiotic resources and different modes present in the prospectuses showcase differences in the government and private colleges' ideologies at the institutional level.

The comparison of ideologies depicted in visual and written form allows in-depth information about the institutions. The researcher's use of selected theories is to provide a detailed comparison of the working and functioning of these institutions. However, ideology and discourse give a practical understanding of the functioning of the two institutions. Still, researchers have highlighted the factors influencing educational practices in these institutions at an intermediate level in Pakistan. The researcher has applied Appraisal Theory and its components, attitude, engagement, and graduation, to the discourses to find the ideologies that influence and power the institution.

## **1.6 Significance of Study**

The study gives insights into the ideologies that have played an essential role in influencing academics, educational systems, and institutions. Prospectuses help provide data concerning the government and private colleges. This helps compare the ideologies that are used in private and government colleges. The study highlights the differences and similarities of these meanings and ideologies and their role in college's progress. The study provides information concerning the visuals, words, shapes, and symbols that represent institutional, educational, social, cultural, religious, gender, and economic

ideologies and discourses in the college.

This research provides the main differences and similarities between ideologies in both sectors, which helps analyse the intended meaning. This can be a helpful insight for educationists looking to understand the workings of an educational system. Lastly, it can allow them to understand and share their perspective concerning ideologies and meanings showcased within the college prospectuses.

The study will impact prospectuses' content creation. It will provide them with information and data concerning the ideologies at play, and they will be more conscious of projecting their written and textual forms in prospectuses.

### **1.7 Delimitation**

The researcher has handpicked intermediate government and private colleges in Rawalpindi and Islamabad. Seven Prospectuses from private and government colleges have been picked. The researcher has applied the Theory of Visual Grammar (2001) to visuals that depict achievement or prize distribution ceremonies. The researcher has also used Appraisal Theory (2007) on the texts, which include aims/goals, mission statements, visions, objectives, and mottos to highlight the ideologies and their similarities and differences within the public sector and private intermediate colleges. The researcher has primarily relied upon these theories to decipher the different and similar ideologies in visuals. Moreover, these theories highlighted prospectuses' design, production, and modes. Appraisal Theory (2007) evaluates the written text's aims, goals, mission statements, visions, objectives, and mottos. Theory of Visual Grammar (2001) provides information concerning the modes, resources, representation, vectors, gaze, etc. All the theories used help provide knowledge regarding visuals and images of the public and private intermediate colleges. The theories help find and analyse visuals, clauses, and written forms in different prospectuses.

### **1.8 Organisation of Study**

The thesis is organised into several chapters. Each chapter contains information regarding the topic and provides a deep insight into the research. The results and findings are shared in chapter four of the research, providing meaningful insight. In the last chapter, chapter five, the researcher provides readers with a conclusion and future recommendations.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Ideology and Meaning

Every ideology and discourse in this world are primarily created by an individual, society, or group to safeguard interests. The ideology and its meanings collaborate with different fields of education and have brought revolutionary changes globally. Every ideology and discourse defines a purpose that is followed and supported by numerous followers and disciples and is mentioned through a word, shape, image, language, and icon.

“In every ideological and political education, many sorts of expenditure, policy changes, and commercial relations are considered essential factors” (Yun et al., 2022, p. 3). Ideological education involves shaping individuals' beliefs and values in alignment with a particular ideology followed by a college. In this context, expenditures refer to the resources allocated for disseminating ideological principles, funding educational programs, and promoting specific values; these help instigate ideological development, which they represent in meanings as they are associated.

Governments, colleges, administration, boards of governors, and management alter policies with this reflection of the ideology change. Ideologies propagate the altered meaning, influencing education curricula, discourse, and societal and cultural norms. Additionally, commercial relations play a pivotal role as economic influence ideologies and dictate college policies, impacting a nation's educational interactions with other entities. The socialist principles of tuition-free, accessible instruction at all stages, a unified school system for all, instruction in the pupil's native language, the intimate connection of instruction with productive labour and life, and the collectivist tenor of upbringings (Mal'kova, 1988, p.34). Socialist ideologies emphasize equitable distribution of resources in schools, colleges, and universities and mean welfare. Policies favouring social welfare, regulating commercial activities, and promoting socialist ideologies help relate to semiotic resources and modes in a curriculum and prospectuses. Policy changes are instrumental in implementing ideological shifts and polarization within administration structures via a set meaning. In contrast, Dniester

(2017) provides insight into what capitalism and capitalist ideology have done in school. It has created the class system in schools but to what level is a question still in question. Nevertheless, it has indoctrinated children to a complexity propagated by capitalism and capitalist ideologies like the free market, privatization, etc. It influences prioritising free educational markets and minimal government intervention in the policies, curriculum, mottos, goals, objectives, etc. The altering of policies impacts the ideologies of schools, colleges, and curricula. The different modes of the college documents create new influenced meanings and ideologies that interact with the modes. Private colleges help influence policies encouraging entrepreneurship and global trade, but marking and exam stress have created a new stress paradigm. The number of young people who call ChildLine in the UK and seek help from exam stress increased by 323% between 2004 and 2017 (Dniester, 2017, p.4). The synergy between ideological and political education, expenditures, policy adjustments, and commercial relations creates a holistic framework shaping values, governance structures, and economic systems within colleges with a given ideological context. These elements are interconnected, collectively contributing to the ideological fabric of society and college students.

A need and a belief with meaning and ideology exists within an ideological fabric. It helps relate to meaning, which helps relate to modes with symbolic values when inferred. The new form of technology in the 21<sup>st</sup> century has been used in our era, and it has many "unique advantages, such as liquidity, openness, timeliness, and virtuality" (Jia, 2020, p. 1). It explores the concept that technological advancement has changed the lens through which we monitor, and its effect is apparent in ideology, meaning, modes, and resources within a document of a school, college, or university.

In college education, the inculcation of cutting-edge technology has ushered in today's generation in an era of unparalleled accessibility and flexibility. It has provided colleges with insight into the use of new technologies and helped link the ideologies with the resources and modes in college documents of use. The liquidity of information, facilitated by digital platforms, e-learning tools, and magazines, hard and in abstract form, allows students to engage with educational content at their own pace, whether in the form of a magazine or prospectus, fostering a personalised and dynamic learning experience. Jia (2020) states that new technology "has a wide impact on ideological and

political education in colleges and universities". It has helped new ways to influence students in colleges to flourish. The ideology and the modes of relation with each other in the new forms of prospectuses help provide meaning, social context, and events and, with that, also construct identities with ideologies (Drori et al., 2016). Drori (2016) provides insight into constructing identities with ideologies. It helps formulate visual and written text with proposed meaning.

The openness of online resources like articles, news reports, prospectuses, and magazines enables a global knowledge exchange, transcending geographical boundaries and enriching the educational landscape with diverse perspectives. Moreover, the timeliness of information dissemination in virtual and onsite classrooms ensures that students are equipped with the latest insights and developments. With their visual images and pictures, prospectuses can project ideologies and identity through social context and events in the college. Ideologically, new technology has reshaped the dynamics of discourse and interaction within schools, colleges, and universities. The openness inherent in digital platforms has democratised the dissemination of ideas, providing a space for many voices to be heard. Jia (2020) states that new media can enhance college students' thinking, such as thinking activity, responsibility consciousness, ideological rationalisation, political sensitivity, and modernisation consciousness. Simultaneously, the virtuality of online spaces allows for creating ideological communities where individuals with shared beliefs can connect and collaborate despite physical distances and help create ideologies. This virtual interconnectedness has the potential to forge ideological alliances, challenging established norms and fostering a more nuanced and dynamic ideological landscape. Drori et al. (2016) provide insight into the fact that a social institution like a university draws inspiration from its sociocultural context, and the same is the case in schools and colleges. The researcher intends to see the semiotic modes and resources interrelated to meaning and ideology in the written and textual forms of the college's prospectuses. There are cultural artefacts in schools' textbooks, and their production and use inside classrooms confront a range of issues related to ideology (Ferguson et al., 2009). The researcher thinks these issues are the modes in the textbooks, especially the linguistic modes, as it showcases that ideology and meaning are not far behind wherever there are modes. The same is the case with prospectuses, as they are cultural artefacts. Ideology and modes are interrelated in textbooks and prospectuses. Strong relations exist as the

modes and their resources help formulate meaning and then showcase an ideology to be believed by the reader. Zembylas (2020) sheds light on a particular mode through which teachers and students utilise themselves. This mode relates to speech, conversation, and presenting purposes, but Zembylas states that this mode is verbal and direct and that it is also linked to gestures. It helps predict that different modes and resources within a document help create and present meaning and ideology, providing information on how the modes help create meaning and ideology.

The unique advantages of new technology profoundly influence semiotic modes, encompassing the various ways of meaning. Insight of Information liquidity has transformed how symbols and signs are constructed and interpreted in digital spaces. Emoticons, hashtags, and memes, for instance, have become integral semiotic elements, embodying complex ideas in succinct visual forms. According to Kress & Van Leeuwen (2020), meanings arise in social action and interaction and hint toward hidden ideologies. The openness of communication platforms has given rise to a diverse array of semiotic expressions to express through multimedia presentations to interactive graphics, enriching the communicative potential of symbols. Timeliness, crucial in the digital age, influences individuals' semiotic choices, as the rapid pace of online interactions demands concise and impactful modes of expression. Moreover, virtuality has expanded the semiotic repertoire with augmented reality, virtual reality, and other immersive technologies, creating new dimensions of meaning and communication. In essence, the unique advantages of new technology permeate the fabric of college education, ideological discourse, and semiotic modes. The fluidity, accessibility, and interconnectedness brought forth by technology redefine how we learn, engage with ideas, and convey meaning. Embracing these advantages not only helps us to explore educational experiences but also provides steps to shape the nature of our interactions and how we construct and communicate meaning in our digital age.

Discourses search for a meaning of interest. This means that the education system in Pakistan is ever-changing in terms of demand and scenario. Government and private colleges in Pakistan have ideologies and discourses in their books, curricula, and prospectuses, depicted by semiotic resources and materials that overlay each other and provide a sense of influence. Deciphering the prospectuses, their text, language,



linguistic items, modes, images, and pictures allows the researcher to highlight how institutional ideologies are associated with resources and materials in visual and written text. The research allows us to explore the concept that different ideologies are inculcated in the college's official document (Prospectus). Further, by language (Kress & Leeuwen, 2001), they are represented in shapes, colours, gestures, words, phrases, and objects that could be easily understood. Language is forms and concepts, but when inspected and observed with inevitable tautology, no form can be captured except as the form of a particular concept, and no concept can be captured except as the concept corresponding to a particular form (Saussure et al., 2003). Form in our world bombards us with multiple ideas, which we call signs. A symbol represents the sign or any physical form known as a signifier; the idea or concept presented by the signifier is signified inside the brain of its viewer. The words and symbols in the various curriculums, books, and prospectuses have infinite signs, signifiers, and signified. Every symbol or ideology represented inside them has a new meaning that usually extends beyond the language and can simultaneously encompass different purposes. In the work *Multimodal Discourse: The Modes And Media Of Contemporary Communication* (Kress & Leeuwen, 2001), great detail is provided to the fact that the environment impacts our way of thinking and the different modes of communication present around us and forces us to change our views regarding an object, relations, structures, activities, ideologies or concepts. The concept of multimodality deals with common semiotic principles that operate in and across different modes, and in which it is, therefore, quite possible for music to encode action or images to encode emotion. (Kress & Leeuwen, 2001).

## **2.2 Types of Ideologies**

Ideologies are frameworks for understanding and organising society, offering guiding principles for governance, economics, and social behaviour. They shape political systems, influence policies, and inform individuals' beliefs and actions. According to Barnett (2003), ideology refers to belief systems that are governed by interests, and these interests are either pernicious or epistemological. Saul (2023) believes that whenever people with different social backgrounds interact, pernicious ideologies are formed.

In this view, Barnett (2003) states that pernicious ideologies have been introduced willingly and unwillingly to the liberal university from the outside. The pernicious ideologies like competition, entrepreneurialism, and managerialism provide links to

institutional ideas like appreciative skills, appreciative abilities, and identity (Beyer, 1979) and incorporate with epistemological ideologies like trust, collaboration, knowledge, community, communication, identity, evaluation, and imagination to form institutional ideologies. An education system, school, college, or university incorporates these to create a basis for a new set of rules and regulations where ideologies play an important role. Epistemological ideologies provide insight into how individuals perceive and interpret reality, affecting their decision-making processes and worldviews. Fiala (2007) provides insight that if educational ideologies placed substantial emphasis on either the development of the individual or on normative concerns like equality and justice, then the ideologies could have substantial utopian content. The researcher believes that the same is true of the institutional ideologies in colleges and the educational system in Pakistan.

In the college, pernicious ideologies are explored and adopted, which are enforced by the college or its administration. Colleges are also victims of fragile and complex societies like universities, the driving forces of which are globalism, the state, information technology, and multinational corporations (Barnett, 2003), which have taken part in the colleges.

### **2.3 Depiction of Ideologies in Academic Text**

The depiction of ideologies in academic texts is a multifaceted endeavour that involves analysing, critiquing, and contextualising various belief systems within their historical, social, and cultural contexts. Whether political, religious, philosophical, or cultural, ideology shapes how individuals and societies perceive the world, interact with one another, and organise themselves politically and socially. According to McCallum & Stephens (2011), academic texts help in the unaddressed assumptions of texts and the propensity for ideology to relate to language itself. Academic texts serve as platforms for exploring these ideologies and unpacking their assumptions, implications, and real-world manifestations.

One of the primary aims of academic texts depicting ideologies is to provide a comprehensive understanding of the beliefs, principles, and practices associated with different ideological frameworks. Ideology provides the language to define the subject (the self), other subjects, the material world, and the relation of all of these to each other (Besa, 2016, p.141). Academic texts critically explore and evaluate ideologies by

subjecting them to rigorous scrutiny and analysis. This involves examining the internal coherence of ideological frameworks, assessing their logical consistency, and evaluating their empirical validity. Scholars inspect and search for the underlying assumptions, biases, and contradictions within ideologies, shedding light on their strengths and limitations. McCallum and Stephens (2011) provide insight that the expressive forms of language are informed and shaped by ideology itself. Thus, ideology becomes the force of progression in language. Moreover, academic texts contextualise ideologies within broader socio-political and cultural landscapes defined by an anomaly, entity or organisation. Historical contingencies, power dynamics, and social structures shape them. Lindström (2021) provides insight to improve understanding of the influence of social contexts on, e.g. health-related behaviours, access to healthcare, and health in the study of ideology. This contextualisation is a mere example, elucidating the social forces that influence the emergence, dissemination, and perpetuation of ideologies and their impacts on individuals and societies.

Academic texts explore the intersections and interactions between different ideologies, recognising that they often coexist, compete, and intersect in complex ways. Science strives for objectivity and high validity. Ideology is the basis for underpinning personal and social group interests with rational thinking and empirical scientific facts to form relevant political arguments. The intentional merging of science and ideology into one inseparable entity will lead to soft totalitarianism, i.e. silence culture (Lindström, 2021). This interdisciplinary approach allows scholars to elucidate the dynamics of ideological contestation, negotiation, and synthesis within and across various domains of human experience.

Furthermore, academic texts engage and relate with ideologies as dynamic and contested phenomena that have evolved due to the changing historical, social, and cultural conditions. Ideologies are visible in texts produced for children (McCallum & Stephens, 2011). This recognition of ideological dynamism allows scholars to trace the evolution of ideologies, identify emerging trends and transformations, and assess their relevance and viability in contemporary contexts. For example, a study of environmentalism may explore its evolution from a grassroots movement to a global ideology and its responses to emerging challenges such as climate change and

biodiversity loss.

In addition to analysing the content and characteristics of ideologies, academic texts also explore their real-world manifestations and implications. They are examining how ideologies are mobilised, institutionalised, and enacted in political, social, and cultural practices and their impact on individuals, communities, and societies. For instance, a study of neo-liberalism may examine its influence on economic policies, social welfare programs, and global governance structures and its implications for inequality, austerity, and deregulation.

Moreover, academic texts interrogate the role of ideologies in shaping discourses, identities, and subjectivities, recognising that they reflect and produce social realities. McCallum & Stephens (2011) explore that ideology is implicit in simple texts, usually in the form of assumed social structures and habits of thought. It can be a powerful vehicle for affirming it. This involves exploring how ideologies are constructed, disseminated, and contested through discursive practices such as language, media, and education and their implications with power relations and social hierarchies. A discourse analysis of Islamophobia may examine how ideological representations of Islam shape public perceptions, political discourse, and policy responses, as well as their impact on Muslim communities.

The depiction of ideologies in academic texts is a complex and multifaceted endeavour that involves analysing, critiquing, and contextualising various belief systems within their historical, social, and cultural contexts. Academic texts search for a comprehensive understanding of ideologies by exploring their origins, evaluating their coherence, contextualising their dynamics, examining their intersections, tracing their evolution, and assessing their real-world implications. By engaging with ideologies in this manner, academic texts contribute to a deeper understanding of how beliefs, values, and practices shape individual and collective experiences.

## **2.4 Ideology through Semiotic Resources**

Ideology is a complex system of beliefs, values, and ideas that shape our understanding of the world and our place within it. It permeates every aspect of society and explores how we perceive ourselves, others, and the various institutions and structures that

govern our lives. Semiotics, the study of signs and symbols and their interpretation, provides a valuable framework for understanding and insight into how ideology is communicated and reinforced through various semiotic resources such as language, images, and gestures.

Language, as a primary semiotic resource, plays a central role in constructing and disseminating ideology. Petrilli (1992) provides information that language must be recognised as a means of discovering contrasts with the links which constitute these elements of the unit. It provides insight that words carry meaning beyond their literal definitions, serving as vehicles for conveying cultural norms, values, and power dynamics. The language expresses the choice, attitude, and tendency of communicators and is intended to send messages to senders and recipients (Briandana, 2019). Language-dominant ideologies are encoded and perpetuated, shaping how individuals conceptualise and articulate their beliefs and experiences.

Images and visual representations also play a crucial role in conveying ideology through semiotic resources. Visual semiotics encompass a wide range of visual elements, including photographs, illustrations, advertisements, and symbols, all of which contribute to the construction of meaning and the reinforcement of ideological messages like a 'gender hierarchy' visual representation is considered an accepted ideological form of social organisation (Lodge & Reiss, 2021). Visual representations are powerful tools for shaping perceptions and attitudes, as they often operate subconsciously, bypassing rational thought processes and appealing directly to emotions and instincts. Advertising, for instance, explores visual imagery to convey ideological messages about beauty, success, and social status, promoting consumerism and reinforcing capitalist ideologies in the reader's and observer's mind.

Language, images, gestures, body positioning, alignment, and body language constitute another semiotic resource through which ideology is communicated and embodied. Gestures, postures, facial expressions, and other non-verbal cues carry significant symbolic meaning, reflecting cultural norms, social roles, and power dynamics. Busch (2021) provides information that participants deploy a range of semiotic resources and

that their gestures are not necessarily a visual mirror of the lexical content of the talk but a semiotic modality. For example, how individuals greet each other, situate themselves in physical space, and use gestures to express emotions or convey meaning is shaped by ideological factors such as gender, ethnicity, and social class. Body language often asserts dominance, establishes social hierarchies, and reinforces ideological norms regarding appropriate behaviour and communication.

The intersection of semiotics and ideology is particularly evident in the realm of media and popular culture, where various semiotic resources are mobilised to convey ideological messages and shape collective consciousness. Pettrilli (1992) states that dialogic relations among different languages and codes which permit operations of rewording, transposition, and transmutation create sense and utterances. Television shows, films, music, and other forms of popular media are rich sources of ideological content, reflecting and reinforcing dominant cultural values and beliefs. No language can exist unless it is stepped in the context of culture, and no culture can exist that does not have, at its centre, the structure of natural language (Tarigan & Stevani, 2020). Through language, images, and symbols, media texts convey specific ideological messages about gender, race, class, sexuality, and other social categories, shaping audience perceptions and influencing social attitudes and behaviours. Furthermore, the digital age has expanded the range of semiotic resources through which ideology is communicated and contested. Social media platforms, online communities, and digital technologies have become powerful vehicles for disseminating ideological messages, enabling individuals and groups to mobilise semiotic resources in new and innovative ways. Memes, hashtags, emojis, and other digital symbols express and contest ideological viewpoints, facilitating the circulation of alternative discourses and challenging dominant narratives.

The relationship between semiotics and ideology is inherently dialectical, as both are shaped by each other in a continuous process of meaning-making and negotiation. Semiotic resources provide the tools through which ideology is communicated and reproduced. In contrast, ideology, in turn, influences the production and interpretation of signs and symbols and their exploration concerning the ideology. Ideology as a notion is composed of a set of assumptions, principles, views, and beliefs, which

determine an attitude toward reality for readers and agents of the translation process (Tarigan & Stevani, 2020, p.250). The dialectical relationship underscores the importance of critical semiotic analysis in uncovering the underlying ideological dimensions of communication and representation.

Ideology permeates every aspect of society, profoundly shaping our beliefs, values, and behaviours. Semiotics provides a valuable framework for understanding how ideology is communicated and reinforced through various semiotic resources such as language, images, and gestures. By critically analysing the semiotic dimensions of communication and representation, we can gain insight into how ideology operates and manifests in our everyday lives, ultimately contributing to a more nuanced understanding of power dynamics, social relations, and cultural practices.

## **2.5 Semiotic Resources in Prospectuses**

Semiotic resources are visual and pictures in textual forms. College prospectuses are significant documents for educational institutions to explore and provide insight into their identity, help attract potential students, and establish a college's position in the competitive education market. In Pakistan, where the education sector experiences significant marketisation, these prospectuses play a vital role in exploring perceptions, constructing identities, and reflecting power dynamics within the educational landscape (Shahnaz & Suleman, 2023). A semiotic analysis of these prospectuses unveils the complex interplay of symbols, signs, and messages that contribute to marketisation strategies, the construction of institutional identities, and the reinforcement of power structures. The marketisation of education in Pakistan has led colleges to adopt strategic communication tactics in their prospectuses. et al. (2021) state that visual representation provides meaningful information from the perspective of marketisation and various other research fields.

Semiotics unveils how symbols and signs within these prospectuses are carefully chosen and constructed to appeal to the target audience—students and parents. Images of modern facilities, diverse student bodies, and cutting-edge technology are strategically employed symbols signifying progress, quality, and advancement. Moreover, (Ren, 2023) uses of languages, such as phrases like excellence in education

or world-class faculty, functions as linguistic symbols emphasising superiority and competitive edge. Prospectuses serve as an exploration document for colleges to craft and project their desired identities. Semiotic analysis explores how choosing colours, typography, and imagery contributes to constructing specific institutional identities. For instance, traditional motifs or national symbols may signify cultural heritage and patriotism, appealing to national pride and authenticity (Shahnaz & Suleman, 2023). Conversely, including global symbols, like international accreditation logos or multicultural visuals, aims to portray a cosmopolitan and inclusive identity, appealing to a broader audience.

Shahnaz (2020), in his work, states that marketisation aspects are evident in the discourse of prospectuses through various advertisement practices. Prospectuses have numerous pictorial forms that conceal advertisements with many ideologies, and these ideologies need to be defined or provided with meaning, as their true intention is unknown without them. According to the researcher, many government and private colleges' prospectuses provide complex and positive interactions with individuals and communities through visual images and written expressions (Troschitz, 2018). It also provides insight into an interpreted form of knowledge that depicts the ideologies that interact with the institution, gender, religion, society, and economy of the country. Representation in the prospectuses revolves around the context of education and institutions and influential ideologies which are documented. In the documentation, ideas, concepts, and ideologies are represented from the point of view of academicians, institutional heads, owners, and business people or managerial heads, and they follow a specific set of guidelines. Tufail et al. (2021) believed that visuals in children's literature represent different ways a writer or author communicates with a reader (p. 425). They provide visual clues and strategies the illustrators employ, which might prove helpful in different disciplines and various authorities. The discipline and documentation vary, and the researcher utilises the visuals in prospectuses to explore the different ideologies and find the semiotic resources, materials, and modes which represent them in the prospectuses with the help of Semiotic Analysis (Shahnaz & Suleman, 2023).

Semiotic resources help formulate semiotic features that help link the compositional meaning to form from the images, animations, pictures, and textual visuals. It allows the project of the sign and symbol in different dimensions in a visual, whether a



photograph, billboard, magazine, or prospectus. All of them have different sizes, which interact with ideologies. In his works, Fattah (2020) propagates that signs act as a vehicle for thought and that articulating logical forms is a means of a group. Ly & Jung (2015) utilise the virtual design theory of Kress and Leeuwen (2001), which provides the different dimensions concerning the two images and their semiotic resources, which are represented in photographs, they are represented through a vector, salience, multi-modality colour saturation, etc. They provide meaning and discourse, which highlights the represented information.

According to the researcher, the meaning represents ideologies in visuals illustrated by an illustrator to influence the readers. The same occurs in prospectuses' visuals, which can be discovered through Visual Theory (Pauwels & Mannay, 2020). A semiotic analysis of college prospectuses in Pakistan unravels the intricate web of symbols, signs, and messages embedded within these documents. These symbols serve marketing purposes and contribute to identity construction and power dynamics within the educational sphere. Understanding the semiotic elements in prospectuses is crucial in critically evaluating their impact on societal perceptions, inclusivity, and power structures, ultimately paving the way for a more equitable and diverse educational landscape.

## **2.6 Decoding Underlying Ideologies in Prospectuses**

An institution's ideology could be depicted with great significance within a text, image, or picture. In the reader's sight, it helps showcase the representation of students, which has changed in the prospectuses (Candarli & Jones, 2022). The underlying ideologies are similar or different, which could help present the college's demand and strategy to attract students and admission. Through the visual and written form, the reader or viewer of prospectuses will be able to explore the different and similar ideologies the college uses. The student opts for the desired private or government institution. These underlying different and similar ideologies are essential in the researcher's views as they are incorporated with semiotic materials, resources, and modes. They must be decoded in visuals and written form as they represent different and similar ideologies that can help us understand the reality of educational institutions.

In his research paper, Moore (1987) believed that ideology represents itself through meaning, and secondly, the pragmatics of classroom practice help develop ideology and

its purpose (pp. 79-81). Different ideologies represented inside the prospectuses hold various forms of knowledge. Various ideologies reshape the thinking process of

It is very intriguing to hear an individual inside the classroom discuss societies' standards or how societies have changed and shaped themselves.

Ideologies are not identical and may differ in different modes and forms in a text. Crawford & Brandt (2020) believed that various groups that varied in their perceived status, ideology, and other traits create a different ideology. These ideologies are hidden in written and visual forms and must be explored to create a clear perspective. Ideology is a social identity, and people with diverse educational and social backgrounds have different ideologies that differ in many ways. The same can be said about prospectuses, where ideologies differ and coincide in different prospectuses. Their outlook shifts in different sectors and relates to organisational and institutional representations. Aichholzer & Willmann (2020) state about ideology and its changing position in political scenarios where ideology represents stable underpinnings of parties and personalities and their traits, in the same way, ideologies are used to cover the lapses in the education system of a college.

The differences and similarities of the ideologies can relate to the college demands and strategies in the prospectuses as language is related to the modes and resources, whether written or visual. Communication without words is becoming a widespread insight in the modern world. Much of the information we receive today is visual; we see different signs, symbols, and images and interpret them according to our minds. Kress and Leeuwen (2006) believed that the pictures around us convey essential meaning but are far away from the ideal meaning. The government and private colleges provide complex, positive interactions of individuals and communities in visual images and give an insight into the interpreted information that depicts ideologies related to gender, religion, and economy. (Guo & Feng, 2017).

The ideology and the linguistic items interlinking these problems are majorly astonishing and relate to every field of life. Placing objects about one another will establish a structure. We can only describe a structure if we can recognise its pattern. A structure that does not have a visible structure line is called abstract. (Leborg, 2004).

The educational field's issues are resolved through individuals or groups of experts and academicians who follow specific guidelines that help them formulate an ideology;

they want to transpire in their fields to create betterment. A doctrine is depicted within a text, images, or a picture with significant societal, community, group, and individual ideologies. The effects of marketisation have affected colleges in Pakistan as well. Private colleges depict that change and showcase marketisation, but it cannot be stated concerning the colleges. According to Shahnaz & Suleman (2023), identity, ideology, and mission are more and more profit-focused in universities (p. 18); the same trend is depicted in colleges, which the researcher tends to depict with ideologies represented in visuals of prospectuses and written form. Researchers use the Theory of Visual Grammar (2006) and Appraisal Theory (2005) to depict the ideologies represented through semiotic resources and materials linked with approaches and traditions of commercial business.

They make their identity, ideology, and mission more and more profit-focused than taking care of the institutional-based. The Semiotic Analysis (2006) and Appraisal Theory (2005) highlight the economic marketisation and institutional-based ideologies and others and depict ideologies represented through semiotic resources and modes.

Social concerns and the pragmatics of classroom practice help develop ideology and its purpose (Moore, 1987). The people idealise the doctrine that in the projection of ideologies, the use of consumerism and advertisements is excessively done to bombard the public with lots of information through billboards, pamphlets, and prospectuses, which excites and exclusively defines the ideologies which they people want to project so that they could use it to grasp the attention of its readers. These different and varied semiotic resources hide intriguing and crucial information the researcher wants to excavate. According to the researcher, these semiotic resources can allow the researcher to observe and decipher the ideologies associated with education and economic status. It could be used to relate to various meanings decoded from the prospectuses.

An individual with companions such as a sign, object, and interpretation. It deals with proposition, comprehension, and intelligibility, whereas Saussure leaves it all to human interpretation. Saussure provides an outlook on semiosis, which helps understand sign and semiology. According to the researcher, semiosis helps formulate extensive meanings for signs, signifiers, and signified terms. It also describes why the importance of the same sign and symbol varies from person to person and how they relate to semiotic resources. Ehrlich (2021) states that emotional reactions that images provoke in viewers can powerfully influence our attitude towards a particular object or event (p.

110). In the intricate dance between perception and emotion, images profoundly influence our attitudes, shaping our understanding of objects, events, and the world around us. As one delves into the pages of a college prospectus, each carefully curated image becomes a brushstroke on the canvas of one's perception, invoking a spectrum of emotional reactions that transcend the visual realm. The power of these images lies not merely in their aesthetic appeal but in their capacity to tap into the reservoirs of human emotion, sculpting our attitudes toward the depicted subjects (Ehrlich, 2021). A sprawling campus bathed in the warm hues of a sunrise elicits feelings of hope, promise, and aspiration. In a prospectus, an image of diverse students engaged in animated discussions under a canopy of cherry blossoms paints a portrait of community and inclusivity. These carefully chosen and strategically placed images function as emotional catalysts, activating a spectrum of sentiments that transcend the boundaries of the page.

Consider the impact of an image capturing the unbridled joy of students celebrating a successful project in a state-of-the-art laboratory. Similarly, a photograph depicting a mentor guiding a group of students through a research endeavour instils feelings of respect, trust, and a desire for mentorship, fostering an aspirational tone within the prospectus and an ideology alongside it. The viewer's emotional response extends beyond the superficial acknowledgement of academic facilities; it delves into the realm of personal resonance, creating a dynamic interplay between the depicted scene and the individual's aspirations.

However, the persuasive influence of these images extends beyond the immediate emotional reaction. It infiltrates the subconscious, imprinting a lasting impression that can significantly influence attitudes toward the college or university and help project ideologies.

A photograph showcasing a diverse cohort of students engaged in extracurricular activities evokes a sense of vibrancy and communicates an institution's commitment to diversity, inclusion, and a holistic educational experience. The viewer is swept up in the emotional tide and may subconsciously associate these positive feelings with the educational institution, predisposing them to view it as a welcoming and supportive academic community. A lack of diversity in visual narratives may inadvertently convey a sense of exclusivity or cultural homogeneity. An image portraying outdated facilities or disengaged students might evoke concern regarding the institution's commitment to

academic excellence. Thus, the emotional reactions spurred by the visual elements of a prospectus are not confined to the realm of positivity; they encompass a nuanced spectrum that influences attitudes in multifaceted ways.

In essence, the artful selection and presentation of images within a college prospectus transcend the role of mere embellishments; they become potent agents of emotional persuasion. By tapping into the viewer's emotions, these images carve pathways to the heart, influencing attitudes and perceptions with lasting resonance. The prospectus is not merely a collection of information but a visual narrative, weaving a tapestry of emotions that shapes the viewer's journey toward higher education.

On the other hand, Saussure (2004) believes that signs relate to the production of meaning, not the language itself. The semiotic features help link ideology and meaning with images as the visuals in the image change with the formulation of sign, object, and interpretant. In the researcher's view, the various visual photos used inside the prospectuses allow the formulation of meaning, which helps portray the concept or the ideology. Studying the definition of formulation enables the researcher to see the modes that help create meaning and its ideology. It ensures a quiet transition of processes that interlink with intention and helps to establish coherence between the ideologies and their meanings.

Attitude, engagement, and graduation of different discourses help portray meaning, sense, and ideologies in many documented works, as it could be an opinion of something or somebody else projected to influence other people's thoughts and transition process (Tajvedi & Arjani, 2017). They have utilised Appraisal Theory (2005) in translation studies to depict the evaluation of discourse, and the researcher utilises appraisal theory in the written form of the prospectus to evaluate the ideologies hidden in written form. The various data present inside the prospectuses are used to assess, adopt stances, or manage the interpersonal positioning of a person in a social setting. In their work, *The Language of Evaluation: Appraisal in English* (Martin & White, 2005a). The appraisal framework could be used to assess these negative and positive assessments by which the various ideologies inside the prospectuses exist.

According to the researcher, many sources used inside the prospectuses of private and governmental colleges include hideous evaluative meanings and projects' concealed information. It is necessary to unearth this information as it provides a substantial

background to the ideologies used for formulating them. It allows the researcher to get knowledge on the interpersonal Meta-function by which language construes the world of experience, "... These meaning-making resources are grouped as the language of evaluation because they are all means by which the speaker's/writer's personal, evaluative involvement in the text is revealed as they adopt stances." (P. White, 2005,p.26).

In contrast, the meaning-making of texts and visual images could be divided into three broader terms: ideational, interpersonal, and textual. As its name suggests, the ideational deals with the flow of ideas, by which the language helps formulate a concept in visuals and written form. Interpersonal means investigating the role of speakers and writers and how they influence people's minds in society. Lastly, the textual means interpreting the given text by organising these ideas and interpersonal meanings into coherent text, which could influence the readers' minds. According to the researcher, inside every text, many functions operate, such as questioning, assertion, responding, commanding, and offering. These assertions are not there for readers to just read. Instead, they have an important role; they make the readers part of the text and more subversive. The interpersonal workings of a text, that is, fullaccounts of the social roles, identities, and relationships being enacted, will attend simultaneously to patterns in the speech functions being performed and how involvement is managed (P. White, 2005).

In the researcher's view, the appraisal theory framework allows him to distinguish between the positive or negative attitudinal expressions of the given prospectuses of government and private educational institutions. It would allow him to unfold the dialogistic engagement or the different stances adopted by the speaker or writer inside the prospectuses by which the authorial voice positions itself inside the various prospectuses, "all utterances are seen as involving stance-taking on the part of the speaker or writer and hence as involving some form of dialogistic engagement" (White, 2005, p. 24).

These objects are essential in delivering sense and direction in the images, text, and ideologies, as their meanings are integral in analysing cultural and social backgrounds. It would allow the researcher to find, understand, analyse, and refer to the purpose and ideologies of the prospectuses.

The classification and sub-classification of the evaluative meanings hidden inside the

text allow the researcher to develop a map of how different meanings inside the text relate to each other and how all these meanings work together collectively to project a rigid ideology in the reader's mind. The excavation of these ideologies is an integral part of the research, and the working of the texts inside the different prospectuses of governmental and private colleges manages to maintain the function of persuading and influencing public opinion through evaluative language.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 Introduction

The research extensively involves various college prospectuses, which usually revolve around different ideologies and discourses. Multiple private and governmental colleges in Pakistan portray ideologies that are related to semiotic modes. The researcher uses the Theory of Visual Grammar (2006) for visuals and the Appraisal Theory (2005) to evaluate and analyse the visuals and written form in the prospectuses. The researcher uses the theories to highlight the main modes that help construct institutional ideologies. The researcher uses the Appraisal Theory (2005) to evaluate the written form and the written expressions within. The theory utilises evaluation as a means to contribute and aid in interpreting the ideas and ideology when relating to ideologies, as language plays a critical role in defining the words and phrases.

The researcher uses the Semiotic Analysis (2006) to analyse the visuals, shapes, images, etc. They have different semiotic modes that contribute and aid in constructing ideas and ideology when relating to ideologies, as language plays a critical role in defining these modes. The researcher uses a visual representation of narrative processes and conceptual processes. Modality marker, colour saturation, modulation, differentiation, contextualisation, composition, information, value, salience, and framing (Tufail et al., 2021). It helps depict resources and materials that link to meaning. When observed, the meaning helps the researcher discover an ideology that helps evaluate the written and visual text. It provides a better understanding of the hidden ideologies and words.

The semiotic and materialistic resources help formulate the modes inter-relating with the languages that utilise language, gestures, and signs in the materialistic form. These modes are essential as the materialistic resources help create modes that utilise the language to play a vital role in creating and contributing an idea, concept, or ideology. Modes are used to depict ideologies in multimodal texts that are presented in prospectuses and magazines. The resources and the modes help excavate the ideologies in the text, which are coherent with modes.



### 3.2 Data

The researcher utilised prospectuses from the twin cities' public and private intermediate colleges. The researcher has hand-picked them based on their accessibility and information concerning the discussed topic. They have been picked because Prospectuses have both visual and written forms in response to the research's demand.

Table 1: Data of Public and Private Colleges

	Public Sector Colleges	Private Colleges
1	Government Gordon College	The City School
2	Government Graduate College Satellite Town	Superior College
3	F.G Liaquat Ali Degree College	Punjab College
4	Fauji Foundation College for Boys	Beacon House School
5	F.G Sir Syed College	USWA College Islamabad
6	Islamabad College for Girls	Concordia College
7	F.G Quaide-I-Azam College	Grafton College

The researcher uses the information portrayed in Table 1 to provide examples of the written and visual forms. The researcher has found ideologies and has showcased the differences and similarities between private and public sector colleges. The current research is a multi-modal study that focuses on prospectuses. The researcher has selected at least seven private colleges and seven government colleges in the twin cities

of Rawalpindi and Islamabad as they provide complete written and visual forms. The researcher used two activities, written and semiotic analysis, of the prospectuses. Firstly, vision, motto, objectives, and mission statements are used for written form and their analysis of linguistic terms. Secondly, an award or prize distribution ceremony visuals can be used to apply semiotic analysis to find the ideologies that have been applied. The researcher utilises seven prospectuses from private and government colleges and applies written and semiotic analysis. The modes and resources have provided the differences and similarities of ideologies in written and visual forms in Public and private sector colleges. It has also offered the differences and similarities between the public sector and, thus, Private sector colleges' ideologies. The researcher has gathered prospectuses from these two cities. The research searches for different resources and materials in the prospectuses with the help of Kress & Leeuwens' *Visual Grammar (Semiotic Analysis)* (2006) and Martin & Whites' *Appraisal Theory* (2005).

### **3.3 Method of Data Analysis**

The researcher uses Kress & Leeuwens' *Semiotic Analysis* (2006) to analyse visuals as they depict semiotic resources and modes, which help in the discourse, production, design, and distribution of main ideologies and discourses. The researcher applies Kress & Leeuwens' *Semiotic Analysis* (2006) and Martin & Whites' *Appraisal Theory* (2005) to explore different ideologies. The researcher handpicks prospectuses and evaluates all the semiotic materials, resources, and modes from all the prospectuses of 2019-2022 for this research. It also helps provide analysis of visuals and written forms that depict the educational year of the institution.

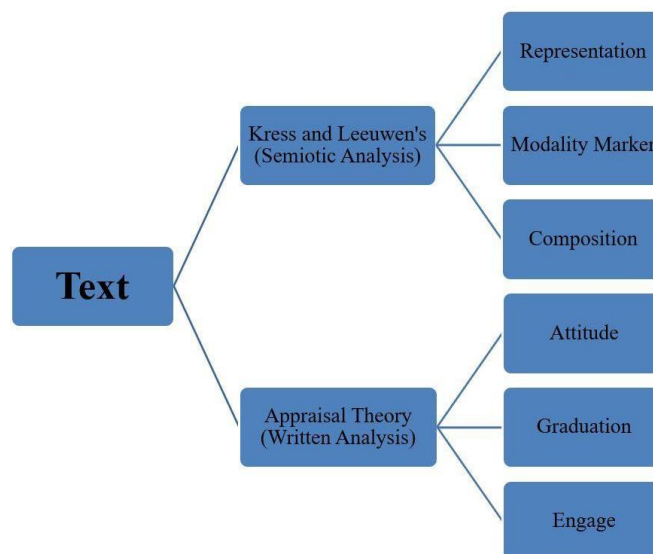
The appropriate ideologies are hidden within visuals and written forms, showing the differences and similarities of ideologies within the government colleges' prospectuses. Secondly, visual and written forms depict the similarities and differences of ideologies within private college prospectuses. Finally, the researcher depicts the differences and similarities between the ideologies in this research's private and public-sector college prospectuses. This enables the researcher to identify whether the private or public-sector colleges have institution-related ideologies. The researcher used appraisal theory (2005) to evaluate the written form and the written expressions within. The theory utilises evaluation to aid in evaluating the words and the ideologies related to it when

relating to ideologies in the words and phrases. The researcher highlights the linguistic items, modes, and resources to provide ideologies and discourses via text, images, and pictures as their resources, materials, and modes provide evidence concerning different ideologies. The comparison of ideologies depicted in visual and written form allows in-depth information about the similar and dissimilar ideologies that are represented in the prospectuses. The answer depicts the difference or similarity between these two sectors' ideologies, but basically, it is the difference between institution and industry. The researcher provides comparisons in many areas and showcases how the representation of ideology within the prospectuses is produced through the various modes and resources. Which ideology is related to improvement and progress? The research highlights the areas that depict ideology in written form and showcases whether the same is applied in visual form effectively or not. Whether the written form highlighting the institution and its academic ideologies is enabled and followed in visual forms as well. It allows the understanding that the college is not just stating but implementing those ideologies.

### **3.4 Conceptual Framework**

The researcher uses the Multi-Modal Theory (2020) to conduct this research. The researcher uses textual forms and has divided them into two forms. Firstly, written forms, where the words, phrases, sentences, and clauses are gone through written analysis. The Multi-Modality Theory (2020) helps us understand the relationship between modes and a text's visual and written formulation. Kress & Leeuwen (2006) suggest semiotic principles operate in and across different modes (pp 131-132).

**Figure 1 : Multimodal Conceptual Framework**



Halliday's principles, which define language and its meaning, help analyse language and visuals to interpret linguistic items and resources (Angermuller et al., 1978). The multi-modal analysis conceptual framework helps interpret the linguistic and semiotic resources within a visual and helps project the attached resources. It helps in the evaluation of language creation in discourse, design, production, and distribution of visuals. Language evaluation helps understand socially constructed knowledge of reality in text, which stands between content and expression to create social interaction (Kress & Leeuwen, 2006). It also helps organise the expression in which it is intended and helps preserve the known. It plays a vital role in playing a medial part in written and visual forms. Martin & Whites' Appraisal Theory (2005) and Kress & Leeuwen's Theory of Visual Grammar (2006) help in written and visual discourses, design, production and distribution. It helps in articulating and interpreting all strata associated with the modes, which help project and create the ideas, concepts, and ideologies in the written and visual form (Kress & Leeuwen, 2006).

### 3.4.1 Analysis of Written Text

The researcher has utilised the Martin & Whites' Appraisal Theory (2005), as depicted in Figure 1. The written form of language has meanings that interlink with the ideologies present in mottos, visions, mission statements, goals, and objectives, and the researcher has used them in forming ideologies with the help of linguistic features that

are apparent in the ideology. Ideologies are hidden due to the use of language. Appraisal theory helps analyse, evaluate, and provide insight into the written form and the ideologies. Wu (2018) believed that Appraisal Theory divides interpersonal meanings into three semantic domains: Attitude, Graduation and Engagement. According to the researcher, attitude concerns feelings, reactions, and judgment of behaviour. Evaluating them will help provide ideologies that are within the mottos and visions. Though engagement helps excavate a voice that depicts opinion in a discourse, using the authorial self helps the ideologies to come to the foreground, and graduation helps in grading the phenomena (Martin & White, 2005a). Lexical resources for expressing attitude are in three systems: Affect, judgment, and appreciation (Wu, 2018). According to White (2015), engagement is two-way: monoglossic utterances with no reference and heteroglossic when they do. According to Martin & White (2005), Graduation was primarily about adjusting the degree of an evaluation in the context of gradable resources in a written form (pp. 77-80), which could be stated as a force. Martin & Whites' Appraisal Theory (2005) discusses the authorial and illustrator self in prospectuses and the intended ideologies. These all helped in selecting words and their expressed meanings with ideologies. Appraisal theory helps the researcher discover the ideologies within the visions, goals, and mottos.

#### 3.4.1.1 Attitude

According to Martin & White (2005), the 'framework for mapping feelings as they are construed in English texts are attitudes' (p.42). The feelings of emotions help create a voice as an author or writer. The attitude system is used to indicate the presence of an authorial self. According to McKinley (2018), in the case of references to personal experience, an autobiographical self (p. 7). Affect concerns registering positive and negative feelings: Do we feel happy or sad, confident or anxious, interested or bored? (Martin & White, 2005,p.42). Affect is emotional evaluation and is concerned with registering positive and negative feelings. "Do we feel happy or sad? Confident or anxious?" (Martin & White, 2005, p. 36). According to Martin & White (2005), judgment deals with attitudes towards behaviour, which we admire or criticise, praise or condemn. To McKinley (2018), judgment is the ethical evaluation of general human behaviour. Martin & White (2005), 'appreciation involves evaluations of semiotic and natural phenomena, according to how they are valued or not in a given field' (p.43). McKinley (2018) also states that appreciation is aesthetic or functional evaluation in

written form (p. 18). The Appraisal theory helped interpret the emotions, intensity and illustrator self within the written form so that the ideologies are depicted via the meaning, linguistic features and resources.

#### 3.4.1.2 Engagement

Martin & White (2005) acknowledge prior speakers in the text and they engage with them and the meanings which in various ways construe for the text a heteroglossic backdrop of prior utterances, alternative viewpoints, and anticipated responses that help shape category of engagement (pp. 93–97). Engagement helps create ways for the evaluators, with the help of intervention techniques, to regulate the responsibility and obligations. McKinley (2018), engagement is divided into hetero-gloss, the presence of other voices in a text and mono-gloss, the author's voice only (p. 16). This study intends to identify how the writer relates to voices in mottos, mission statements, etc., to provide different ideologies. It also emphasises ideologies with institutions, economy, religion, gender, social and communal, etc., simplifying its interaction with the reader.

Modality concedes that there are other viewpoints: the reality phase, which provides a less-focused position, often using the word seems; Attribution, including hearsay and projection, usually refers to other sources (P. et al., 2015). Proclamation provides a position of certainty, such as there is no Expectation, which refers to social norms such as should and will. The counter-expectation, such as surprisingly, refers to positions against social norms (McKinley, 2018). Appraisal Theory's engagement helped the researcher discover the ideologies within the authorial or illustrator self and the resources pointing it out.

#### 3.4.1.3 Graduation

Martin & White (2005) state that graduation operates across two axes of scalability – grading according to intensity or amount and grading according to prototypicality and the preciseness by which category boundaries are drawn (p.137). Graduation, with the literal meaning of grading, is not limited to a particular area but the entire Appraisal Theory (2005). Graduation consists of two parts: force and focus. According to Martin & White (2005), force is about the degree of evaluation of the intensity and quality. The force covers assessments as to the degree of intensity and amount. Force is raising or lowering interpersonal impact. Martin & White (2005) applied focus most typically to

categories that are not scalable when viewed from an experiential perspective (p.137). Focus is about sharpening and softening words, which are applied in most categories. McKinley (2018) states that focus blurs or sharpens semantic categorisations (p. 7).

The study investigates what ideologies are drawn into the written form and whether a space is opened between the writer's voice and ideology and the reader. Thus, who is speaking in the written form, whether the writer or another, what he is stating, and how he is flourishing with linguistic resources can be discussed. Third, attitude and graduation are analysed as a way of probing the linguistic resources and the ideologies.

The researcher analyses such factors as what ideology is expressed in the text and what ideology it links with, what evaluation is made towards a particular phenomenon, ideology, or entity, and how attitudes are expressed in expressing the ideology. Appraisal Theory (2005) and its components, attitude, engagement, and graduation, which the researcher applies to find the ideologies the prospectuses depict. This helps the researcher formulate differences and similarities in ideologies and their associated linguistic terms. The researcher uses the Appraisal Theory (2005) for evaluation to analyse the words, phrases and sentences in mottos, mission statements, visions, goals and objectives, which are intended ideologies and their further linkage with images, visuals in other activities and relation with words, phrases and expression and it helps in finding the ideologies of the two sectors.

### 3.4.2 Analysis of Visual Text

Visual grammar is divided into three processes: representation, interaction, and composition (Tufail et al., 2021). These visuals provide information concerning the ideologies as they represent resources concerning the materialistic resources that help construct ideologies and discourses concerning them (Kress & Leeuwen, 2006). The researcher has used the representation and interaction processes (modality, gaze, social distance, and angle) in his conceptual framework to establish the relationship between the participants and the viewer. Composition, on the other hand, has three elements that help create a meaningful whole integral part.

Visual Grammar is divided into three processes. The first process is 'Representation', with sub-processes like narrative and conceptual representation. The second process is 'Interaction', with sub-processes like gaze, social distance, angle, and modality marker. The third process is 'Composition', which has sub-processes like information value,

framing, and salience.

#### 3.4.2.1 Representation

Representation is realised by participants, such as people, figures, or things, forming a visual syntax of a given image by relating those participants to each other (Hussein & Fattah, 2020). The images and visuals with the participants have helped create a relationship with them as they interact with them in the visuals. Visual representation structures can either be narrative, presenting unfolding actions and events, processes of change, transitory spatial arrangements, or conceptual. The representation of participants in terms of their more generalised stable and timeless essence in terms of class, structure, or meaning (Kress & Leeuwen, 2006).

##### *Narrative Representation*

The narrative representation is realised by words of the category action verb that are visually realised by elements which can be formally defined as vectors. Regarding images, a vector is an oblique line created by arrows, tools, bodies or limbs that connect participants and express unfolding actions or events (Hussein & Fattah, 2020). The participant in action is an actor, the participant from whom the vector emerges, and the goal, the participant to whom the vector is directed. The narrative representation has various kinds of processes that can be selected based on the kinds of vectors and the number and types of participants involved. Each process is transactional as there is either an exchange between actors and a goal to establish an event, and it is sometimes not transactional where the absence of a goal leads to sub-processes.

The represented participants are characterised by a reaction in the reactional processes, which is observed by the direction of the glance of one of the participants, the reactor. Since a reaction to something is inevitably a trait of living beings, the reactor should be human or a human-like animal, i.e., a creature with visible eyes and the ability to show facial expressions (Hussein & Fattah, 2020). The focus of this look or gaze follows a vector to the receiving participant or whole process, designated the phenomenon which is related to an ideology or more, and the particular nature of this reaction is encoded in the direction that the 'reactor' is looking at the phenomenon and establishing an ideology. The action process and reactional process have a transactional exchange between reactors and a phenomenon and non-transactional the absence of a phenomenon subprocesses (Kress & Leeuwen, 2006)



### *Conceptual Representation*

The conceptual representation represents participants regarding their class, structure, or meaning. It deals with a concept or idea closely retold through the participants visually. Tree structures convey it to realise kinds of relations. It has three sub-processes: classificational, analytical, and symbolic (Torres, 2015).

Classification processes bring different people, places or things together in one picture, distributing them symmetrically across the picture space to show that they belong to the same class (Torres, 2015). Analytical processes relate participants to a part-whole structure, in which a concept or entity is defined by showing how it is made up of which parts. This process involves two participants: one carrier of the whole and any number of possessive attributes of the parts. The symbolic attributive processes define the meaning or identity of a participant carrier through the participant that represents the meaning or identity itself (Torres, 2015).

#### 3.4.2.2 Interaction

Kress and Leeuwen (2006) provide information on visual forms of communication; they utilise resources that constitute and maintain interaction between the producer and the viewer of a visual. Reading or viewing a visual involves the represented and the interactive participants (Hussein & Fattah, 2020). The former refers to what is depicted in a visual, maybe the people, places and things shown, and the latter indicates the participants who communicate with each other by visual means, for example, the photographer and the viewer. There are four interactive processes, which can be described as follows.

#### *Gaze*

In images where represented participants look at the viewer, vectors are formed between the participants and viewer, connecting both parties. The participant's gaze demands something from the viewer, demands that the viewer enter into some imaginary relation with them.

Table 2: Types of Demand Relations

**Types of demand relations (Ly & Jung, 2015)**

<b>Facial expression/Gestures</b>	<b>Relationship between represented participant and viewer</b>
Smile	Asks viewers to enter a relation of social affinity
Cold stare	Asks viewers to relate to the participant as an inferior
Seductive pout	Asks viewer to desire the participant
Looking up leading	Asks viewer for pity
Finger pointed at the viewer.	It grabs the viewer's attention and invites the viewer to come closer.
Defensive gesture	Asks viewers to stay away

Table 2 has been adopted from Ly & Jung. Participants do not look directly at the viewer. Torres (2015) believes that the participants were represented to the viewer impersonally as items of information and objects of contemplation, as though they were specimens in a display case. Hence, they help relate their relations and create meaningful ideologies.

### *Social distance*

Just as images can depict a demand, so can they depict social relations based on represented distances between the participant and the viewer (Torres, 2015). According to Kress and Leeuwen (2006), social ties help us understand the distance we keep from one another. Table 3, adapted from Ly & Jung, helps us understand the role of distance.

Table 3: Social Distance and Relations  
**Social distance and relations (Ly & Jung, 2015)**

<b>Distance</b>	<b>Field of vision</b>	<b>Relationship between represented participant and viewer</b>
Intimate distance	Only the face of the head is visible	Intimate
Close personal distance	The head and the shoulders are	Intimate

	visible	
Far personal distance	The area from the head to the waist is visible	Personal
Close social distance	The whole figure is visible	Impersonal
Far social distance	The whole figure and the space around it is visible	Formal and Impersonal
Public distance	The torsos of at least four or five people are visible	Strangers

### *Angle*

The angle or point of view is the third structure that produces relations between represented participants and the viewer. There are only two angles, Horizontal and Vertical. The horizontal angle is a function of the relation between the image-producer's frontal plane and the represented participants' frontal plane (Torres, 2015).

Ly & Jung (2015) believed that an angle could express whether the image producer and viewer are involved with the represented participants; a frontal angle indicates involvement, whereas an oblique angle indicates detachment. On the other hand, the vertical angle can be related to power. If a represented participant is seen from a high angle by the viewer, then the viewer is depicted as more powerful (Ly & Jung, 2015). However, if the represented participant is seen from a low angle, the represented participant is viewed as holding the power in the relationship. In cases where the picture is at eye level, the relationship between participant and viewer is one of equality, and no power difference is involved.

### *Modality/Modality Markers*

Modality/Modality markers explain how the viewer evaluates them in the images (Sinar & Chapakiya, 2022). Interaction between participants and viewers helps enable the relation and meanings of ideologies. There are modalities as markers in visual design. These are the range of signs and means of expressing meanings of truth and falsehood, fact and fiction, certainty and doubt, and credibility and unreliability (Sinar & Chapakiya, 2022). Image modality is another aspect of the interactive dimension in the framework and is related to how viewers judge realism in images (Ly & Jung, 2015).

Kress and Leeuwen (2006) constantly debated that modality judgments are social and dependent on what is considered accurate in a social group for which the representation is primarily intended. The image's realism depends on the context in which it is used and which information resides in it or is developed through these relations and markers.

Table 4: Modality Markers

**Modality Markers (Ly & Jung,2015)**

<b>Modality marker</b>	<b>Maximum scale value</b>	<b>Minimum scale value</b>
Colour saturation	Full-colour saturation	Black and white
Colour differentiation	A fully diverse range of colours	Monochrome
Colour modulation	Fully modulated colour (many shades of a colour)	Plain, unmodulated colour
Contextualisation	Detailed background	Absence of background
Representation	Maximal representation of detail of participants	Minimal detail of participants (e.g. soft focus)
Depth	Deep perspective, strong convergence of vertical lines (e.g. fish-eye perspective)	Absence of depth
Illumination	Full representation of light and shade	Absence of light and shade
Brightness	Maximal degrees of brightness	Two brightness values of the same colour (e.g. dark grey and lighter grey)

Table 4 has been adopted from Ly&Jung so that it is able to provide help in understanding the modality marker.

### 3.4.2.3 Composition

Kress & Leeuwen (2006) indicate the analysis of the ways visuals are composed and the kinds of meanings conveyed by the various compositions. The composition relates

the representational and interactive meanings of the images to each other through information, value, framing, and salience (Hussein & Fattah, 2020).

#### *Informational Value*

The placement of elements participants that relate them to each other and the viewer endows them with specific informational values attached to the different zones of the image, left and right given and new structures, top and bottom ideal and natural structures, and centre and margin centre and margin structures (Hussein & Fattah, 2020).

#### *Saliency*

Saliency is realised through elements that bring the viewer's attention to different degrees. According to Hussein and Fattah (2020), such factors are conceived as placement in the foreground or background, contrasts in colour, relative size, differences in sharpness, etc. (p. 767).

#### *Framing/ Framing Compositional*

The presence or absence of framing devices is realised by elements that create dividing or framing lines that connect or disconnect aspects of the image. Visual Grammar Theory analyses images, visuals, and signs. It provides information concerning the resources and the role of vectors, saliency, framing, and taxonomy (Ly & Jung, 2015). It presents the visual modes within the prospectuses, interacts with semiotic resources, and provides a conceptual meaning to the different visual representations. According to Rosado and Taveira (2019), visibility and consequent visual experience are fundamental themes in education today (p. 75). Visual Grammar Theory helps in this regard to explore the visuals and their representation of resources as they provide information concerning the semiotic modes that construct ideologies and discourses.

The researcher utilises representation, composition and interaction, mostly modality markers that help incorporate the semiotic modes and the semiotic resources that provide meaning in visuals. The researcher's research aims to explore and provide insight concerning the modes and their projection of the ideologies incorporated with the language and visuals. This helps provide cultural relations and relate institutional ideologies that need to be deciphered in the modes in the prospectus text. These features and the different semiotic resources collaborate to depict the institutional ideologies in the prospectuses. Kress & Leeuwen (2001) helps define the written and visual design,

discourse, production, and distribution related to institutional ideologies (pp. 110-115). The mentioned conceptual frameworks allow the researcher to research the different types of prospectuses of private and governmental colleges and be able to compare them. The research findings by the above-mentioned conceptual frameworks have helped the researcher carry out the research, and the result illustrates the researcher's findings according to the mentioned theories. The prospectuses provide hidden ideologies masked; the researcher uses more than two theories to decode and excavate the true hidden ideologies to achieve a firm conclusion. The results allow future researchers to research the different images, pictures, signs, syllabi, languages, and visuals with text used inside the prospectuses of governmental and private educational institutions. The conceptual work in Figure 1 helps provide information concerning the researcher's steps to research his work.

## CHAPTER 4

### RESULTS & DISCUSSION

#### 4.1 Analysis of Written Text

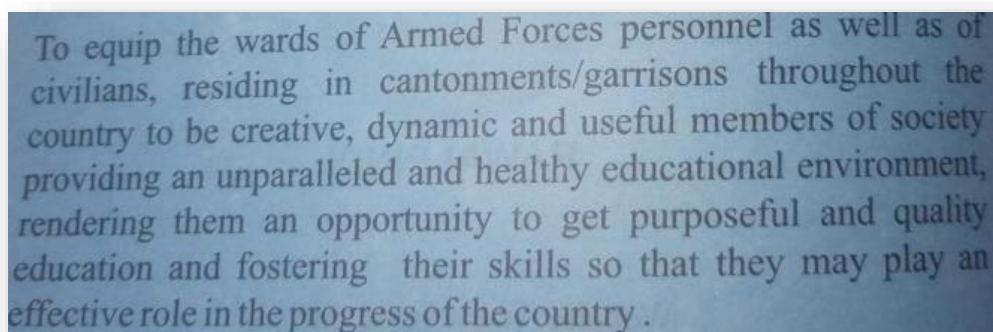
The researcher has provided data from two sectors. First, seven public sector colleges are utilised for the written form. These are mainly colleges' mottos, goals, visions, mission statements, and objectives. They are analysed, and ideologies are evaluated through the Appraisal Theory (2005). Then, similarities and differences between the ideologies of the public sector and government colleges are stated.

#### 4.1.1 Public Sector Colleges

The researcher has utilised seven public sector colleges for the written analysis.

##### 4.1.1.1 Prospectus of Public Sector College 1

Figure 2: Prospectus from Public Sector College 1



To equip the wards of Armed Forces personnel as well as of civilians, residing in cantonments/garrisons throughout the country to be creative, dynamic and useful members of society providing an unparalleled and healthy educational environment, rendering them an opportunity to get purposeful and quality education and fostering their skills so that they may play an effective role in the progress of the country .

*Note.* The mission of the college is in this written form, extracted from the Prospectus of Public Sector College, Rawalpindi.

To equip the wards of Armed Forces personnel as well as of civilians residing in cantonments/garrisons throughout the country be creative, dynamic, and valuable members of society, providing an unparalleled and healthy educational environment, rendering them an opportunity to get purposeful and quality education and fostering their skills so that they may play an influential role in the progress of the country.

#### *Attitude*

The writer provides the authorial self at the start with "To." This provides an attitude

and instructions to follow (McKinley, 2018). It helps in giving a verdict about its main aims and goals and sets the tone via 'To'. The writer's authorial self is dominantly present at the start with the use of 'To equip' and its emotional worth within. Its semantic meaning from the context with words like 'fostering' and 'rendering' means to provide training. The writer uses 'to equip,' which literally means to provide necessary material or action. However, the writer is utilising 'to equip' as a semantic meaning of providing the training to young students. The word 'ward' also emphasises this. The use of words like 'as well as of,' 'rendering,' 'fostering,' and 'play an influential role' to depict training as a means of interest and policy that is positive and effective for the institution, which provides a statement with an act of completion. There is an indirect relationship with the reader, which is apparent as his voice is blended with no emphasis.

#### *Affect/ Appreciation/ Judgment*

The statements intend to provide training and steps to be followed religiously. Using terms like 'to equip,' 'rendering,' and 'fostering' provides a pragmatic meaning of a controlled and artificial environment, as a choice is not apparent. It depicts ideologies like 'discipline' and 'authority' as 'rendering them an opportunity' and 'that they may play,' displaying a negative assessment tone and creating a negative effect in readers' minds. McKinley (2018) states that an ethical judgment (emotional) is created with emotional or authoritative statements and provides insight into command and imperative statements. The statements create an ethical judgment as well, which is focused on following steps or commands with imperative interpretations as it provides steps to follow for students to be creative and dynamic, which in future probability helps create disciplined members of society and inculcates in them the ways to progress which they do not develop in their self but are stated to follow so that a goal can be reached with uncertain conditions. Using the statement, 'purposeful and quality education', pragmatic meaning undermines the educational system; however, education as an ideology is apparent. In this statement, the semantic meaning provides an outlook that purposeful education is vague as no intended purpose is elaborated or creative, and it can relate to many scenarios of education. They are not related to academics only pragmatically, but discipline, like 'fostering skills' and 'influential role', requires patience, resilience, and hard work. According to White (2015), written form engages with meaning to establish a judgment. In Figure 2, Discipline is repetitive in the written form. This depiction of non-emotional evaluation shows that it is focused on guiding



the steps for progress and more explicit force in the writer's judgment.

The statement inculcates ideologies like 'authoritarianism,' 'discipline,' 'skillful,' 'dualism,' and 'education' in their institution. Discipline between economic and social groups, as the statement provides information about armed personnel and civilians and their social status and creates dualism. It enables us to understand the discipline and status quo in social backgrounds. The writer is discursive in his thoughts at the end and implements other analyses and evaluations of the college's mission through his words and interpretations. Though his voice is apparent, others' emphasis is apparent, namely, 'fostering their skills' discusses not only the students but also the reader. These three words showcase a mindset that provides steps to improve the reader's skills. The students need only to follow the institution's goals and objectives, which are exhibiting an authoritative tone in written form with a negative emotion and intending to provide the form of education with discipline. Rules following is a significant concern in figure 2 statements, as they are helping them follow (not lead).

### *Engagement*

Heteroglossic resources can be seen in the statements to equip, to get purposeful and may play an influential role. These statements are attributing to the point and the concept of not only a writer but also some other anomalies as someone other than the writer is projecting authoritarian, disciplinarian, and educational ideologies in the written form, which McKinley (2018) demonstrates as well. 'The college', 'its board', and 'the creator of this mission' are dictating and regulating the flow of the written form and blending it with the writer's voice in Figure 2. The mode of info is not only written but tends to relate to visuals and graphics. It gives the reader and viewer a sense of unsympathetic rhetoric of the blended voices within the writer. It depicts discipline and authority (P. et al., 2015), which are highly significant in their statement and showcase a regional and communal approach. This engages the reader with the said information in the written form, which depicts ideologies like discipline, authoritarianism, and education to the reader and engages him with this info.

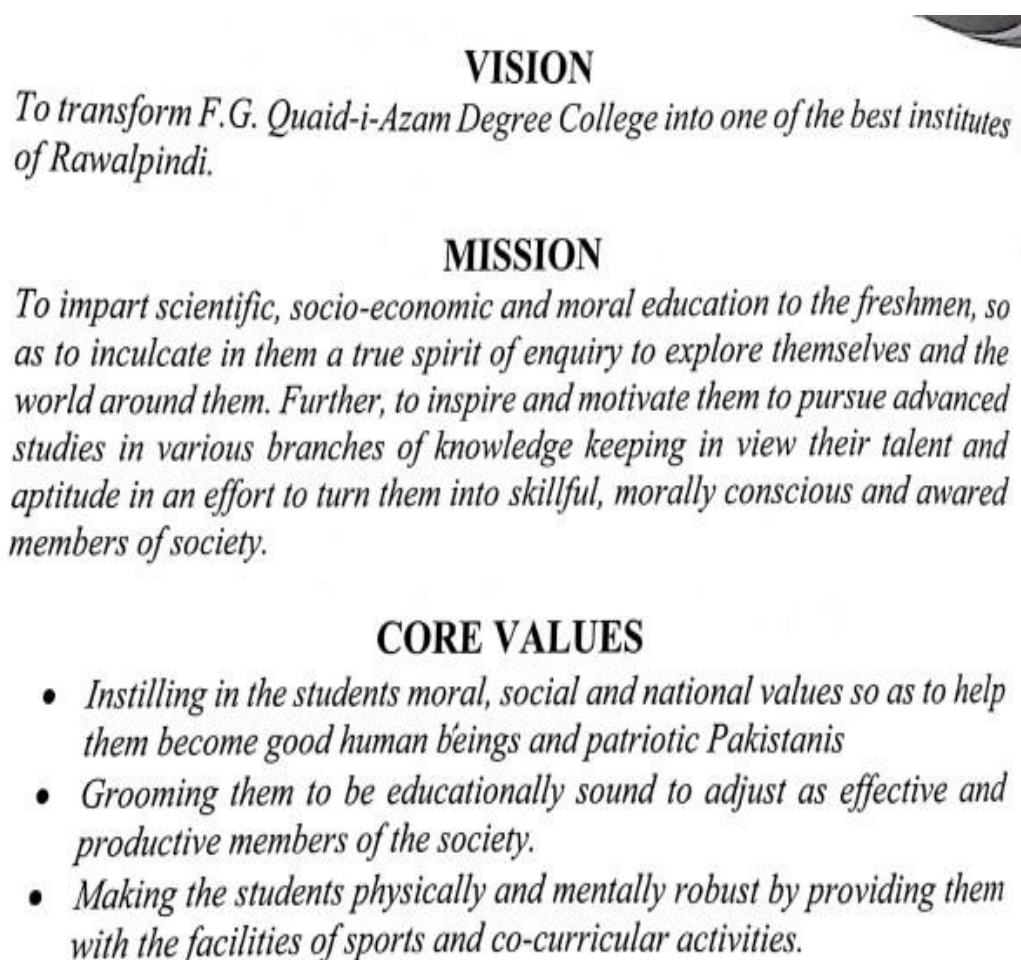
### *Graduation*

Using expressions like 'wards of armed forces' and 'residing in cantonments/garrisons' provides an up-scale force in the statement stated by the writer, as modifiers like armed and forces for personal depict the higher emphasis, and less emphasis to civilians via as well

as of as somewhat force and intensity is utilised. The writer uses both expressions of force and focus but in less form. Most of the Force expressions emphasized the training steps via equipping, getting, and so on. The focus expressions were utilised to express vagueness in the written form and mission. The writer's voice was blended with other back-end voices of the prospectus.

#### 4.1.1.2 Prospectus of Public Sector College 2

Figure 3: Prospectus from Public Sector College 2



*Note.* This written form contains the college's vision, mission, and core values, which were extracted from the Prospectus of F.G Quaid-i-Azam College, Rawalpindi.

## VISION

TO transform F. G. Quaid-i-Azam Degree College into one of the best institutes of Rawalpindi.

## MISSION

TO impart scientific, socio-economic, and moral education to the first-year students, to inculcate in them a true spirit of enquiry to explore themselves and the world around them. Further, to inspire and motivate them to pursue advanced studies in various branches of knowledge keeping in view their talent and aptitude to turn them into skillful, morally conscious, and aware members of society.

## CORE VALUES

Instilling in the students moral, social, and national values to help them become good human beings and patriotic Pakistanis.

Grooming them to be educationally sound to adjust as effective and productive members of society.

Making the students physically and mentally robust by providing them with the facilities of sports and co-curricular activities.

### *Attitude*

The writer provides a presence of his voice, and his authorial self is present with his own voice at the start of 'To transform.' Transform's semantic meaning means changing for improvement. The author wants to inculcate improvement in the students, which is further depicted pragmatically by "To impart" and "To explore," showcasing the grammatical function of nouns being part of an activity of imparting and exploring. It means they want to bestow and help provide a change. These two words are syntactically arranged and provide a cheerful, ambitious voice and attitude about improvement as they provide positivity and hope. Even so, the verdict about its primary mission and goals is depicted with the inculcation of values. The writer projects an emotional judgment at the start with a goal which is present in their work as the use of words 'To transform', 'one of the best', a true spirit of,' 'to inspire,' 'motivate them,' 'in an effort' and 'to turn them'

provides are all idealistic statements (Wu, 2018,p. 166). There is a direct relationship with the reader, which is apparent. The writer provides a positive attitude in the above-given Figure 3, where written form provides a verdict about its central vision, mission, and values. According to McKinley (2018), the written form provides an aesthetic and emotional evaluation of the words. These words provide aesthetic evaluation, where the words create idealistic and ambitious goals and visions for the reader and provide personal opinions and appreciation. They showcase quality enhancement via the use of 'to inspire and motivate them', creating a pragmatic meaning that a role model to follow for character buildup as modifiers for the action to influence them via 'inspire and motivate' depicts that an ideology like 'character development' is apparent. The use of the term 'educationally sound' provides the effect of their college on students, and 'moral education' depicts the meaning of morality and ethics and showcases the existence of the ideology of 'education' in institutions. The use of terms like 'good human beings' and 'patriotic Pakistanis' exhibit the idealistic meaning of creating morally valued beings and ethical members for the country, depicting the ideology of 'Patriotism' and 'identity' in the written text. Words like 'to transform,' 'Pakistanis,' and 'one of the best' provide meaning such as being patriotic, initiating development, and showing improvement via the institution. It depicts the completion of a vision or goal and helps provide ideologies.

#### *Affect/ Appreciation/ Judgment*

The above statements have a positive effect as they have a positive emotional assessment, with a way to state the statements as a means of providing guiding principles by engaging emotionally. The ambitious and aspiring effect is created using terms like 'to impart,' 'to inspire,' and 'motivate.' It also provides a strong presence of quality and character and helps depict a progressing environment where character development is a priority. The researcher states that the author is optimistic and idealistic, and his judgment is morally and ethically created as his personal opinions are present. According to McKinley (2018), the authorial self of the writer with his voice is present in written form, and the researcher states that the statements provide the same effect and judgment, which showcases the authorial self.

The written form of the college prospectus helps provide insight into the character of the students and a better future. It inculcates in them the ways to progress and become

patriotic, which they can reach by themselves and with guidance. The statement inculcates ideologies like 'education,' 'patriotism,' 'identity,' and 'character' in their institution. The author emphasizes identity with their hands-on experience as they want the institution to become the best, and the statement provides info about the 'best institutes of Rawalpindi.' This statement showcases identity creation and a mindset to progress the name further. This enables us to understand the student's character and its development. According to Ruo-Mei (2016), it helps develop a meaningful philosophy of life. The statement from Figure 3 uses optimistic expressions like 'Instilling in the students,' 'grooming them,' and 'making them physically and mentally robust' to showcase character development activities, and appreciation exists in evaluating the future endeavors planned for the tenure and progression in educational activities.

It helps project the student's character development and provides entrepreneur opportunities in fairs, exhibitions, and school co-curricular activities. The institution is trying to provide quality education and character-building. It helps to inculcate an effective educational environment around Rawalpindi. This exhibits regional goals and mentality. The students need only to inculcate the institution's goals and objectives, exhibiting a collaborative form of education with opportunities as they are helping them pave their way in choosing their future path. Students are the sole authority over their choice, behavior, and conduct.

### *Engagement*

Monoglossic resources can be seen in the statements and monolingual language to impart scientific, 'socio-economic,' and 'moral education.' This statement depicts that only the writer represents the institution with the authorial self of his present. He is the one guiding and helping the flow of education with the reader. According to Ruo-Mei (2016), one must avoid too much subjective single voice in his/her statement. This is provided with certainty from the insight of the text. The values and the mission help students with no expectations. It also recognises some space in the college, provides a sense of ownership of the students, and deals with education and character development. This can be seen as 'instilling,' 'grooming,' and 'making,' which are highly significant in their statement and showcase college ownership. However, we see certainty that the institution wants to be the best with the use of 'best institutions in Rawalpindi.' It depicts 'patriotism' as the writer wants their country's education system to improve which is depicted via the modifier best. This engages the reader with the said

information in the written form, which depicts ideologies like 'character development,' 'education,' 'patriotism,' and 'identity' to the reader and engages him with this info.

### *Graduation*

The usage of words like 'to impart', 'instilling', and 'grooming' provide a lower force in the statement stated by the writer and provides us with some enthusiasm as the writer himself is attached to the text and depicts the interpersonal impact with the reader to guide the reader in the way to claim the opportunity. The writer utilises force to raise the matter. Most of the Force expressions were used to raise personal emphasis through optimistic statements like 'To Transform, grooming, instilling' to depict more emphasis on improvement for students. 'One of the Best' depicts the intensity of the excelling institution, and 'good human beings' showcases the members of society that are emphasised via modifiers like 'good' and 'human beings'. The writer sees fit with the said words, which depict his softened focus in words like 'good human beings and instilling,' and the text forces the reader to be optimistic and enthusiastic as he infuses the information and the ideologies in the writer's authorial self, which they depict.

#### 4.1.1.3 Prospectus of Public Sector College 3

Figure 4: Prospectus from Public Sector College 3



*Note.* This written form is the vision and mission of the college, which is extracted from the Prospectus of Public Sector College, Rawalpindi.

### Vision

To provide affordable quality education, while equipping students with knowledge and skills in their chosen stream, inculcate values, identify hidden talents, provide opportunities for students to realize their full potential and thus shape them into future leaders, entrepreneurs, and above all good human beings.

### Mission

Determined to become an acclaimed institution in Rawalpindi that imparts highest quality education to the students with a vision to produce a generation of competent students inculcating in them the values which would help them to become productive and valuable professionals.

### *Attitude*

The written form provides a discursive authorial self with the verdicts about its central vision, mission, and values. The projection of ideologies like education and identity in their written text is evident as they utilise phrases and words like 'To provide affordable quality education,' 'identify hidden talents,' and 'provide opportunities for students' to emphasize education with a positive evaluation with the use of modifiers like affordable and quality which are the grammatical category of adjective that is showcasing somewhat positive, but pragmatically they are initiating a collaterally low-priced education. In addition to this, talents are modified with hidden showcases with the same grammatical category; it depicts new talents and identity with these talents with the help in students' progression via chances and occasions to improve. This is done by providing education and identity, a statement about an envisioned objective. It depicts ideologies like 'education and identity'. However, there is an indirect relationship with the reader as other voices are dominantly present over the writer's voice in phrases like 'equipping students with knowledge and skills' as the one who equips is not mentioned with names, just a general reference but not linked with the college is presented in readers minds. There is no direct info on who will equip the students and how. Discursive information is provided to the readers about the intent and steps to dictate realistic visions (McKinley, 2018). This hurts the reader's mind, as stated by Wu (2018), and as he has no insight into following the steps. The reader is not relating to the aspect of the info.

*Affect/ Appreciation/ Judgment*

The above statements provide an effect as they have meaning and ideology. It is a way to state statements to provide guiding principles like 'affordable education,' 'equipping students with knowledge,' 'realise their full potential,' and 'thus shape them' to ensure a general approach as every college mainly provides in their writing. Vice versa, the ideologies and the words depict that the college has no direct plan to initiate it, as no direct entity has been mentioned. Negative assessment is assessed using the word 'affordable' with education as emotional integrity challenges a student's financial status. The institution is affordable, stating that the education and identity emphasized by the institution are pragmatically not cheap and are only affordable for many because of this institution.

There is no strong presence of emotions and opinions of the writer, but a slight presence is depicted. In the vision, the info is not related to any local context. It only helps deduce an intent to progress in the college environment with statements that have no evidence. The statements create an unrealistic attitude that creates unrealistic outcomes, portray an unethical judgment in the reader's mind, and project the ideology of 'depersonalization'. The reader has no proper set of guidelines implicitly given in Figure 4.

According to McKinley (2018), there is conditioned info that functions according to a condition. This is also applied here as the reader has conditioned info in his view, which functions if the reader accepts and becomes part of the college to follow the vision and mission. It provides the reader with a result benefit and less appreciation of the intent in the text. A future probability may help create the students' character in their college with the college's efforts. The college is inculcating in them how to progress and become leaders, which they can reach through the college's guidance. Their activities in college claim to create literates, intellectuals, and idealists, but no evidence and facts are provided via the author's appeals, opinions, and emphasis. The statement and the info are vague, with few resources. It also dictates the limited streams with vague info concerning it.

The statement 'all good human beings' shows morphological inflection and helps inculcate ideologies like 'character development', 'education', and 'communal values' in their institution. The writer provides info about building a character that depicts good



human traits. Character development for the institution is a prominent vision as they want to create future front-runners, intellectuals, and enterprisers with good hearts and personalities, and the tone is based on excitement and ambition. This statement showcases an idealistic and opportunistic perspective (McKinley, 2018) and helps create good members of society. Emotion is attached, and the writer is minimally present from the start as blended voices have taken over.

This enables us to understand the character development. The statement uses the words 'inculcate values', 'hidden talents', 'generation of competent students', and 'productive and valuable professionals', which depict the lexical meaning of inculcating values and skills. Along with this, pragmatic meaning helps build better learners and professionals in the future, as the words present. Own interpretation is missing for the reader, and they create their own by only considering the character development with the above-quoted words. Additionally, it can be deduced with clear direction in Figure 4, which is planned for the tenure and progression in educational activities. It helps project the student's character development and provides entrepreneur opportunities in 'fairs', 'exhibitions', and 'the school's co-curricular activities. The institution exhibits quality education and character building in its vision and mission; however, inculcating an effective educational environment around Rawalpindi is a communal goal and mission. This exhibits regional goals and mentality. The personal experience is a miss as there is no authorial self, and the writer's autobiographical self is somewhat apparent but hindered by blended voices; however, the discursal self is apparent as the college and the college's administration vision is provided with no authorial self. The info subsides in different sources, such as graphics and visuals in the prospectus.

### *Engagement*

Heteroglossic resources can be seen in the statements determined to become productive and valuable professionals. These statements like 'affordable education,' 'equipping students with knowledge,' 'realizing their full potential,' and 'thus shaping them' provide concepts other than the writer's point of view or concept. They are concerning the institution and its primary mission. Fan (2020) states that every resource expresses ideas and clarifies opinions and positions. Heteroglossic resources help in the flow of information from the students. This is provided in the information of the text in Figure 4. The values and the mission help raise the Force expressions: 'To provide', 'with', 'in their', 'to realise', and 'them into'. They are related to character and education and provide

information. However, the focus remains vague as the points related to and organized with character and education are not structured and have less engagement with the reader. It deals not only with education but also with character development. However, we can also observe a communal approach when the words of an 'acclaimed institution in Rawalpindi' showcase communal goals as acclaimed in morphological inflection depict the grammatical category of adjective. This engages the reader with the said information in the written form, which depicts ideologies like 'character, competition, education, and communal values' to the reader and engages him with this info.

### *Graduation*

The usage of words like to provide 'affordable quality education', 'identify hidden talents', and 'provide opportunities' for students provide a higher force in the statement stated by the writer and provides us with some idealistic and optimistic ideological points as the writer himself is not apparent within the text and wants the reader to guess himself the way to claim the opportunity. The writer depicts his higher force in the text, and the text forces the reader to be optimistic and enthusiastic as he appeals and provides personal emphasis on the information and the ideologies, they depict but provides an opaque spree of statements.

#### 4.1.1.4 Prospectus of Public Sector College 4

Figure 5: Prospectus from Public Sector College 4



*Note:* This written form is the college's vision and mission, extracted from the Prospectus of Government Gordon College, Rawalpindi.

#### OUR VISION

We aim to create a balance by maintaining a connection of present with the past and by using this connection to contribute in a positive manner towards the welfare of society and the nation. A vibrant academic space is the best nursery for the youth who will be steering our beloved country in the challenging times ahead.

#### OUR MISSION

Our mission is not only to produce better results but also, and more importantly, a lot of young men and women who, through their creative and critical abilities, may be able to herald a brighter culture of research in Pakistan which would be instrumental in defining our future as a nation believing in the power of knowledge.

#### *Attitude*

The writer provides a positive attitude in the written form with blended voices, as "We" is used at the start. "We aim" means they are all together, providing a verdict about their central vision, mission, and values. 'We' projects social constructionism and identity in their written text by using words such as 'creates a balance' and 'a connection of present with the past' as semantically they provide balance in society with the statements relating to completing an objectified vision. Here the agent is the institution or the blended voices. There is a direct relationship between the writer's evaluative authorial self and the reader in the mission, which is clear and creates a resolve in their understanding (Wu, 2018, p.166). This has a positive effect on the reader's attitude.

#### *Affect/Appreciation/Judgment*

The above statements provide a positive effect as they have positive connotations. The statements provide guiding principles using terms like 'We aim', 'to contribute', and 'welfare of society' and provide a strong presence of social constructivism and society and pragmatic meaning of success and betterment with each other's collaboration help depict a happy, eager, and progressing environment through the text. The statements create a realistic effect, and the emotions and behaviour are optimistic in judgment, which is explicitly explained in Figure 5 as ways to guide and provide insight are stated. In the future probability, it will help create good members with the best behaviour and

a tremendous phenomenal character for societies and communities. Ruo-Mei (2016) states that the effect provides an emotional reflection or response based on behaviour, text, and phenomenon. Figure 5 showcases a condition applied to it, which is appraisable. The students have a better future, and inculcating in them the ways to progress showcases patriotism as the idealistic expression 'steering our beloved country', which helps provide a patriotic, optimistic, and positive assessment that the students can help reach. The statement inculcates ideologies like 'education', 'patriotism', and 'social constructivism' in their institution. There is no competition for the institution to become the best as they acknowledge that they have the 'best nursery for youth'. This statement showcases that there is no competitive mindset, and one mindset is to progress further.

This enables us to understand the social constructivism. The statement uses words to produce 'better results', 'creative and critical abilities', 'herald a brighter culture', and 'instrumental in defining' to help deduce ways to develop skills, abilities, and culture that help promote collaboration and inculcate social constructivism in learning. This is planned for the tenure collaboratively; the collaborative progression in educational activities will help project the social constructivism opportunities in fairs, exhibitions, and school co-curricular activities, which can be appraised. The institution is trying to provide quality education and social constructivism in learning, which is appraisable as it is a good step. This helps to inculcate an effective educational environment for a specific community or region and the country itself, Pakistan. The nation is in dire need of projecting this scenario. This exhibits patriotic goals of 'Unity', 'Faith', and 'Discipline' in the mentality. The students need only to inculcate the institution's goals and objectives, exhibiting a collaborative form of education with opportunities as they are helping them pave their way in choosing their future path; students are the sole authority of their choice, behaviour, and conduct.

### *Engagement*

Heteroglossic resources can be seen in the statements to contribute 'for the youth' and 'brighter culture of research'. These statements are attributed to one single point or ideological position: that the institution influences the academic struggle in Pakistan. However, the writer is not the only one guiding and helping the students with this thought. 'We' explores not only one entity of the writer but also the college, its administration, and the writer himself (McKinley, 2018). The values and the mission

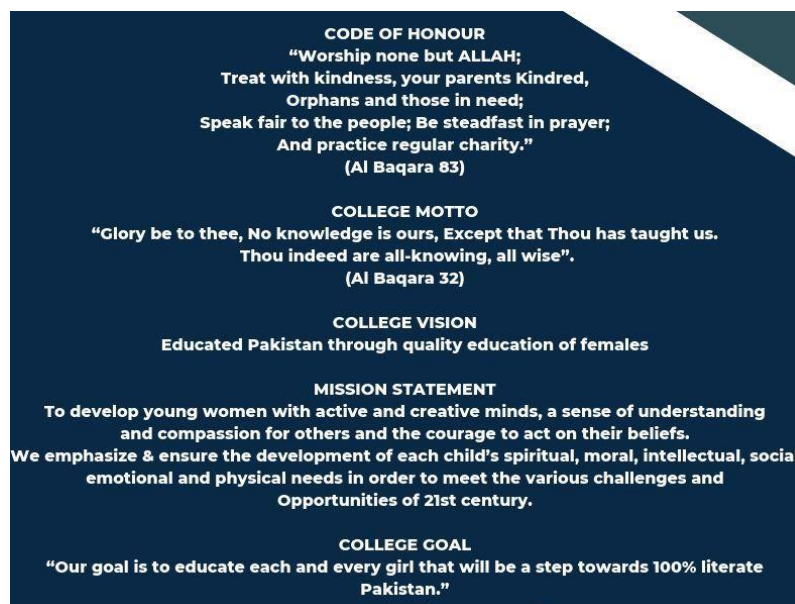
help students to prepare themselves for numerous tasks. It also provides recognition of alternative viewpoints in the statement as the college provides a sense of ownership of the education and involvement of students and deals with education and character development associated with education by use of "We aim" and "for the youth". It interprets that the college and its administration are part of the vision and are taking these steps for young adolescent minds. It is the college info that is repeated. This can be seen as instrumental, and the power of knowledge is highly significant and highlights college ownership of providing betterment. However, we also see a societal approach when the illustrator showcases the country's approach to education and skills. This engages the reader with the said information in the written form, which depicts ideologies like education, social constructivism, and patriotism to the reader and engages him with this info.

### *Graduation*

The usage of words like 'to impart', 'instilling', and 'grooming' provide a lower force in the statement stated by the writer and provides us with enthusiasm as the writer himself is attached to the text with other anomalies and wants the reader to guide himself in the way to claim the opportunity. The writer sees fit with the said words, which depicts his lower force in the text, and the text focuses the reader on being optimistic and enthusiastic as he infuses the information and the ideologies they depict.

#### 4.1.1.5 Prospectus of Public Sector College 5

Figure 6 : Prospectus from Public Sector College 5



*Note:* This written form is the motto, vision, goal, and mission statement of the college.

<p><b>CODE OF HONOUR</b>          "Worship none but ALLAH.          Treat with kindness, your parents Kindred,          Orphans and those in          Speak fair to the people; Be steadfast in prayer.          And practice regular charity."          (A1 Baqarah 83)  <b>COLLEGE MOTTO</b>          "Glory be to thee, no knowledge is ours, Except that Thou has taught us.          Thou indeed are all-knowing, all wise".          (A1 Baqara 32)  <b>COLLEGE Vision</b>          Educated Pakistan through quality education of females.  <b>MISSION STATEMENT</b>          To develop young women with active and creative minds, a sense of          understanding          and compassion for others and the courage to act on their beliefs.          We emphasize &amp; ensure the development of each child's spiritual, moral,          intellectual, social, emotional, and physical needs in order to meet the various          challenges and Opportunities Of 21st Century.  <b>COLLEGE GOAL</b>          Our goal is to educate each and every girl that will be a step towards 100%          literate Pakistan."</p>
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### *Attitude*

The writer's assertive authorial self provides an attitude in the written form using Quranic translation. It also dictates a verdict about its central vision, motto, mission, and goal. They project 'identity', 'character development', 'Islamic values, and 'education' in the written text with the use of words 'educated Pakistan through quality education of the females', 'to develop youngwomen', and 'we emphasise & ensure' provides a statement . Pragmatic and semantic interfaces relate to multiple probabilities and interpretations in completing a vision. Statements like 'to develop young women' create semantic meaning for young women's learning and education but contextually only represent one gender and its studies. This can be interpreted as a means of providing opportunities and women empowerment. The vision is appraised and appreciated, thus displaying a positive attitude. The college is part of a mission to focus on quality female education. The college uses the Quran as an identified source to claim the right to female education, as shown in Figure 6. Fan (2020) is of the view about the attitude that the participant's behaviour under the attitude system in any form

provides an evaluation for the reader. The writer and the ideologies depicted by the statements are in a direct relationship with the reader, which is clear. This has a positive effect on the reader's attitude as it provides complete info about the effort and the origin of the source of the anomaly present alongside the writer, which are the words of Allah in the motto.

#### *Affect/ Appreciation/ Judgment*

The above statements provide a positive effect as it has favourable judgment with a way to state the statements as a means of providing guiding principles as the use of terms like 'to develop', 'we emphasise', and 'opportunities of 21<sup>st</sup> century' is providing a solid presence of quality and opportunities. It helps depict a progressing environment but with simplistic steps. The statements create an optimistic attitude and create emotional, idealistic judgment, which is implicitly forced as it provides ways to guide, which in future probability helps create the students' character for a better future. The statement inculcates ideologies like 'education', 'character', 'patriotism' and 'religion' in their institution.

It showcases an idealistic mindset and a mindset to progress further. The statement uses the words 'compassion for others', 'courage to act on their belief', and 'educate each girl', exhibiting positive feelings and emotions (Wu, 2018). The use of the phrase 'educate each girl' is one gender-specific goal and thus showcases empowerment of the gender via education and opportunities. Using words like 'compassion' and 'courage' creates positive feelings and helps deduce positive assessment. College showcases character and truthfulness with feelings projected by the text. It helps the reader to have an emotional judgment as feelings affect his mindset about the activities planned for the session and progression in educational activities to help project the character development within himself. It also provides character development opportunities in fairs, exhibitions, and school co-curricular activities. The institution provides quality education and character-building. It also helps in inculcating an effective educational environment around Pakistan. The students inculcate the institution's goals and objectives as they help them pave their way in choosing their future path, and students are the sole authority over their choices, behaviour, and conduct.

#### *Engagement*

Heteroglossic resources can be seen in the statements 'Educated Pakistan through the

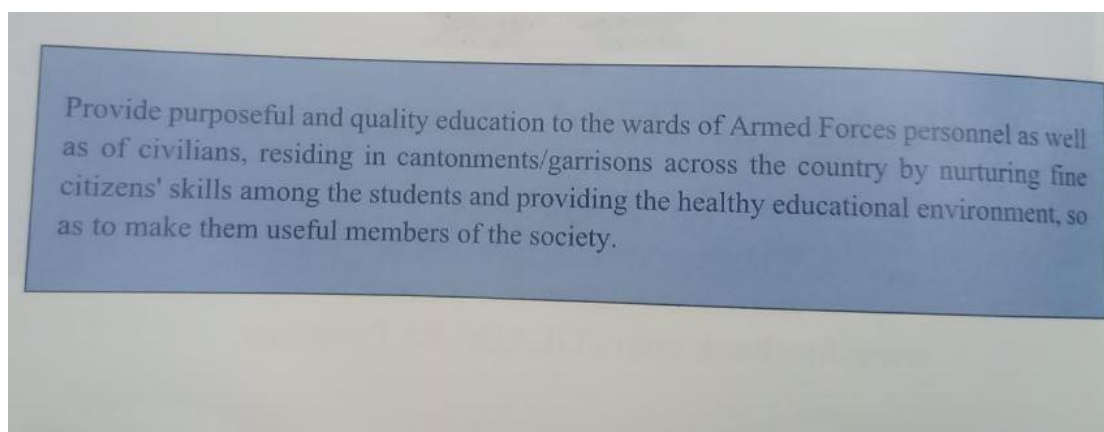
quality of the females', 'to develop young women', and 'we emphasise & ensure'. These statements are attributed to the writer's points and concepts and another entity linked as a source, the Quran, the Word of Allah. Quran guides and helps the flow of information with the reader and is dominant in providing insights into the mottos, vision, and goals as they are related to them in an optimistic manner. This is provided in the information of the text in Figure 6. The values and mission help students be ready for the task but are emotionally attached to it. The act of reaching 100% literate through female education can be seen as compassion for others but can be criticised as one demanding all rights for one gender and following educational empowerment but with no steps for gender equality as 'educating each girl' is a highly significant cause in its statement and showcases the need for only this college ownership. This engages the reader with the said information in the written form, which depicts ideologies like character, education, religion, woman empowerment, and patriotism to the reader.

#### *Graduation*

The usage of words like 'to develop', 'we emphasise', and 'opportunities of 21<sup>st</sup> century' provide a lower force in the statement stated by the writer and provides us with some enthusiasm as the writer himself is attached to the text, but is influenced by the Holy Quran. He wants the reader to guide himself to claim the opportunity. The writer sees fit with the said words and the word of the Quran, which depicts his lower force as the interpersonal impact is to the minimum in the text. The text makes the reader optimistic and enthusiastic as he infuses the information and the ideologies they depict.

#### 4.1.1.6 Prospectus of Public Sector College 6

Figure 7 : Prospectus from Public Sector College 6



*Note:* This written form is the mission statement of the college, which is extracted from



the Prospectus of Public Sector College, Peshawar Road, Rawalpindi

Provide purposeful and quality education to the wards of Armed Forces personnel as well as of civilians, residing in cantonments/garrisons across the country by nurturing fine citizens' skills among the students and providing the healthy educational environments, so as to make them useful members of the society

### *Attitude*

The writer provides a presence of his voice with the start of 'Provide' and 'nurturing fine citizen skills'. The writer's assertive authorial self is present as he is attached from the start, as 'Provide' is the writer's clear direction. The direction of 'nurturing' or growing a good citizen's skill is pragmatically an explicit instruction. It provides an attitude in this regard as a verdict about its main aims and goals is given directly. The writer also projects criticism by stating that citizens have fine skills but provide none of the skills for the reader to perceive. The writer exhibits dominant judgment, which is present as the use of words 'to the wards of Armed Forces' provides semantic reasoning concerning the children of forces and 'as well as of civilians' pragmatically and contextually differentiate civilian children from the armed ones, creating distance and 'by nurturing' provides polysemy as a negative assessment of the feelings as nurturing provides imperative direction pragmatically as the steps in this vision are commanded. It is demonstrated with phrases like 'residing in cantonments/garrisons across the country' interpreted as a notice or command. It is not guidance, and 'nurturing' dictates a set of instructions. There is an indirect relationship with the reader, which is apparent as the writer's voice is blended between the middle and the end.

### *Affect/ Appreciation/ Judgment*

The above statements provide an effect as they have a tone that intends to state them as a means of providing command and criticism. Using terms like 'residing in cantonment' and 'as well as of civilians' provides a strong presence of a controlled and artificial environment (authoritarianism) and depicts discipline and authority with negative emotion. Deduction can be made that a negative assessment is done. According to McKinley(2018), an ethical judgment is created with emotional statements. The statements in Figure 7 also create an ethical judgment focused on following steps and commands. It can be analysed that comparing civilians as somewhat and without any

intensity and focus provides it inferior to other entities as they only conduct their jobs and live with armed personnel creates a binary opposition. Armed personnel and civilians are binary opposition, which means training them where an indirect approach is not apparent, but a direct approach is taken. It helps create disciplined members of society and inculcates the ways of the Armed Forces when they are students.

Statements like 'providing healthy educational environments' help create new dimensions. In this statement, the illustrator provides information about a healthy educational environment. It gives a vague scenario unrelated to academics, as health is not addressed from any perspective. Discipline is repetitive in the written form as it is influential in the terms and statements. Fan (2020) states that evaluating emotions leads to positive or negative evaluations. It is exhibited through depicting negative and criticising effects, which can be emotionally evaluated and focused on providing information. There are no steps with explicit force in the judgment of the writer. The statement inculcates ideologies like 'dualism', 'authoritarianism', 'discipline', and 'education' in their policy. Discipline between different economic and social groups, as the statement provides info about Armed personnel but also revolves around civilians and their social status as 'students' and 'make them useful members of the society', declares that the college's main role is to treat students equally. However, the classification is done at the start with the use of 'wards of the Armed Forces' and 'as well as of citizen'. The writer is discursive in his thoughts and implements other analyses and evaluations of the college's mission through his words. Though his voice is apparent, he addresses the info provided to him, 'nurturing fine citizen skills'. These four words showcase a disciplinarian mindset and provide info to improve the reader.

It enables us to understand the discipline and status quo in social backgrounds. The statement uses words like 'nurturing fine citizen skills' and 'healthy educational environments' to help extensively project positive traits and characteristics in these statements.

### *Engagement*

Heteroglossic resources can be seen in the statements and may be influential. These statements are attributing to the point and the concept of not only a writer but some other anomalies as someone other than the writer is projecting dualism, authoritarian, disciplinarian, and education ideologies in the written form, which McKinley (2018)

demonstrates as well. 'The college', 'its administration', and 'the creator of this mission' are dictating and regulating the flow of the written form and blending it with the writer's voice as the sources vary in the prospectus written form. The mode of info is not only written but tends to relate to visuals and graphics. It gives the reader and viewer a sense of unsympathetic rhetoric of the blended voices within the writer. It depicts ideologies like dualism, discipline, and authority, which can be seen as discipline and rules, which are highly significant in its statement and showcase a rhetorical approach. This engages the reader with the said information in the written form, which depicts ideologies like 'dualism, discipline, authoritarianism, and education' to the reader and engages him with this info.

### *Graduation*

The words like wards of 'Armed forces' and 'residing in cantonments/garrisons' provide an up-scale force in the statement stated by the writer, and the writer uses both expressions of Force and Focus. Most of the Force expressions were used to raise the other's emphasis by 'by nurturing', 'as well as', 'so as to make them' and 'of the'. The Focus expressions were utilised more to express vagueness in the written form and mission. The writer's voice was blended with other back-end voices of the prospectus.

#### 4.1.1.7 Prospectus of Public Sector College 7

Figure 8: Prospectus from Public Sector College 7

**Aims and Objectives** The College aims at providing not only the best possible education to its students but is also striving to build their character by inculcating in them high moral values and discipline through counselling and motivation. All-out efforts are made to develop the traits of self-respect, dignity, honour, tolerance, diligence and selfless service to the nation. Attainment of genuine high academic standards remains the foremost objective of the college.

*Note:* This written form is the aims and objectives of the college, which is extracted from the Prospectus of Public Sector College 7, Rawalpindi

**Aims and Objectives** The College aims at providing not only the best possible education to its students but is also striving to build their character by inculcating in them high moral values and discipline through counselling and motivation. All-out efforts are made to develop the traits of self-respect, dignity, honour, tolerance, diligence, and selfless service to the nation. Attainment of genuine high academic standards remains the foremost objective of the college.

### *Attitude*

The writer provides an attitude in the written form. The written form provides a verdict about its main aim and objective. They project 'discipline', 'character development', 'competition', 'quality', 'personality', and 'education' in their written text. The text is appraised and appreciated as words like 'best', 'striving', and 'selfless' demonstrate positivity. The college emphasises a character with a positive feeling, depicted by 'striving to build' and 'through counselling and motivation', which focus on character building and personality development. These words showcase the urge to improve via counselling sessions and personality development. The writer and the ideologies depicted by the statements directly relate to the reader. This positively affects the reader's attitude as it provides complete info about the effort and the origin of the source of the prospectus.

### *Affect/ Appreciation/ Judgment*

Interactive Authorial Self is apparent in the statements, provides a positive effect as it has the favourable ethical judgment to state the statements as a means of providing guiding principle as the use of terms like 'atproviding not only 'by inculcating in them' are providing a solid presence of hardwork in inculcating quality and personality and helps depict a progressing environment with simplistic steps. The statements create an attitude that is optimistic and creates emotional, idealistic judgment, which is explicitly forced as it provides ways to guide, which in future probability helps create the character of the students to a better future and inculcating in them the ways to progress and help in creating a literate Pakistan. The statement inculcates ideologies like 'discipline', 'character development', 'competition', 'quality', 'personality', and 'education'.

The statement uses the words 'striving to build', 'courage to act on their belief', and 'develop the traits' to exhibit positive feelings (Wu, 2018) and trends. College showcases ideologies like character and truthfulness with feelings projected by the text. It helps the

reader have an emotional judgment as feelings affect his mindset about the activities planned for the session and progression in educational activities to help project the character and personality development within himself. It also provides character development opportunities via counselling, motivation, fairs, exhibitions, and school co-curricular activities. The institution tries to provide quality education and character building and help inculcate a compelling, competitive educational environment. The students need only to inculcate the institution's goals and objectives as they are helping them pave their way in choosing their future path. The college has the sole authority over the choice, behaviour, and conduct.

### *Engagement*

Heteroglossic resources can be seen in the statements' courage to act on their belief' and 'develop the traits'. According to Ruo-mei (2016), language users adopt intervention techniques to regulate the responsibility and obligations of discourse resources in engagements. These statements in Figure 8 are also attributed to the writer's intervention in points and concepts. One other entity linked as a source is 'the college administration' and 'the college'. College guides and helps the flow of information with the reader and is dominant in providing insights into the aims and objectives as they relate to them optimistically. This information is provided in the text. The aims and objectives help students be ready for the task but are emotionally attached to it. However, their significant statement showcases the need for all college ownership. The reader engages with the said information in the written form, which depicts ideologies like 'discipline', 'character development,' 'competition,' 'quality,' 'personality' and 'education.'

### *Graduation*

The usage of statements like 'at providing not only' and 'by inculcating in them' provide a high force in the statement stated by the writer (Wu, 2018) and provides us with some enthusiasm as the writer himself is attached to the text, but is influenced by the college set of guidance. He wants the reader to guide himself to claim the opportunity. The writer sees fit with the said words, which depict his higher force as the interpersonal impact is maximum in the text, and the text influences the reader to be optimistic and enthusiastic as he infuses the information and the ideologies they depict.

## 4.1.2 Private Sector Colleges

The researcher has utilised seven private sector colleges for the written analysis.

### 4.1.2.1 Prospectus of Private Sector College 1

Figure 9: Prospectus from Private College 1

**Goals.** In order to fulfill its mission, Uswa College Islamabad has set for itself following goals:-

- a. Achieving high grades in academics by providing competent faculty and helping students discover and reach their full potential.
- b. Ensuring physical fitness through regular sports and physical training.
- c. Improving and polishing communication skills and sharpening intellect through debates, discussions, seminars, guest speakers, study tours and quiz programmes etc.
- d. **Character Building.** Nurturing the young students to become good human beings and useful members of society is a cherished goal of the College. Utmost efforts are, therefore, made to conduct all activities in a manner which contribute towards achievement of this goal. Conducive environment is provided to inculcate following traits: -
  - (1) Team work, comradeship and spirit of sacrifice.
  - (2) Honesty, integrity and truthfulness.
  - (3) Correct and balanced religious orientation based on basic beliefs of Islam and love for humanity.
  - (4) Service to the country and society.

*Note:* This written form explains the college's goals, which are extracted from the Prospectus of Private Sector College 1, Islamabad.

Goals. In Order to fulfill its mission, Uswa College Islamabad has set for itself following goals: -

- a. Achieving high grades in academics by providing competent faculty and helping students discover and reach their full potential.
- b. Ensuring physical fitness through regular sports and physical training.
- c. Improving and polishing communication skills and sharpening intellect through debates, discussions, seminars, guest speakers, study tours and quiz programmes etc.
- d. Character Building. Nurturing the young students to become good human beings and useful members of society is a cherished goal Of the College. Utmost efforts are, therefore, made to conduct all activities in a manner which contribute towards achievement of this goal. Conducive environment is provided to inculcate following traits: -
  1. Team work, comradeship and spirit Of sacrifice.
  2. Honesty, integrity, and truthfulness.
  3. Correct and balanced religious orientation based on basic beliefs of Islam and love for humanity.
  4. Service to the country and society.

### *Attitude*

The writer provides a positive attitude in the above-given info, whereas the written form provides a verdict about its primary goals. They project ideologies like *identity*, *quality*, and *character* as the use of phrases 'set for itself', 'achieving high grades', 'ensuring physical fitness', and 'improving' and 'polishing' provide semantic and pragmatic interfaces with multiple meanings relating to the ideologies. They provide a statement about the clear goals and the visions of the college as they want to work on their skills and abilities. The implicature to improve, evolve, master, and develop them is apparent, which depicts ideologies like identity, quality and character. There is a direct relationship with the reader that is explicit and provides detailed information. This has a positive effect on the reader's attitude.

### *Affect/ Appreciation/ Judgment*

The above statements have a positive effect as they provide complete information concerning the goals and ways to achieve them. The interactive authorial self is apparent when using terms like sharpening intellects to provide semantic meaning with semantic fields in improving a student with high abilities and intelligence. This intertextuality relates to the ideologies like quality and entrepreneurship with different steps planned to execute them as 'debates', 'discussions', and 'seminars'. The implicature

of exhibiting the traits of a progressing environment creates a positive feeling. The statements create an attitude that is optimistic and idealistic judgment, which is explicitly forced as it provides ways to guide, which in future probability helps create character building for the students to a better future. It has helped inculcate in them the ways to progress, and the college provides ways and a general pathway so that a conducive environment is created for education, quality, competition, and character. It helps create an ideological position in the students' minds to become intellectual, which they can reach by themselves, and the mere role of the college is to provide guidance. The statement inculcates ideologies like education, patriotism, religious identity, character, competition, quality, and entrepreneurship in their institution. Competition is needed for the institution to create honesty and integrity in their students, as stated in Figure 9. Ruo-mei (2016) provides insight into expressed information implicitly and as an indirect sign of emotion. These statements showcase the emotion of a positive competitive mindset and a mindset to progress in a conducive environment. Honesty and truthfulness provide religious understanding and different co-curricular and curricular activities. This enables us to understand the character and personality development in the college. The statement uses words like 'teamwork', 'comradeship', 'honesty', and 'truthfulness', which depict the compositional semantic meaning of character development associated with these terms for this tenure, and progression in character development is depicted via them. It helps project the student's character development and provides entrepreneur opportunities in curricular and co-curricular activities. The use of statements like 'Correct and balanced religious orientation based on basic beliefs of Islam' semantically means that the institution is trying to provide quality education and character building in recognition of religious belief and help in inculcating an effective educational environment in Pakistan with Islamic values. This contextually exhibits religious and social values in the country and society and showcases the ideology of religious identity. Students need only to inculcate the institution's goals, which are exhibiting a collaborative form of education with opportunities as they are helping them pave their way in choosing their future path, and students are the sole authority of their choice, behaviour, and conduct.

### *Engagement*

Heteroglossic resources can be seen in the statements 'set for itself', 'achieving high grades', 'ensuring physical fitness' and 'improving' and 'polishing' provide a character of



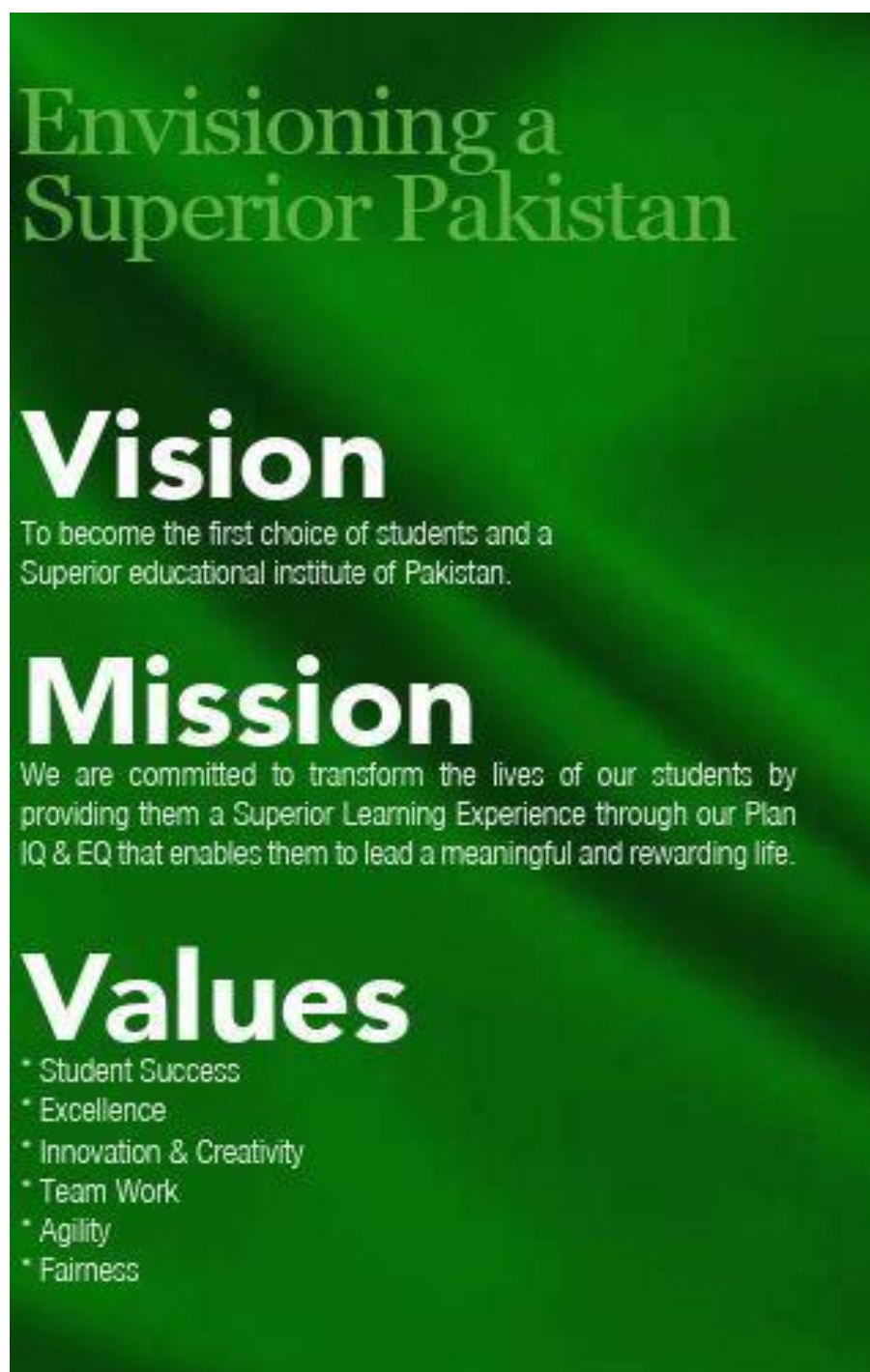
interlocutory (Fan, 2020). These statements are attributed to the concepts the writer is sharing with different ideological positioning, which is that the institution is the one guiding and helping the flow of education with the students, inculcates. It is provided in the text's information. The values and the mission help students to be ready for future endeavours and tasks. It also recognises some space for alternative viewpoints in the statement as the college provides a sense of ownership of the students and deals with education and character development. These depict the semantic fields, such as ensuring, achieving, improving, and polishing, that are highly significant and provide an ethical judgment as they showcase college ownership of success. Appreciation is found in the religious approach and behaviour and when the words one of the best institutions in Rawalpindi showcase regional goals. This engages the reader with the said information in the written form, which depicts ideologies like character, competition, character, quality, entrepreneurship, education, religious identity, and patriotism to the reader and engages him with this info.

### *Graduation*

Using words like *ensuring, achieving, improving, and polishing* provides a high force in the statement stated by the writer and provides us enthusiasm as the writer is attached to the text and wants the reader to guide himself in the way to claim the opportunity. The writer sees fit with the said words, which depict his lower focus in the text, and the text forces the reader to be optimistic and enthusiastic as he infuses the information and the ideologies they depict.

Figure 10 : Prospectus from Private College 2

4.1.2.2 Prospectus of Private Sector College 2



The image shows a green background with white text. At the top, it says "Envisioning a Superior Pakistan". Below that, the word "Vision" is written in a large, bold font, followed by the text "To become the first choice of students and a Superior educational institute of Pakistan." The word "Mission" is also in a large, bold font, followed by "We are committed to transform the lives of our students by providing them a Superior Learning Experience through our Plan IQ & EQ that enables them to lead a meaningful and rewarding life." The word "Values" is in a large, bold font, followed by a list of six values: Student Success, Excellence, Innovation & Creativity, Team Work, Agility, and Fairness.

**Envisioning a Superior Pakistan**

**Vision**  
To become the first choice of students and a Superior educational institute of Pakistan.

**Mission**  
We are committed to transform the lives of our students by providing them a Superior Learning Experience through our Plan IQ & EQ that enables them to lead a meaningful and rewarding life.

**Values**

- \* Student Success
- \* Excellence
- \* Innovation & Creativity
- \* Team Work
- \* Agility
- \* Fairness

*Note:* This written form explains the college's visions, mission, and values, which are extracted from the Prospectus of Private Sector College, Islamabad.

### Envisioning a Superior Pakistan

#### Vision

To become the first choice of students and a superior educational institute of Pakistan.

#### Mission

We are committed to transform the lives of our students by providing them a Superior Learning Experience through our Plan IQ & EQ that enables them to lead a meaningful and rewarding life.

#### Values

- Student Success
- Excellence
- Innovation and Creativity
- Teamwork
- Agility
- Fairness

#### *Attitude*

The written form provides an attitude in the above-written form. It provides a verdict about its central vision, mission, and values. They project ideologies like education, patriotism, quality, and identity in their written text as the use of expressions like 'envisioning a superior Pakistan' and 'Superior educational institute' provides pragmatic and semantic interfaces with two ideological positionings that the college does not want to be a part of the educational industry but wants to envision it as a Superior's part in figure 10. It also signifies that the educational institutes are superior due to the college. A direct relationship with the reader comprises positive feelings and a positive attitude. This positively affects the reader's attitude as the writer appeals to the info and lays emphasis.

#### *Affect/Appreciation/Judgment*

The above statements provide a positive effect as it has positive connotations with a way to state the statements as a means of providing guiding principles as the use of idealistic terms like 'we are' and 'to transform' interprets as a general means of improving the students. 'To become' depicts the goal that interacts with the college's policy of advertising being the first choice of the students. It possesses a strong presence of quality, success, and experience, which the college depicts to ensure a progressing and

positive environment, as shown in Figure 10. McKinley (2018) explains attitude, and in this, it is an optimistic and idealistic judgment that is explicitly forced as it provides ways to guide, which in future probability helps create the character of the students to a better future and inculcating in them the ways to progress and become patriotic which they can reach by themselves and by some guidance. The above statements provide a positive effect as it has positive connotations with a way to state the statements as a means of providing guiding principles as the use of idealistic terms like 'we are' and 'to transform' interprets as a general means of improving the students with the ways projected by the college. It possesses a strong presence of quality, success, and experience, which the college depicts to ensure a progressing and positive environment, as shown in Figure 10. McKinley (2018) explains attitude, and in this, it is an optimistic and idealistic judgment that is explicitly forced as it provides ways to guide, which in future probability helps create the character of the students to a better future and inculcating in them the ways to progress and become patriotic which they can reach by themselves and by some guidance. The statement inculcates ideologies like advertisement, education, patriotism, character, competition, success, and quality in their institution. Competition for the institution to become the best as the statement provides info about envisioning a superior Pakistan. The statement showcases a competitive mindset and a mindset to progress further with influence on Pakistan as part of Superior's vision. McKinley (2018) explains personal experience. This enables us to understand the quality the college wants to inculcate in its pupils individually. The statement uses innovation and creativity, teamwork, agility, and fairness to showcase novelty activities planned for the session and progression in educational activities to help project the students' character development and provide entrepreneur opportunities in curricular and co-curricular activities in Figure 10. The institution provides quality education and character-building. It helps inculcate an influential educational institution that is the preferred choice of students in Pakistan. The students need only to inculcate the institution's goals and objectives, which are exhibiting and cooperating form of education with opportunities as they are helping them pave their way in choosing their future path, and students are the sole authority of their choice, behaviour, and conduct. It inculcates ideologies like advertisement, education, patriotism, character, competition, success, and quality in their institution. Competition for the institution to become the best as the statement provides info about envisioning a superior Pakistan. The statement showcases a competitive mindset and a mindset to

progress further with influence on Pakistan as part of Superior's vision. McKinley (2018) explains personal experience. This enables us to understand the quality the college wants to inculcate in its pupils individually. The statement uses innovation and creativity, teamwork, agility, and fairness to showcase novelty activities planned for the session and progression in educational activities to help project the students' character development and provide entrepreneur opportunities in curricular and co-curricular activities in Figure 10. The institution provides quality education and character-building. It helps inculcate an influential educational institution that is the preferred choice of students in Pakistan.

### *Engagement*

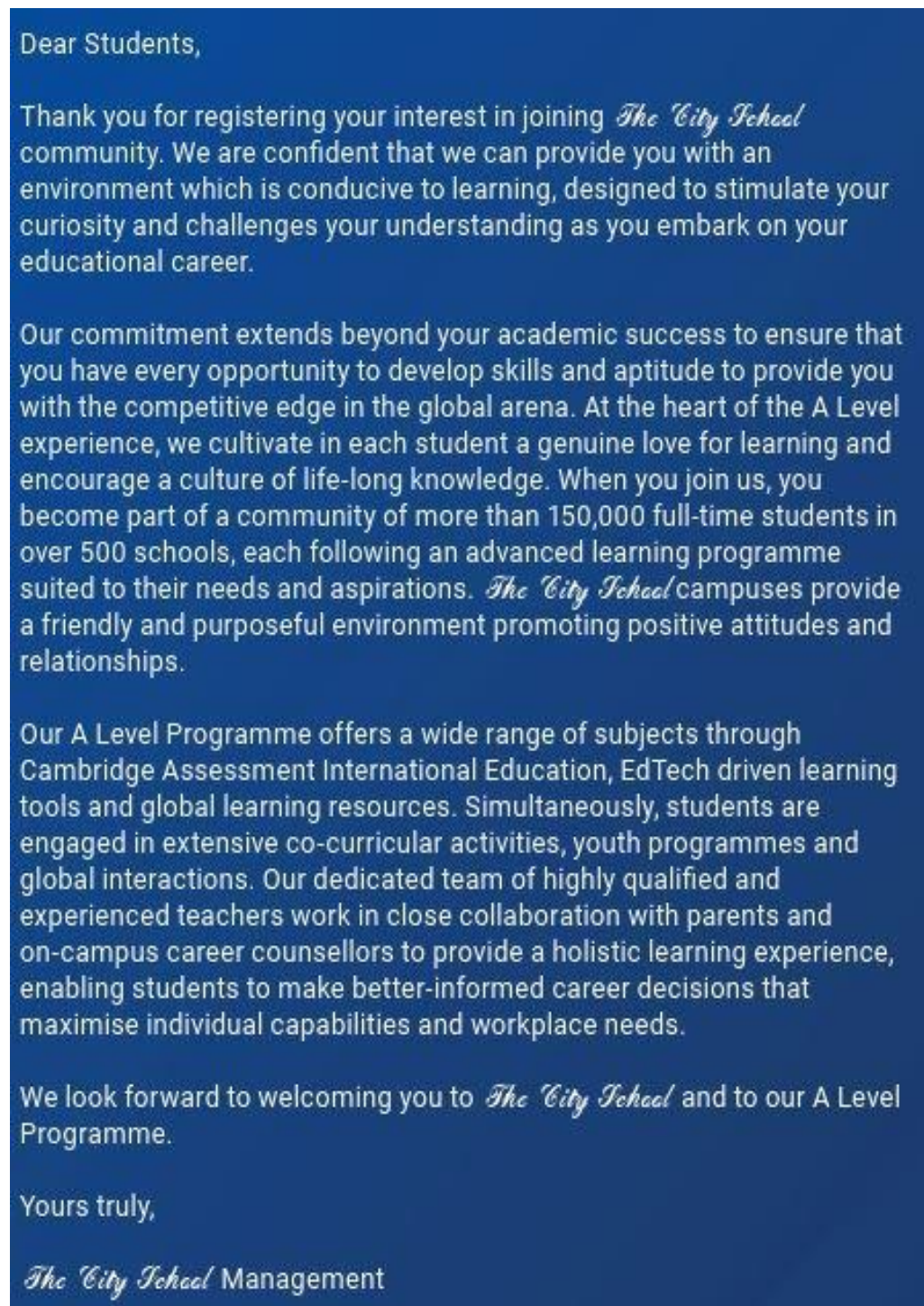
Heteroglossic resources can be seen in the statement's words, which envision a superior Pakistan and superior educational institute. The existence of evaluative authorial self is apparent as the statement is attributed to two points, and the writers evaluate: the institution is part of an educational system, and Superior Pakistan has Superior College as a primary stakeholder in the educational industry. This is provided in the information of the text and is realistic to some extent. The values and the mission ready students for the task. It also recognises some space for alternative viewpoints in the statement as the college provides a sense of proclamation for the students and deals with education and character development. White (2015) explains it, and it can be seen as 'to become; we are and to transform', which is highly significant in its statement and showcases college ownership. However, we also see a regional approach when the words one of the best institutions in Rawalpindi showcase regional goals. This engages the reader to the said information in the written form, which depicts ideologies like character, competition, character, entrepreneurship, education, social and communal status, and patriotism to the reader and engages him with this info.

### *Graduation*

The usage of the words innovation and creativity, teamwork, agility, and fairness provide a lower force in the statement stated by the writer and provides us with some enthusiasm as the writer himself is attached to the text and wants the reader to guide himself in the way to claim the opportunity. The writer sees fit with the said words, which depict his lower force in the text, and the text forces the reader to be optimistic and enthusiastic as he infuses the information and the ideologies they depict.

#### 4.1.2.3 Prospectus of Private Sector College 3

Figure 11: Prospectus from Private College 3



*Note:* This written form explains the visions, aims, and values of the A-level Section, which is extracted from the prospectus of Private Sector College 3, Islamabad.

Dear Students.

Thank you for registering your interest in joining community. We are confident that we can provide you with an environment which is conducive to learning, designed to stimulate your curiosity and challenges your understanding as you embark on your educational career- Our commitment extends beyond your academic success to ensure that you have every opportunity to develop skills and aptitude to provide you with the competitive edge in the global arena. At the heart of the A Level experience. We cultivate in each student a genuine love for learning and encourage a culture of life- long knowledge. When you join us. You become part of a community of more than 150,000 full- time students in over 500 schools, each following an advanced learning programme suited to their needs and aspirations- provide a friendly and purposeful environment promoting positive attitudes and relationships.

Our A Level Programme offers a wide range of subjects through Cambridge Assessment International Education. EdTech-driven learning tools and global learning resources. Simultaneously, students are engaged in extensive co-curricular activities, youth programme and global interactions. Our dedicated team of highly qualified and experienced teachers work in close collaboration with parents and on-campus career counsellors to provide a holistic learning experience, enabling students to make better-informed career decisions that maximise individual capabilities and workplace needs.

We look forward to welcoming you to and to our our A-level programme.

Yours truly

The City School Management

### *Attitude*

The writer provides a positive emphasis and appeal in the written form. The written form provides a verdict about its central vision, mission, and values. They exhibit ideologies like 'quality', 'entrepreneurship', 'globality', and 'management' in their written text as the use of phrases such as 'registering your interest', 'we can provide', 'conducive to', 'designed to', 'challenges your understanding' and 'our commitment' provides a statement about completion of a vision. Phrases like 'registering your interest' and 'we can provide' denote that students affiliating with the school help the school to provide for them. There is a direct relationship with the reader, and the message is conveyed with positive info and guidance. This positively affects the reader's attitude as he is well informed with all the information in which he is at the centre of interest.

### *Affect/Appreciation/Judgment*

The above statements provide a positive effect as it has positive appreciation with a way to state the statements as a means of providing guiding principles as the use of guiding terms like 'competitive edge', 'needs and aspirations', 'youth programs', and

'global interactions' and 'career counsellors' is providing a strong presence of quality and entrepreneurship in college domain in figure 11. The interactive authorial self is apparent. It culminates the semantic meaning of improving and progressing further. It helps exhibit a progressing environment and a global learning resource. The statements create an optimistic and idealistic attitude that is explicitly provided with a lower force as it provides ways to guide, which in future probability helps create the student's character and improves his character traits. It enables them a better future and inculcates how to progress and acclaim in their fields. They make the students interact, which they can reach by themselves and guidance. The statement inculcates ideologies like 'advertising, education, quality, globality, patriotism, character, competition, and entrepreneurship' in their institution as phrases like 'competitive edge', 'needs and aspirations', 'youth programs', and 'global interactions' and 'career counsellors' help project these ideologies. 'Competitive edge' means an advantage over competitors, and in the institution, it demonstrates the competition and enhances the quality of education in the system. Competition for the institution is the global paradox, and advertising the individual and communal gains to project talent globally and professionally. This enables us to understand the character development. The institution is trying to provide quality education, competitiveness, aspiring talents, and character building and help inculcate an effective educational environment in Pakistan. The students need only to inculcate the institution's goals and objectives and become a part of the institutions that are exhibiting a collaborative form of education with opportunities as they are helping them pave their way in choosing their future path. Students are the sole authority of their choice, behaviour, and conduct.

### *Engagement*

Monoglossic resources can be seen in the statements registering your interest, 'we can provide, conducive to, designed to, and challenge your understanding and our commitment'. These statements are a proclamation to one point, and the concept of The City School management is that the students are the ones guiding and helping the flow of education in this system, and the system is just a part of it. Wu (2018) explains in his work *Official Websites as a Tourism Marketing Medium: A Contrastive Analysis from the Perspective of Appraisal Theory* (pp. 18-23). This is provided in the information in the text as a means of criticism and showcases their modern behaviour. The goals help students to be ready for the task. It also recognises a clear ideological viewpoint in the statement



as the college provides a sense of duty to the students and not only deals with education but also with their choices and rights. This can be seen as a competitive edge, needs and aspirations, youth programs, global interactions, and career counsellors, which are highly significant in their statement and showcase the college's duty. However, we see a global approach as well. This engages the reader with the said information in the written form, which depicts ideologies like character, competition, character, entrepreneurship, education, global perspective, and leadership to the reader and engages him with this information.

### *Graduation*

The usage of words like competitive edge, needs and aspirations, youth programs and global interactions, and career counsellors provide a higher force in the statement stated by the writer and provides us with an idealistic and optimistic outlook as the writer himself is attached to the text and wants the reader to guide himself in the way to become the opportunity. The writer sees fit with the said words, which depict his lower focus in the text, and the text creates in the reader's mind to be optimistic and enthusiastic as he infuses the information and the ideologies they depict.

#### 4.1.2.4 Prospectus of Private Sector College 4

Figure 12: Prospectus from Private College 4



*Note:* This written form explains the visions and aims of the A-level Section, which is extracted from the Prospectus of Private College Sector 4 , Islamabad.

#### Mission

Beacon house aims to provide quality education of an international standard. We aim for excellence through quality management, quality training and quality teaching, bringing benefits to our students, the community, and the wider world.

#### Vision

Beacon house values its heritage while it continues to reinvent its educational approach to meet the needs of the future. We believe that modern methods and attitudes can enable students achieve their fullest potential.

With the world and the needs of the community changing at an ever-increasing rate, Beaconhouse endeavours to be open to change, to adapt, innovate and keep pace with the goals that society expects. At Beaconhouse, our aim and belief is that through hard work and effort, students will be able to step confidently into the real and highly competitive world. We ensure that they are equipped with the ability to make mature and well-informed judgements based on a clear understanding of essential principles, concepts and moral values. This, we believe is the best contribution we can make towards their development as productive members of society and, through them, to the country and the wider world.

#### *Attitude*

In the written form, words like 'to provide education' and 'aim for excellence' help provide 'dialogic situations' (Stojicic, 2016). They project ideologies of quality, entrepreneurship, and management in their written text as the use of words 'to provide education' and 'aim for excellence', 'quality management', 'quality training', and 'quality teaching' provides a contextual meaning that the quality and education with excellence is the central vision and aim. It is a statement with a modal of probability in completing a vision. There is an indirect relationship with the reader, reaching them with positive info and guidance. This affects the reader's attitude as the info is intended with only the discursal self of the writer.

#### *Affect/Appreciation/Judgment*

The above statements provide a positive effect as it has positive appreciation with a way to state the statements as a means of providing guiding principles as the use of terms like 'to be open to change', 'to adapt', 'innovate', and 'keep pace' providing a solid presence of quality and entrepreneurship in the section. A positive effect is exhibited with a progressing environment but as a global learning resource. The statements' quality management, quality training, and quality teaching' create an idealistic attitude

and an ethical judgment, which, in future probability, helps create the students' personalities and improves their character traits as they make their own decisions. It enables them to make decision-making judgments in the future and helps inculcate in them the ways to progress in their fields. The statement inculcates ideologies like education, advertising, quality, globality, character, competition, and entrepreneurship in their institution. The interactive authorial self is apparent as entrepreneurship for the institution is the main lead, as every decision-making judgment and opinion helps build personality and identity. The individual and communal gains are a means to project talent globally and professionally. This enables us to understand the character development. The institution tries to provide quality education, competitiveness, aspiring talents, and character building. The students need only to inculcate the institution's goals and objectives and become a part of the institutions that are exhibiting a collaborative form of education with opportunities as they are helping them pave their way in choosing their future path. Students are the sole authority of their choice, behaviour, and conduct.

### *Engagement*

Monoglossic resources can be seen in the statements registering your interest in the natural and highly competitive world. And a clear understanding of essential principles. These statements are not hearsay but are expectations of Beacon House School management, which is that the students are guiding and helping the flow of education in this system, and the system is just a part of it. This is provided in the information of the text as a means of no reality phase existence, which White (2015) states in an elaborative manner as goals help students to be ready for tasks but provide more focus. It also recognises a clear ideological viewpoint in the statement as the college provides a sense of duty to students dealing with education, their choices, rights, and expectations. This can be seen in needs and aspirations; youth programs, global interactions, and career counsellors are highly significant in their statement and showcasing college's duty, which White discusses in his work *An Introductory Tour through Appraisal Theory* (2005). However, a global approach as well. This engages the reader with the said information in the written form, which depicts ideologies like character, competition, character, entrepreneurship, education, global perspective, and leadership to the reader and engages him with this information.

### *Graduation*

Using words like international standard and excellence through quality management provides a higher force in the statement stated by the writer and provides us with an idealistic and optimistic outlook. The writer is attached to the text and wants the reader to guide himself on becoming the opportunity. The writer sees fit with the words that depict his focus in the text, and the reader's mind is optimistic and enthusiastic as he infuses the information and the ideologies they depict.

#### 4.1.2.5 Prospectus of Private Sector College 5

Figure 13 :Prospectus from Private College 5



*Note:* This written form explains the visions and mission of a college, which is extracted from the Prospectus of Private College 5.

**VISION**

To provide a nurturing academic environment where students are transformed into creative, confident, and socially responsible adults who are ready to take on life challenges.

**MISSION**

Concordia Colleges, under the umbrella of the Beaconhouse Group, offers quality education, which is comprehensive and inclusive of our core values and aims to build a high-performance environment with a prime focus on innovative, life, and problem-solving skills.

*Attitude*

In the written form, the declarative and interrogative statements like 'To provide a nurturing academic environment' denote a setting where the encouragement of academics and education is an option, 'transformed into creative, confident and socially responsible' elucidate the ways a student is metamorphosed into an out of box thinker and a dominant and socially attributed person. The college built them as people who are ready to face anyone, which is shown by 'who are ready to take on', 'under the umbrella showcases remaining under a guided system and 'inclusive of', and 'with a prime focus' develops an interpretation which is being part of a complete focused concept. These interpretations and elucidations project ideologies like character, education, and management in their written text. The statement provides an indirect relationship with the reader, which reaches them with neutral feelings. This affects the reader's attitude as it is passive. He is informed with all the brief info in which he is at the centre.

*Affect/Appreciation/Judgment*

The above statements provide a neutral effect as they attach negative appreciation to them as the words behave, creating weak links with the intended info. The mission exhibits a positive effect, but the vision remains a module that interacts with neutral info with no ethical judgment at its back. The statements create a formal attitude. It enables the students or readers to decide their future, demonstrating that no emotional evaluation exists. They make the students interact, which they can reach by themselves and guidance. The statement inculcates ideologies like education, quality, and character in their institution. The statements depict the interactive authorial self-transformed into 'creative', 'confident', and 'socially responsible adults' and provide expectations about a better future in Figure 13. This enables us to understand the character development.

The institution tries to provide quality education, competitiveness, aspiring talents, and character building. The students need only to inculcate the institution's goals and objectives and become a part of the institutions that are exhibiting a collaborative form of education with opportunities as they are helping them pave their way in choosing their future path. Students are the sole authority of their choice, behaviour, and conduct.

### *Engagement*

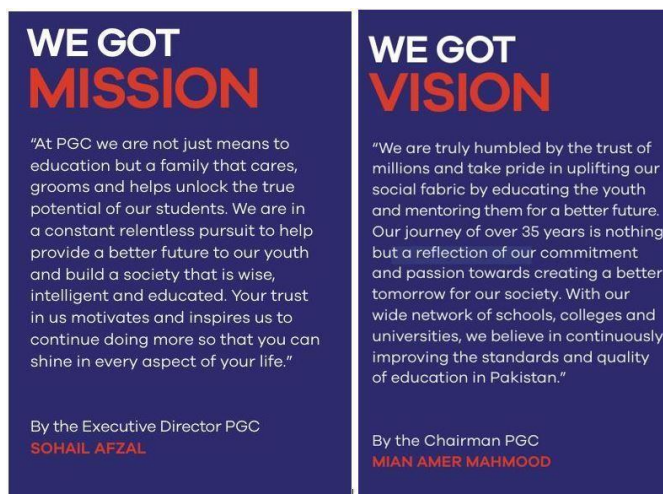
Monoglossic resources can be seen in the statements registering as the words like 'to provide, transformed into, who are ready to take on, and under the'. These statements are not hearsay but are expectations of Beacon House School management, which is running Concordia College, which is that the students guide and help the flow of education in this system. The system is just a part of it. This is provided in the information of the text as a means of no reality phase existence, which White (2015) states in an elaborative manner. The goals help students to be ready for tasks but provide more focus. It also recognises the ideological viewpoint in the statement as the college provides a sense of duty to the students and not only deals with education but also deals with their choices and rights and provides expectations, as White (2015) discusses in his work *An Introductory tour through appraisal theory* (pp. 80-83). This can be seen in needs and aspirations; youth programs, global interactions, and career counsellors are highly significant in their statement and showcase the college's duty. However, we see a global approach as well. This engages the reader with the said information in the written form, which depicts ideologies like character, advertising, competition, character, entrepreneurship, education, and leadership to the reader and engages him with this info.

### *Graduation*

The usage of words like 'under the inclusive of, and with a prime focus' provide a higher force in the statement stated by the writer and provides us with an idealistic and optimistic outlook as the writer himself is attached to the text and wants the reader to guide himself in the way to become the opportunity. The writer sees fit with the said words, which depict his focus in the text, and the text creates in the reader's mind to be optimistic and enthusiastic as he infuses the information and the ideologies they depict.

## 4.1.2.6 Prospectus of Private Sector College 6

Figure 14:Prospectus from Private College 6



*Note:* This written form explains a college's vision and mission, which is extracted from the Prospectus of Punjab Group of Colleges.

<p><b>WE GOT VISION</b></p> <p>"We are truly humbled by the trust of millions and take pride in uplifting our social fabric by educating the youth and mentoring them for a better future. Our journey of over 35 years is nothing but a reflection of our commitment and passion towards creating a better tomorrow for our society. With our widenetwork of schools, colleges and universities, we believe in continuously improving the standards and quality of education in Pakistan."</p> <p>By the Chairman PGC <b>MIAN AMER MAHMOOD</b></p>	<p><b>WE GOT MISSION</b></p> <p>'At PGC we are not just means to education but a family that cares, grooms, and helps unlock the true potential of our students. We are in a constant relentless pursuit to help provide a better future to our youth and build a society that is wise, intelligent, and educated. Your trust in us motivates and inspires us to continue doing more so that you can shine in every aspect of your life.'</p> <p>By the Executive Director PGC <b>SOHAIL AFZAL</b></p>
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*Attitude*

The statement provides an indirect relationship with the reader, reaching them with positive feelings. This influences the reader's attitude and ambition. He is informed with all the brief info in which he is at the centre.

*Affect/Appreciation/Judgment*

The above statements provide a positive effect as it has positive appreciation attached to them as the words 'We are truly humbled' and 'Our journey' share a precedent that the college values their students' choice as humbled is used and create strong links with

the reader as he made part of the intended info. A positive effect is exhibited in the mission, but the vision remains a module that interacts with positive info with ethical judgment at its back. The statements create an informal attitude. It enables the students or readers to decide their future, demonstrating that emotional evaluation is there with words like 'truly humbled', 'the trust of millions', 'reflection of our commitment', and 'unlock the true potential' and a better future for our youth'. They all depict that they are primarily supported by a vast majority, which is a testament to their work. They make the students interact with them which they can reach by themselves and guidance.

The statement inculcates ideologies like education, quality, success, advertising, leadership, and character in their institution. This enables us to understand the character development. The authorial self is evaluative as the institution provides quality education, steps of success, and education standards and character building as an evaluation. The students need only to inculcate the institution's goals and objectives and become a part of the institution exhibiting a collaborative form of education with opportunities. They are helping them choose their future path, and students are the sole authority over their choices, behaviour, and conduct.

### *Engagement*

Heteroglossic resources can be seen in the statements registering as the 'We are Our journey of over and with our wide network'. These statements are hearsay as they seem to acknowledge their network as the best, but the expectations of Punjab Group of College are not realistic as no proof has been provided. The management running the college guides and helps the flow of education in this network. This is provided in the information of the text as a means of no reality phase existence which White (2015) states in an elaborative manner. The vision helps students prepare for tasks but provides a more elaborate focus. It also recognises a clear ideological viewpoint in the statement as the college provides a sense of duty to the students and deals with education and their leadership qualities to make choices and provide expectations. However, we quality as well. This engages the reader with the said information in the written form, which depicts ideologies like character, education, quality, leadership, and success to the reader and engages them with this info.

### *Graduation*

The usage of words like truly humbled, the trust of millions, reflection of our



commitment, unlock the true potential and a better future for our youth provide a higher force in the statement stated by the writer and provide us with an idealistic and optimistic outlook as the writer himself is attached to the text and wants the reader to guide himself in the way to become the opportunity (Fan, 2020). The writer sees fit with the said words, which depict his focus in the text, and the text creates in the reader's mind to be optimistic and enthusiastic as he infuses the information and the ideologies they depict.

#### 4.1.2.7 Prospectus of Private Sector College 7

Figure 15: Prospectus from Private College 7



*Note:* This written form explains a college's vision and mission, and it is extracted from Private College 7 Prospectus.

<p><b>Vision</b></p> <p>"To be a distinguished seat of learning imbuing global attributes Of knowledge"</p> <p><b>Mission</b></p> <p>"To be a globally recognized educational and research institute for producing competent professionals with human values and ethics to serve the society through involvement in academic, scientific, technological, industrial and entrepreneurship activities"</p>
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*Attitude*

The writer provides a positive attitude in the above-written form. It provides a verdict about its central vision and mission. The project education, entrepreneurship, quality, global village, and identity in their written text as the use of words 'To be a distinguished seat of learning' elaborate that the college is trying to provide a unique standing in the global perspective and 'To be a globally recognised educational' is depicting the pragmatic and semantic interface with two ideological positionings that the college wants to initiate global traits in students. It also signifies that the educational institutes are superior due to this college. A direct relationship with the reader is comprised of positive feelings. This has a positive effect on the reader's attitude.

#### *Affect/Appreciation/Judgment*

The above statements provide a positive effect as it has a positive connotation with a way to state the statements as a means of providing guiding principles as the use of terms like to be a distinguished seat and to serve provides a strong presence of quality, success, and experience which helps depict a progressing and positive environment. The statements create an attitude that is an optimistic and idealistic judgment that is explicitly forced as it provides ways to guide, which showcases intertextuality showcasing the future probability that helps create the character of the students to a better future and inculcating in them the ways to progress and become patriotic which they can reach by themselves and by some guidance. The statement inculcates ideologies like education, global village, character, identity, and quality in their institution.

The statement showcases a competitive mindset for identity and a mindset to progress further, which influences the thought in total as part of a positive vision. This enables us to understand the quality the college wants to inculcate in its pupils. The statement uses words in academic, scientific, technological, industrial, and entrepreneurship activities planned for the session and progression in educational activities to help project the students' character development and provide entrepreneur opportunities in curricular and co-curricular activities. The institution is trying to provide quality education and character-building. It helps inculcate an influential educational institution that is the preferred choice of students in all the global villages. The students need only to inculcate the institution's goals and objectives, which are exhibiting and

cooperating form of education with opportunities as they are helping them pave their way in choosing their future path, and students are the sole authority of their choice, behaviour, and conduct.

### *Engagement*

Heteroglossic resources can be seen in the statement's words. The statement that educational and research institutes are globally recognised is attributed to two points, and the concept of the writer is that the institution is part of an educational system. The text provides this and somewhat realistic information, as White states in his work *An introductory tour through Appraisal Theory* (2015). The values and the mission help students to be ready for the task. It also recognises some space for alternative viewpoints in the statement as the college provides a sense of proclamation for the students and deals with education and character development. This can be seen as becoming, we are, and transforming, which is highly significant in their statement and showcase of college ownership. However, we also see a regional approach when the words one of the best institutions in Rawalpindi showcase regional goals. This engages the reader with the said information in the written form, which depicts ideologies like character, entrepreneurship, education, identity, and global village to the reader and engages him with this info.

### *Graduation*

Using the words' academic, scientific, technological, industrial and entrepreneurship activities' provides a lower force in the statement stated by the writer and provides us with some enthusiasm as the writer is attached to the text. He wants the reader to guide himself to claim the opportunity. The writer sees fit with the said words, which depict his lower force in the text, and the text forces the reader to be optimistic and enthusiastic as he infuses the information and the ideologies they depict.

#### 4.1.3 Similarities and Differences

The public sector colleges have religious, patriotic (patriotism), disciplinarian, and education ideologies similar in their colleges. These ideologies state that the institution implements discipline as a means of control and depicts it as a means to train students to self-control. They include patriotism so that the students are able to excel, provide a name for their country, and become part of its progress. Education depicts the skills and abilities they want their students to utilise their abilities to get good grades and

marks. These have been denoted by the use of words like 'wards of Armed Forces', 'as well as of civilians', 'To equip', 'Islam', 'quality education', 'religious, and 'belief system'. However, different ideologies in the public sectors are found in some prospectuses like social constructivism with 'co-curricular activities', character development with 'rendering', 'grooming' and 'competent students', personality development with 'inculcating in them the values', competition with 'opportunities' and 'choices', quality with 'creative and critical abilities', and dualism with 'Armed Forces' and 'civilians'. They are not followed significantly and are somewhat present in the public sector.

However, in the written form of the Private sector colleges. The private colleges have depicted 'advertisement' with the use of 'values its heritage' and 'trusts of millions' that depict the institution as a role model which is followed by millions, and millions need to follow as well through their visions and goals and the ideologies related to it. The ideology of 'education' is showcased in terms of 'achieving high grades', 'competent faculty', 'Superior Learning Experience', and 'conducive to learning'. It exhibits the educational mission and vision as a means to demonstrate the efforts of the faculty and the different excelling learning environments, which progress the institution further.

The ideology of 'character' is demonstrated with the inculcation of 'genuine love for learning', 'encourage a culture of life-long knowledge', 'global interactions', 'hard work and effort' and 'creative'. It helps demonstrate how to develop characters within private colleges, and the 'identity' is represented via transformed into creative, confident...', inclusive of our core values, 'unlocks true personality' and 'creating a better tomorrow'. Along with this, it projects the related activities in detail. It demonstrates the use of activities in unlocking new traits and quality.' Competition is demonstrated with 'opportunities', 'to be a distinguished seat of learning', and 'High-Performance Environment' as they help provide ways to improve and progress for the students and their future within their system. The 'success', 'global village', and 'quality' are exhibited with words like 'Service to the country and society', 'Student Success', needs and aspirations, 'youth programs' and 'global interactions', and 'career counsellors' as similar but have ideologies like discipline, patriotism, social and communal values, and entrepreneurialism as somewhat utilised in their written form.

## 4.2 Analysis of Visual Text

### 4.2.1 Public Sector Colleges Visuals

The researcher has utilised seven public sector colleges for the textual analysis.

#### 4.2.1.1 Visual from Public Sector College 1

Figure 16: Visual from Public College 1

#### **Prize Distribution Ceremony**



*Note.* The image was taken from Public College 1 for Boys.

#### *Narrative and Conceptual Processes*

In this image, the person who acts is termed an actor, defined as someone who forms the vector or creates meaning. These vectors provide info concerning the info intended from whom the vector can be employed others, as Hussain & Khayat (2021) stated. The image has three participants: a male student at the centre, a male educator on the left and right, and the certificate. The male student is looking at the camera, and the teacher at the right creates vectors by lifting the certificate and performing an action. The student and male teacher on the right create vectors with the camera of presenting, providing, giving, and sharing a certificate with his long-stretched hands (Kress & Leeuwen, 2006). The male teacher at the left is reacting to the accomplishments (a certificate). He is a reactant and is not part of the student's accomplishment through his outreaching arm and shrugged shoulder, behaviour, and eyes. Two participants hold certificates, showing the narrative representation of formality as no smile is depicted by parting lips. Though they all depict success in a competition, the facial features showcase as eyes and eyebrows depict a cold stare. The two male academicians and one male student (centre) are looking at the camera. They are showcasing their cold stare into the camera,

which interacts with the viewer at a horizontal angle, which depicts it as a real-formal gathering. The left male educator's role in the image is of the reactor. An eyeline forms the vector; by the direction of the glance of one or more represented participants, the process is reactional. All participants are creating it. The male student's gaze is not a cold stare; other participants showcase a cold stare and create inferiority.

Moreover, the male student and the exemplary male educator in the image interact with the document in hand as their bodies create vectors with the goal (certificate), as stated by Tufail et al. (2021). It seems to be an exploration of achievement, and the educator on the left is just a part of this activity. He is not interacting with the viewer as he depicts the depersonalisation of himself and the pupil with him as they interact at different levels.

### *Conceptual Processes*

In conceptual processes, the represented participants are understood as formal meeting participants. They are based on classificational, analytical, and symbolic processes. In classification, the relation of the participants is highlighted through the overt and covert taxonomies. In the image, covert taxonomy is present as the left educator. The male student can be considered "subordinates" because of their size and placement on the left, and they are not symmetrical in this picture. Along with this, they are the 'goal' on whom the 'deed' certificate or award will be carried out by the 'actor' on the right, the exemplary academician. The right academician creates a vector with the student, and the academician on the left is a reactional participant. Vectors are created with the certificate that is exhibited with the stretching of the arms toward the certificate, showcasing an act of certificate giving has been carried out (Hussain & Khayat, 2021).

It depicts that the picture is dry and conceptual with static. It brings about impersonal relation that showcases dry, static, and traditional approaches in the college through visual as the state of colour saturation and oblique lines (Kress & Leeuwen, 2006). Academician facial expressions depict them as old and mature, and their body stiffness is apparent, and emotional exhaustion through facial expressions and gaze without a smile is present. Their immense size and inactive role depict status consciousness with modernity in their dress code and colour. The two academicians wear clothes that depict modernity and status but are emotionless, boring, dull, and sometimes associated with formality and intelligence (Sanni & Okocha, 2022). In the image, symbolic meanings

can be inferred from the representation of the male gender in which men are showcasing male dominance and compatibility. It is noted that humans (who use it) give meaning to words, symbols, symbols, or whatever the sign is (Ibrahim & Sulaiman, 2020). They perform the actions of a formal relationship between a student and an academician with a personal effect on interpersonal relations with the viewer (Torres, 2015). The student's behaviour and body position provide a sense of success in gaining the desired result. He depicts uniformity and composure yet formalised in a serious venture due to his facial expressions and how he showcases his gestures. Moreover, the colour differences are also absent. It indicates that male students are dominant in educational institutions and are living up to their desired goals.

#### *Modality Marker, Color saturation/modulation and Differentiation*

The visuals in the image are considered credible as they are realistic and depict the authenticity of the viewer. As the place looks authentic, it possesses such signs and clues that enhance its realistic look, as skin colour and dimness of light depict it as an accurate depiction.

Colours possess particular meanings in them. In the image, the illustrator employs a few colours. In the image, the difference in colours is present. In the background, relatively low mundane colours have been employed, like shades of brown, red, and white. Such colours enhance the classic impact on the viewers as these semiotic modes depict a formal office in the viewer's mind and create an idea as a formal practice is carried on. The colours of the representatives, however, are saturated, as blue and yellowish-green provide a distinctive difference for the viewer and depict a traditional gathering without an audience to explore. Moreover, the skin colour is wheatish and brown, which modulates this image as it indicates the impact of realistic skin tone (Wilton, 2015). These colour details promote an authentic appearance in the image, showcasing no marketing and fair skin colour discrimination as all participants are light brown or brown in skin, which depicts the middle social class.

#### *Contextualization*

In this visual, the background of the prominent participants is not highly contextualised, as there are no books, shields, trophies, or pictures. This provides a formal office. The authentic depiction of skin colour and their dress code provides a realistic view of this figure. It showcases authenticity, but the minimal detail of participants as the soft focus

is displayed.

### *Representation*

This visual portrays the participants through semiotic modes like gestures, colour, framing, and shapes. The background, colours, narrative, ideology, and every aspect have been provided in detail and presented in the figure through the participants. The colours are mundane and gloomy except for the moderately employed bluish blazer, and the participants' facial expressions depict the traditional depersonalisation ideologies in the visual.

### *Composition Information Value*

The vector is at the centre with a specific margin, indicating that the academicians are ready to cherish the achievement they are going through; however, it is a regular occurrence, which depicts that it is not something of new info. Their right and left positioning elaborates a depersonalisation touch through less lightening, depicting no marketing stunt and depicting reality and truth.

### *Saliency*

Visuals help convey a message or promote particular info; specific aspects are more prominent than others. The male students and academicians are equal in size, depicting the inequality of representation of males and females. The colours employed are slightly unsaturated, providing a mundane look with a light background. These features make them the most prominent aspects of this cover.

### *Framing Compositional*

In this figure, the group of students is at the centre, and there is no visible space between them, depicting depersonalisation, emotional exhaustion, and modernism. It promotes a sense of unity on the part of academicians, conveying to the young viewers that the school provides education, uniformity, competition, depersonalisation, modernism, emotional exhaustion, and complexity among people, especially students.

#### 4.2.1.2 Visual from Public Sector College 2

Figure 17: Visual from Public College 2  
**Prize Distribution Ceremony**





*Note.* The image depicts students from Public Sector College 2, Peshawar Road, Rawalpindi. From Prospectus 2022.

### *Narrative and Conceptual Processes*

The image has seven participants, three male students and three male educators, and the certificate. The male students are looking at the camera. They are creating vectors with their hand movements, outstretched limbs, and oblique lines with the accomplishments (Kress & Leeuwen, 2006), which indicates that the two male educators on the left and right are the participants who are reactants with the activity occurring in the office but are somewhat part of the accomplishment. They are not symmetrically placed. Two of the participants hold certificates in their hands without a sense of success, and their facial expressions are serious and mature through a tender age, showing that they all depict things formally (Sanni & Okocha, 2022). One of the students remains reserved and lacks the confidence to be part of this mutual effort.

The one male academician in the middle and one male student (left-centre) are looking at the camera and are showcasing their body language concerning the male student's certificate. The camera angle depicts a rare occurrence and shows that it is not an informal confabulation for students (Hussein & Fattah, 2020). It is a mere chance or opportunity to show their worth in the competition. Two male educators' roles (left and right) in the image are of the reactors as they depict happiness with smiles. They are jubilant in their venture; however, the students remain bound to the traditional values and lack confidence in their gestures. The vector is formed by an eyeline. By the direction of the glance of one or more of the represented participants, the process is reactional. Here, their face towards the camera shows that they approve of the three male students' achievement and admire their efforts in compelling behaviour. It also depicts fewer signs of character development, as none has shown any gesture through

a smile. Moreover, the two male students on the right and the left male educator with a certificate in the image are interacting with the document in hand as their bodies are creating vectors with the certificate. Their goal here seems to be exploring the achievement, and the educators on the left and right are just a part of this activity. They are not interacting like students, but depersonalisation remains.

### *Conceptual Processes*

In conceptual processes, the represented participants are understood as formal meeting participants. They are based on classificational, analytical, and symbolic processes. In classification, the relation of the participants is highlighted through the overt and covert taxonomies. In the image, overt taxonomy is present as the left and right educators are happy with the male student's success and can be considered "subordinates" because of their size and placement at the left and right of the image along with their gap with the certificate and backwards depicting individualism (Hussain & Khayat, 2021). The academician on the right and the male student on the left depict the traditional approach in the college atmosphere as their body stiffness is apparent. We can see emotional exhaustion through the left student's facial expression along with this complexity in style, which is represented in the viewer's mind observing the picture as his hands are in front, not interacting with the scenarios. Their immense size and active role depict status consciousness with traditionality in their dress code. The two academicians wear clothes that do not showcase but depict traditional values, as one wears a worn tie and the other does not. The leftmost educator is also in a shalwar kameez, depicting Pakistani clothes and status. In the image, symbolic meanings can be inferred from the representation of the male gender, in which men showcase male dominance, as they are apparent in this pic with no hint of any other gender (Torres, 2015). They are performing the actions of a formal relation between a student and an academician. The students' bodies and behaviour provide a sense of success in gaining the desired result and victory. The students depict uniformity and composure yet formalised in a serious venture due to their facial expressions and how they showcase their gestures. Moreover, the colour differences are also absent. It indicates that male students are less dominant in educational institutions, and teachers and educators are living up to their desired goals.

### *Modality Marker, color saturation/modulation and differentiation*

The visuals in the image are considered a bit credible as they are realistic and depict the authenticity of the viewer. The place looks authentic and genuine; it possesses such signs and clues that enhance its realistic look, as skin colour and dimness of light depict it as a true depiction.

Colours possess specific meanings in them. In the image, the illustrator employs a few colours. In visuals, there is a difference in colours. In the background, contextualisation is a miss as it utilises shadowy colours (Torres, 2015). They have been employed in different shades of brown and white. Such colours enhance the classic impact on the viewers as this semiotic mode depicts a formal office in the viewer's mind and creates an idea as a formal practice is carried on. The colours of the representatives, however, are a bit saturated as white and black provide a distinctive difference in the viewer and depict a traditional gathering mindset without the audience to explore. Moreover, the skin colour is wheatish and brown, which modulates that this image is actual and depicts an authentic skin tone (Wilton, 2015). These colour details promote an authentic appearance in the image, showcasing no marketing and fair skin colour discrimination as all participants are light brown or wheatish in their skin, which depicts the middle social class.

#### *Composition Information Value*

In the image, the participants are present in the main frame and remain in the centric position of the image with a specific margin, which indicates that the illustrator wants the viewer to view the event or be part of the ceremony through this image. However, it is a re-occurring, depicting that it is given information and structure (Torres, 2015). The left positioning of two males and three in the background elaborates on reality. However, the identity and personality through bright lightening is a miss, as stated in the written form.

#### *Saliency*

According to Hussein & Fattah (2020), saliency draws viewers' attention to different degrees of placement (p. 75). In the visual, the placement of the male student and three male teachers is in focus. The background is out of focus, so the two male students and teachers are in the foreground with contrastive colours such as black, green, and grey, utilised with different sizes but varying heights and a lack of sharpness through dull colours. The colours employed for them are dull and gloomy and provide a realistic

outlook with a dark background.

### *Framing Compositional*

In this visual, the male student is at the centre, and one frame exhibits the realistic look of the male student with no lines adjoining in the middle.

#### 4.2.1.3 Visual from Public Sector College 3

Figure 18: Visual from Public College 3

### **Prize Distribution Ceremony**



*Note:* The image shows students posing for a picture after their victory. It is from the Public Sector College 3 Rawalpindi prospectus 2022.

### *Narrative and Conceptual Processes*

In the visual, the pinnacle of attention is the trophy. According to, Hussein & Fattah (2020), vectors are created by the body and over here same is being created. The direction of their face is illustrating an action process. In visual, there are six participants. In this action, the participant in the tie and suit is the actor holding the trophy. The goal is the trophy, the action is the 'giving or holding', and the reactor is the student in the event. For a prize ceremony, they depict the student with character development as a form of education. The student's gaze toward the camera creates a relationship between the participant and the viewer. The smile on the face asks viewers to enter a relation of social affinity. The actor's gaze informs the viewer to develop an interpersonal relationship (Ly & Jung, 2015). The reactor(participant) plays a vital role in interacting

with the viewers as a visual interpretation of the prize ceremony with eagerness leads it to call it a college depicting institutional values.

### *Conceptual Processes*

In conceptual processes, the represented participants are understood as prize ceremony participants. In classification, the relation of the participants is highlighted through the overt and covert taxonomies. In the visual, covert taxonomy is present as the participants are at different levels, and subordinates are students and teachers. They are not equally disassociated, but everything is visible with the close social distance. It helps show the relationship between represented participant and viewer as impersonal in the interaction between viewer and participant. Ly & Jung, in the work *A Visual Social Semiotic Analysis of an EFL Textbook* (2015), elaborate it in the same manner and explain the same effect and the subordinates. The three male participants relating to the certificate with their hands are not the same size and not positioned at the same level composition with some distance from each other, showcasing the equivalence the subordinates visually realised. The most significant elements are their stance and facial expression, which provide us with the ideologies of quality, education, skill, competition, discipline, tradition, culture, and character in this event frame.

According to Torres (2015), the analytical process relates the participant to a part of the whole structure, and the use of the horizontal angle helps the viewer and the participant interact with the represented participants' frontal plane. Only the male student creates an analytical process as it is part of the whole structure of this image, which is part of the event. It also portrays traditional values through their clothes, and through the classificational process, one can determine that the image does not provide information concerning an elite gathering. The student is "subordinate" because of the size and placement at the right in the image and their distance from each other. This tells the reader that the college represents some institutional ideologies as its participants share the same dark colours. However, their personality is groomed through their stature and different hairlines, but depersonalisation remains.

### *Modality Marker, Color saturation/modulation and Differentiation*

The visual showcases the absence of light and shade and does not illuminate the colour of the clothes and background, which makes the interaction between the participant and the viewer. It establishes relations with male students, as Torres (2015) states in his

work. The image colour saturation is to the minimum. The background is monochromic in colour, as there is no contextualisation of the background, as red and green colours are utilised, but nothing is written on the canvas. Black and grey colours depict it. Moreover, colour differences are absent in the study (Chen & Gao, 2014). Minimum representation of detail of participants as their skin colour and facial features are not shown with vivid colour, depth, and detail in the image. The image showcases the low quality and character of the students to a minimum, with the personality glooming as much as the illumination of the image's colour, which showcases that the college has less progression in making their prospectus a way to communicate their views and ideologies.

#### *Composition Information Value*

In the image, the participants are present in the main frame and remain in a centric position of the image with a specific margin, which indicates that the illustrator wants the viewer to view the event or be part of the ceremony through this image however, it is a re-occurring which depicts that it is given info and structure (Torres, 2015). The left positioning of two males and three in the background elaborates on reality. However, the identity and personality through bright lightening is a miss, as stated in the written form.

#### *Saliency*

In the visual, the placement of the male student and two male teachers is in focus, and the background is out of focus, which is why the two males and one student are in the foreground. Contrastive colours such as black, green, and grey are utilised with different sizes but varying heights and a lack of sharpness through dull colours. The colours employed for them are dull and gloomy and provide a realistic outlook with a dark background.

#### *Framing Compositional*

In this visual, the male student is at the centre, and one frame exhibits the realistic look of the male student with no lines adjoining in the middle.

#### 4.2.1.4 Visual from Public Sector College 4

Figure 19: Visual from Public College 4

**Prize distribution ceremony**



*Note.* The image depicts a prize distribution ceremony organised at Public Sector College 4 Rawalpindi, from Prospectus Gordon College 2022.

*Narrative and Conceptual Processes*

In visuals, there are 14 participants, the majority of whom are male students and teachers. The male students are looking at the camera. They are creating vectors with those interacting with their accomplishments, and a trophy indicates that all male educators, female educators, and most students are standing straight. The students on the left are not interacting with the visual. However, they are involved with the overall activity occurring in the event: participants and their posture, body symbols, behaviour, and eyes. None of the participants are holding the trophy in their hands without a sense of success as their facial expressions are not vivid, which shows that they all depict the characters in a formal way and composure. One of the students remains reserved and lacks the confidence to be part of this mutual effort as he is cut from the picture.

The one male academician in the middle and one male student in the left centre are looking at the camera. They showcase their body language concerning the male

student's trophy and camera angle, which one may assume is distant from the main frame. It shows that it is not an informal occasion for students. It is an opportunity to show their worth in the competition. All male educators' and students' clothes vary, with different dress codes. They create vectors with their clothes, and the image depicts the educators' clothes as the reactors. They follow the teacher's rules of wearing a robe, depicting disunity in clothes, and showcasing it to the students. Some have complete uniforms with yellowish or gold solid colour pants. Some shirts remain fully covered, and some remain half-covered.

They are strained and fatigued as their facial expressions depict no jubilation in their venture; however, the students may remain bound to traditional values and lack confidence through their gestures. Here, their face towards the camera depicts a view that they are a mere part of this achievement, and they admire their efforts in depersonalising behaviour and depict fewer signs of character development. Moreover, the male students interact with the trophy as most of their bodies create vectors with the trophy, as they are on the same level. Their goal here seems to be to showcase as victors, and the male student on the left is just part of this activity and is not interacting.

### *Conceptual Processes*

In conceptual processes, the represented participants are understood as award ceremony participants. They are based on classificational, analytical, and symbolic processes. In classification, the relation of the participants is highlighted through the overt and covert taxonomies. In the image, covert taxonomy is present as educators and the male students can be considered subordinates because of their size and placement at the left and left centric of the image along with their gap with the trophy and the academician on the left and the male student on the left depicts the somewhat traditional approach in the college atmosphere as their body stiffness is not apparent. We can see the students' emotional attachment as they are levelled in a posture with the trophy, represented in the mind of the viewer observing the picture.

Their vague and shadowy size depicts poor status as the students have a different colour scheme in their pants, showing cases of disparity and indifference among students. This tells the reader that the college is not an elite college as its students share the same colour, yet various designs of pants, and the majority lack I.D cards. The two academicians are wearing informal clothes that depict modernity and status. In the



image, symbolic meanings can be inferred from the representation of the male gender in which men are showcasing patriarchal and class classification as they are apparent in all of this image as the students are wearing a variety of pants and have different skin tones, which showcases college has students from different backgrounds which their uniforms represent. The students' gestures provide info about gaining the desired result. They depict uniformity and composure yet are formalised in a serious venture due to their facial expressions and how they showcase their body and behaviour. Moreover, the colour differences are also absent. This indicates that the college is a male college, as males are dominant in this visual. School provides identity, competition, depersonalisation, social and economic classes, and cultural and traditional values among the people, especially students.

*Modality Marker, Color saturation/modulation and Differentiation*

The visuals are credible because they are realistic and depict the authenticity of the viewer. The place looks authentic, and its signs and clues enhance its realistic look. Skin colour and sunlight make it an accurate depiction.

Colours possess specific meanings in them. In Figure 5, the illustrator employs a few colours. The difference in colours is present. In the background, maroon colour has been employed, like different shades of yellow, orange, grey, and white. Such colours enhance the traditional impact on the viewers as this semiotic mode depicts an award ceremony in the viewer's mind and creates an idea that a formal practice is carried on (Torres, 2015). The colours of the representatives, however, are saturated as yellow and lime yellow with a hint of white, providing a distinctive difference in the viewer and depicting a competitive and victory mindset without the audience to explore.

Moreover, the students' uniform shirts vary as most have ties yet some have no ties and do not relate to each other. It can be stated that there is a disparity in approach, which is signified here by sports uniforms and skin colour. The skin is wheatish and brown, which modulates this image, indicating the impact of realistic skin tone (Wilton, 2015). The depth and detail of the participants are provided maximally. The details of the participants are represented, as their skin colour and facial features are shown with vivid colour, depth, and detail in the image. The image showcases the students' quality and character to the maximum with the personality as the illumination of the image's colour is maximum.

### *Composition Information Value*

In the image, the participants are present in the main frame and remain in the centric position of the image with a specific margin, which indicates that the illustrator wants the viewer to be part of the event or part of the ceremony by this image; however, it is a re-occurring as each participant gazes toward the viewer and explains the scenario depicts that it is given info and structure (Torres, 2015). However, the discipline and traditions through their uniform and lighting are stated in the written form.

### *Saliency*

In the visual, the placement of the male students and teachers is in focus, and that is why all are placed in the foreground with contrastive colours such as yellow, white and khaki; green and pink are utilised, but varying heights and brightness are naturally through illuminating colours. Their colours are bright and diverse and provide a realistic outlook with the background.

### *Framing Compositional*

In this visual, the male students are at the centre, and one frame exhibits their realistic look, with no lines adjoining in the middle.

#### 4.2.1.5 Visual from Public Sector College 5

Figure 20: Visual from Public College 5

#### **Prize Distribution Ceremony**



*Note.* The image depicts a prize distribution ceremony organised at Public Sector

College 5, Rawalpindi. From Prospectus Public Sector College.2022

### *Narrative and Conceptual Processes*

In the visual, the pinnacle of attention is the participant. According to Hussein & Fattah (2020), vectors are created by the body, and over here, the same is being created. The direction of their face is illustrating an action process. In visual, there are six participants. In this action, the actor is the participant in the tie and suit. The goal is the trophy; the action is the giving and receiving, and the reactor is the student in the event. For a prize ceremony, they depict the students as happy and confident, and their gestures and standing posture depict character development as a form of education. The student's gaze toward the camera creates a relationship between the participant and the viewer, and the smile on the face asks viewers to enter a relationship of social affinity. The cold stare of the actor holding the trophy informs the viewer that an inferior task has been achieved in his regard with negative feelings and processes (Ly & Jung, 2015). The reactor participant plays a vital role in interacting with the viewers as a visual interpretation of the prize ceremony with happiness leads it to call it a college with some institutional values. The male student's face is looking at the camera, and he creates vectors with a camera through their smile and gaze toward the camera and viewer.

### *Conceptual Processes*

In conceptual processes, the represented participants are understood as prize ceremony participants. They are based on classificational, analytical, and symbolic processes. In classification, the relation of the participants is highlighted through the overt and covert taxonomies. In the visual, overt taxonomy is present as the participants are at the same level, and all are subordinates. They are equally disassociated, but with the far personal distance, everything is visible till the waist, which helps show the relationship between the represented participant and the viewer as personal in the interaction of the viewer and participant. The three male participants relating to the certificate with their hands are of the same size. They are positioned at the same level of composition with some distance from each other, showcasing the equivalence that the subordinates are visually realising. The most significant elements are their stance and facial expression, which provide us with education, skill, and character ideologies in this event frame.

According to Torres (2015), the analytical process relates the participant to a part of

the whole structure, and the use of the horizontal angle helps the viewer and the participant interact with the represented participants' frontal plane (pp. 77-78). Only the male students create an analytical process as it is part of the whole structure of this image, which is part of the event. Through the classificational process, one can determine that the image does not provide information concerning an elite gathering. The student is "subordinate" because of the size and placement at the right in the image and their distance from each other. This tells the reader that the college represents some institutional ideologies as its participants share the same dark colours, yet their body posture does not groom their personalities.

*Modality Marker, Color Saturation/Modulation and Differentiation*

The visual showcases the absence of light and shade, and it does not illuminate the colour of the clothes and background, which makes the interaction between the participant and the viewer feeble. The image colour saturation is to the minimum. The background is monochromic in colour, as there is no contextualisation. Dark Silver and grey colours depict it. Minimum representation of detail of participants as their skin colour and facial features are not shown with vivid colour, depth, and detail in the image. The image showcases the quality and character of the students to a minimum, as the illumination of the image's colour is minimal, which showcases that the college has fewer economic resources to make their prospectus a way to communicate their views and ideologies.

*Composition Information Value*

In the image, the participants are present in the main frame and remain in the centric position of the image with a specific margin, which indicates that the illustrator wants the viewer to view the event or be part of the ceremony through this image however, it is a re-occurring which depicts that it is given info and structure (Torres, 2015). The left positioning of the two males and the left elaborates reality. However, the identity and personality through bright lightening is a miss, as stated in the written form.

*Salience*

According to Hussein & Fattah (2020), it draws viewers' attention to different degrees of placement. In the visual, the placement of the male students and two male teachers is in focus, and the background is in focus. That is why all are placed in the foreground with contrastive colours, as dark blue, green, and white are utilised with different sizes

but varying heights and a lack of sharpness through dull colours. The colours employed for them are dull and gloomy and provide a realistic outlook with a dark background.

#### *Framing Compositional*

In this visual, the male student is at the centre, and one frame exhibits the realistic look of the male student with no lines adjoining in the middle.

#### 4.2.1.6 Visual from Public Sector College 6

Figure 21: Visual from Public College 6

#### **Prize Distribution Ceremony**



*Note.* The image depicts a prize distribution ceremony organised at Public Sector College 6 , from Prospectus of Public Sector College 6, 2020.

#### *Narrative and Conceptual Processes*

In visuals, there are 22 participants, the majority of whom are female teachers. The participants are all teachers, and all of them are looking at the camera. They are creating vectors with those interacting with their accomplishments, which indicates that all male educators, female educators, and the majority of administration are standing straight and interacting with the viewer but are part of a whole scenario with the overall activity occurring in the event. Participants' posture, body symbols, behaviour, and eyes help provide action. The same is depicted by Hussain & Khayat (2021); all of them are actors

who are showing their certificates and gowns. Participants holding the certificate or diploma in their hands are actors. Without a sense of success, we can say that showing and holding the certificate or diploma is an action material process. According to Ly & Jung (2015), facial features help build interaction between the participant and the viewer and help provide info about the event (p.80). Their facial expression is vividly expressive, showing that some depict a smile, some depict a stare, and some depict looking up and leading. It does showcase a formal way and composure of character. One of the students remains reserved and lacks the confidence to be part of this mutual effort as he is cut from the picture.

The one male academician in the middle and one male student in the left centre are looking at the camera. They are showcasing their body language concerning the male student's trophy and camera angle, which one may assume is distant from the main frame and shows that it is not an informal occasion for students. It is an opportunity to show their worth in the competition. All male educators' and students' clothes vary, with different dress codes. They create vectors with their clothes, and the image depicts the educators' clothes as the reactors. They follow the teacher's rules of wearing a robe depicting disunity in clothes and showcasing it to the students. Some have complete uniforms with yellowish or gold solid colour pants. Some shirts remain fully covered, and some remain half-covered.

They are strained and fatigued as their facial expressions depict no jubilation in their venture; however, the students may remain bound to traditional values and lack confidence through their gestures. Here, their face towards the camera depicts a view that they are a mere part of this achievement, and they admire their efforts in depersonalising behaviour and depict fewer signs of character development. Moreover, the male students interact with the trophy as most of their bodies create vectors with the trophy, as they are on the same level. Their goal here seems to be to showcase as victors, and the male student on the left is just part of this activity and is not interacting.

### *Conceptual Processes*

In conceptual processes, the represented participants are understood as award ceremony participants. They are based on classificational, analytical, and symbolic processes. In classification, the relation of the participants is highlighted through the overt and covert taxonomies. In the image, covert taxonomy is present as educators and the male

students can be considered subordinates because of their size and placement at the left and left centric of the image along with their gap with the trophy and the academician on the left and the male student on the left depicts the somewhat traditional approach in the college atmosphere as their body stiffness is not apparent some look up and lead. They are levelled in posture with diplomas that are being represented by them, but one can relate that the goal in the viewer's mind observing the picture is the diploma.

Their vague and shadowy size depicts a status as the teachers have different colour schemes in dress code and vary, which shows cases of 'disparity and indifference' among faculty members. Young teachers utilise light colours, and the aged ones utilise a dark thematic colour for their dress, but it remains a bit hidden due to the blackgown. This tells the reader that the college depicts modernity and status with tradition and culture. In the image, symbolic meanings can be inferred from the representation of the male gender, in which men showcase a mere representation as their position is out of focus, and class classification is placed as they are apparent in all of this image. Teachers' body alignment, positioning, and facial expressions provide mixed interpersonal relations to the viewer as he finds himself attached to it. However, inferior complexity and social affinity are also provided with pity. The participants provided the existing social distance, but none discussed a sense of success in gaining the desired result. They depict uniformity and composure yet are formalised in a serious venture due to their facial expressions and how they showcase their gestures. Moreover, the colour differences are also absent. This indicates that the college is a male college, as males are dominant in this visual.

#### *Modality Marker, Color Saturation/Modulation and Differentiation*

The visuals are credible as they are realistic and depict the authenticity of the viewer as the place looks. Authentic. Its signs and clues enhance its realistic look, as skin colour and sunlight make it an accurate depiction.

Colours possess specific meanings in them. Differentiation of the colour is present. In the background, different shades of yellow, orange, grey, and white are used. Such colours enhance the traditional impact on the viewers as these semiotic modes, such as Islamic Karma, are written, which provide Islamic values as most of the teachers' heads are covered and they are in Islamic dress code. This depicts an award ceremony for the

faculty in the viewer's mind and creates an idea as a formal practice is carried on. The colours of the representatives, however, are saturated, as yellow and lime yellow with a hint of white provide a distinctive difference for the viewer and show dullness for the audience to explore.

Moreover, its colour differences are absent in many places (Chen & Gao, 2014). Minimum representation of detail of participants as their skin colour and facial features are shown with dull and shady colour, depth, and minimum detail in the image. The image showcases the low quality and character of the teacher. It depicts them to a bare minimum with the personality as the illumination of the image's colour is to a bare minimum, which showcases that the college has less progression in making their prospectus a way to communicate their views and ideologies as stated in the written form.

#### *Composition Information Value*

In the image, the participants are present in the main frame and remain in the centric position of the image with a specific margin, which indicates that the illustrator wants the viewer to view the event or be part of the ceremony through this image; however, it is abysmally portraying the event due to the colour saturation. It is re-occurring, depicting a given info and structure (Torres, 2015). However, the identity and personality through dullness is a miss, as stated in the written form.

#### *Saliency*

In the visual, the female teachers are placed at the front in the first two lines, which are in focus. The background participants toward the right are out of focus, so the male and female teachers in the foreground are differentiated with contrastive colours, such as dark blue, black, light brown, and white, utilised with different sizes. However, the participants have varied heights and lack sharpness through dull colours. The colours employed for them are dull and gloomy and provide a realistic outlook with a bright background.

#### *Framing Compositional*

In this visual, the male teacher is at the centre, and one frame exhibits the realistic look of the male students, with no lines adjoining in the middle.

In this figure, the group of students is at the centre, and there is no visible space between



them, depicting depersonalisation, identity, and economic and social class. It promotes a sense of disunity on the part of academicians through the sports uniform and various dress codes in the event, and they are conveying a message to the young viewers that the school provides identity, competition, depersonalisation, social and economic classes, and cultural and traditional values among the people, especially students.

#### 4.2.1.7 Visual from Public Sector College 7

Figure 22: Visual from Public College 7

#### **Prize Distribution Ceremony**



*Note:* The image depicts the prize distribution ceremony from Prospectus of Public Sector College 7.

#### *Narrative and Conceptual Processes*

In the visual, the attention is given to the trophy. According to, Hussein & Fattah (2020), vectors are created by the body and over here same is being created. The direction of their face is illustrating an action process. In visual, there are six participants. In this action, the participants with trophies are the actors, the goal is the trophy, the action is 'holding and showing', and the reactor is the students in the event. They are the ones depicting happiness and confidence and exhibit character development. The students' gaze toward the camera creates a relationship between the participant and the viewer, and the smile on the face asks viewers to enter a relationship of social affinity. The cold stare of the two participants informs the viewer that they are inferior (Ly &

Jung, 2015). The reactor participants play an essential role in interacting with the viewers to explain the prize ceremony with happiness, which leads to calling it a college with some extent of institutional values. The male students' faces are looking at the camera, and they create vectors with a camera through their smiles and gazes.

### *Conceptual Processes*

In conceptual processes, the represented participants are understood as prize ceremony participants. They are based on classificational, analytical, and symbolic processes. In classification, the relation of the participants is highlighted through the overt and covert taxonomies. In the visual, covert taxonomy is present as the participants are at different levels and subordinates are 'students' at the background and front as they are differently placed left and right of the superordinate the teacher and teachers at the background. They are not equally disassociated, but with the far personal distance, everything is visible to the waist and helps show the relationship between represented participant and viewer as personal in the interaction between viewer and participant. The most significant elements are their stance and facial expression, which provide us with the ideologies of education, skill, tradition, and character in this event frame.

According to Torres (2015), the analytical process relates the participant to a part of the whole structure. Using the horizontal angle helps the viewer and the participant interact with the represented participants' frontal and backplanes. Only the male student creates an analytical process as it is part of the whole structure of this image, which is part of the event. It also portrays traditional values through their clothes and tents placed in the image and the image does not provide information concerning an elite gathering. The student is subordinate because of the size and placement at the right, left, and back in the image and their distance from each other. This tells the viewer that the college represents some institutional ideologies as its participants share the same dull colours. Nevertheless, their personality depicts discipline but needs to be groomed through their stature and hairlines.

### *Modality Marker, Color saturation/modulation and Differentiation*

The visual showcases the absence of light and shade, and it does not illuminate the colour of the clothes and background, which makes the interaction between the participant and the viewer. It establishes relations with male students, as Torres (2015) states in his work. The image colour saturation tilts to the maximum. The background

is monochromic to some extent, with the addition of red and slight green in colour, as there is no contextualisation of the background as nothing is written. Flowers of white and green colours depict it. Moreover, the colour differences are absent in it in many places (Chen & Gao, 2014). Maximum representation of detail of participants as their skin colour and facial features are shown with vivid colour, depth, and detail in the image. The image showcases the low quality and character of the students and depicts it to the bare minimum with the personality as the illumination of the image's colour is to the bare minimum, which showcases that the college has less progression in making their prospectus a way to communicate their views and ideologies as stated in the written form.

#### *Composition Information Value*

In the image, the participants are present in the main frame and remain in the centric position of the image with a specific margin, which indicates that the illustrator wants the viewer to view the event or be part of the ceremony through this image; however, it is portraying the event another part as the student at the back end showcases a bouquet. It is re-occurring, which depicts that it is given info and structure (Torres, 2015). The left positioning of two males and two to the right with back-and-forth steps, as their shoulders are not aligned in the background, elaborates reality. However, the *identity* and *personality* through dullness is a miss, as stated in the written form.

#### *Saliency*

In the visual, the placement of the male students and male teacher is in focus, and the background student is out of focus. That is why the male students and teacher in the foreground differentiate with contrastive colours such as dark navy blue, lime green, and white, which are utilised with different sizes. However, the participants have varied heights and a lack of sharpness through dull colours. The colours employed for them are dull and gloomy colours and provide a realistic outlook with a bright background.

#### *Framing Compositional*

In this visual, the male teacher is at the center and there is one frame that exhibits the realistic look of the male students with no lines adjoining in the middle.

## 4.2.2 Private Sector Colleges Visuals

The researcher has utilised seven visuals from seven private sector colleges for the semiotic analysis.

### 4.2.2.1 Visual from the Prospectus of Private College 1

Figure 23: Visual from Private College 1

#### Prize Distribution Ceremony



*Note.* The image shows the winning ceremony of the tape ball cricket tournament, from prospectus of Private College 1, Rawalpindi 2023.

#### *Private College Narrative*

In the visual, most attention is given to the male students as they showcase a victory. According to Hussein and Fattah (2020), vectors are created by the body and its limbs. The direction of the face and limbs helps create vectors and illustrate an action process. In visuals, 15 participants are completely visible to the waist at the front, and the others at the back are completely visible with space. In this image, the participants are mostly completely visible and are doing a material process of showing, enjoying, and raising hands and palms. The goal is the trophy. Participants are standing in the foreground, and the background is white, accompanied by fireworks at the sides, providing details to the background. For a prize ceremony, the trophies are the goal of depicting the

students as victorious with competition as a form of education, but her confidence, quality, and personality are also shown. Their posture is casual and with ease. It is the action process that asks viewers to enter an imagined relationship with their gazes (Ly & Jung, 2015). It plays an important role in making an interaction with the viewers as a visual interpretation of the prize ceremony and victory, with enjoyment and excitement, which is depicted, which leads it to call it a system with institutional values. Most of the male students' faces are looking at the camera and creating vectors with a camera through stares and smiles as they inform the viewer to enter a relation of social affinity by Torres (2015). The male student with the trophy is the main actor, and the action is raised with the trophy as the goal. The rest of the participants are reactors. They give multiple reactions through hand extension, limb movement, and eyes.

### *Conceptual Processes*

In conceptual processes, the represented participants are understood as prize ceremony participants and winners. It is based on classificational, analytical, and symbolic processes. In classification, the relation of the participants is highlighted through the overt and covert taxonomies. In the visual, overt taxonomy is present as the participant is at the same level, and subordinates, such as student and faculty members, are subordinate at equal distances while sitting or standing. The trophy and medals, along with the male participants, are centered in the image frame and balanced at the same distance, and the participants are at a far personal distance as the area from head to waist is visible, and it helps show personal interaction between viewer and participant. The most significant elements are the trophy, victory, and medal, as they are the goals that provide us with the ideologies of personality, competition, education, sportsmanship, education, collaboration, and character in this event frame.

According to Torres (2015), the analytical process relates the participant to a part-whole structure and the use of the trophies and medals with a horizontal angle helps the viewer and the participant to interact. The students and teachers are a part of the whole structure of this image, which represents the victory and the event. It also portrays educational affairs as it could be manifesting hints toward a competition as sports uniforms are worn and via the classificational process, one can determine that the image is providing information concerning an informal gathering with goals. Students are "subordinates" because of their size and placement at the centre of the frame, making it a team or collaborative effort in the image along with their part visibility and dress code depicts

equality. This tells the reader that the college is an elite institution as their students' personalities are groomed through their stature and way of sitting and standing firmly and formally.

*Modality Marker, Color saturation/modulation and Differentiation*

The visual showcases diverse colours, which help the participants interact with the viewer and establish relations with the victory, as Torres (2015) states in his work. The image colour saturation is to the maximum; only a light orange colour depicts it. Maximal representation of details of participants, such as their skin colour, uniform, hair, and facial features, are shown with colour, depth, and detail in the image (Wilton, 2015). The image showcases the quality and character of the students through their attires. They are expressing truth and credibility through their colours and dress colours as they depict the illumination of the image.

*Composition Information Value*

In the image, the participants are present at the centre of the image with a specific margin, which indicates that the illustrator wants the viewer to view the event or be part of the ceremony through this image. However, it is rare as the participants are related by the college victory, which depicts that it is a new info and ideal structure (Torres, 2015). The positioning of the student elaborates an ideal and real entity through light colour depicting an image.

*Saliency*

In the visual, the placement of the participants is in the foreground and background is in focus and even the canvas is in focus that is why the participants in the foreground have similar colors as white, silver, grey, and orange are utilised with the same size but varying sharpness through the dullness. The colours employed for them are slightly explicit and provide a real look with the light background when they are showing the background. These features make them the most prominent aspects of this visual.

*Framing Compositional*

In this visual, the female student is at the center and there is one frame that exhibits the realistic look of the female participant in the foreground with no lines adjoining in the middle.

#### 4.2.2.2 Visual from the Prospectus of Private College 2

Figure 24: Visual from Private College 2

##### Medal Awarding Ceremony



*Note.* The image depicts the Medal Award Ceremony from Private Sector College Prospectus 2, 2022-2023.

##### *Narrative Processes*

In the visual, most attention is given to the male and female students as they showcase their victory. According to Hussein and Fattah (2020), vectors are created by the body and its limbs. The direction of the face and the limbs help create vectors and illustrate an action process. In visuals, 22 participants are completely visible with space at the front, and the others at the back are completely visible till the waist, which showcases a far personal distance. In this image, the participants are mostly completely visible and are doing a material process of showing, enjoying, and seeing. The goal is the certificates. Participants standing in the foreground are accompanied by faculty members in the background after canvas, providing details to the background. For a prize ceremony, the medals, certificates, and trophies are the goal, the one depicting the students as victorious with competition as a form of education, but here quality and personality are also shown. Their posture is formal. It is the action process that asks viewers to enter an imagined relationship with their gazes (Ly & Jung, 2015). It plays an

important role in making an interaction with the viewer as a visual interpretation of the prize ceremony, with enjoyment and excitement not depicted, which leads it to call it a system with imperative values. Most of the students' faces are looking at the camera, and only two of them are smiling. It creates vectors with the camera through a cold stare of showing the viewer as inferior, and a smile by two female students informs the viewer to enter a relation of social affinity by Torres (2015).

### *Conceptual Processes*

In conceptual processes, the represented participants are understood as prize ceremony participants and winners. It is based on classificational, analytical, and symbolic processes. In classification, the relation of the participants is highlighted through the overt and covert taxonomies. In the visual, overt taxonomy is present as the participant is at the same level and subordinates like students and faculty members are subordinate at equal distance while standing. The certificates and medals, along with the male participants, are centered in the image frame and balanced with the same distance, and the participants are at a far social distance as the area from head to toe is visible, and it helps show impersonal and formal interaction between viewer and participant. The most significant elements are the trophy, certificate, and medal, as the goal is to provide us with the ideologies of advertising and marketing, personality, discipline, education, collaboration, and character in this event frame.

According to Torres (2015), the analytical process relates the participant to a part-whole structure and the use of the trophies and medals with a horizontal angle helps the viewer and the participant to interact. The students and teachers are a part of the whole structure of this image, which represents the victory and the event. It also portrays an educational affair as it could manifest hints toward a competition as uniforms are worn and depict unity through the classificational process. One can determine that the image is providing information concerning a formal gathering with goals. Students are "subordinates" because of their size and placement at the centre of the frame with space, making it an individual effort for everyone in the image. Their visibility and dress code depict equality. This tells the viewer that the college is an institution as their students' personalities are a bit groomed through their posture and gestures and way of sitting and standing firmly and formally.

### *Modality Marker, Color saturation/modulation and differentiation*



The visual showcases black and white colour, which makes the participants interact with the viewer and establish relation with the event, as Torres (2015) states in his work. The image colour saturation is to the minimum. The background is present as there is the contextualisation of the information(background) with words like Medal Awarding Ceremony and in honour of writing in black and white. The background is less detailed and has a few colours. Maximal representation of the details of participants, such as their skin colour, uniform, hair, and facial features, is shown with no colour but depth and detail in the image (Wilton, 2015). The image showcases the character of the students through their attires. They are expressing credibility through their colours, and the dress's colour remains unknown as it depicts the dullness of the image.

#### *Composition Information Value*

In the image, the participants are present at the centre with a specific margin, which indicates that the illustrator wants the viewer to view the event or be part of the ceremony through this image. However, it is rare as the participants are related by the college triumph, which depicts that it is a new information and ideal structure (Torres, 2015). The positioning of the student elaborates an ideal and real entity through light colour depicting an image.

#### *Salience*

In the visual, the participants are placed in the foreground, the background is in focus, and even the canvas is in focus. That is why the participants in the foreground have similar colours: white and black are utilized with the same size but varying sharpness through the dullness. The colours employed are slightly dull, providing an authentic look with the dull background when they are showing the background. These features makethem the most less prominent aspects of this visual.

#### *Framing Compositional*

In this visual, the female student is at the centre, and one frame exhibits the realistic look of the female participant in the foreground, with no lines adjoining in the middle.

#### 4.2.2.3 Visual from the Prospectus of Private College 3

Figure 25: Visual from Private College 3

##### **High Achiever student**



*Note.* The image depicts as students receiving a trophy. It is from Private College 3.

##### *Narrative Processes*

In the visual, the most attention is given to the student as she is the only complete participant in the picture. The direction of her face forms the main frame of the image creates a vector and illustrates an action process. In visuals, there are two participants, one obvious to the waist and the other whose only limb is present. In this image, the one participant completely visible is doing a material process of showing and the goal is the trophy. Participants are standing in the foreground and the trees and lush green greenery by the bushes in the background. For a prize ceremony, the trophies are the goal; the one depicting the students as victorious with character development as a form of education but here confidence and personality are also shown. Their standing posture is casual and with ease. It is the action process that asks viewers to enter an imagined relationship with her gaze (Ly & Jung, 2015). It plays an important role in making an interaction with the viewers as a visual interpretation to the prize ceremony with enjoyment and serenity which leads it to calling it a system with institutional values. Female students' faces are looking at the camera and are creating vectors with a camera through stares and smiles as they inform the viewer to enter a relation of social affinity by Torres (2015). The girl advertises the school by her gesture as well and marketise the

ceremony.

### *Conceptual Processes*

In conceptual processes, the represented participant is a prize ceremony participant and winner. It is based on classificational, analytical, and symbolic processes. In classification, the relation of the participants is highlighted through the overt and covert taxonomies. In the visual, overt taxonomy is present as the participant is at the same level, and subordinates are the student subordinates, as she is centred in the image frame and balanced with the same distance. The participant is at a far personal distance as the area from head to waist is visible, and it helps show personal interaction between viewer and participant. The most significant element is the trophy, as it is the goal that provides us with the ideologies of personality, stature, patriotism, discipline, education, and character in this event frame.

According to Torres (2015), the analytical process relates participation to a part-whole structure, and using the trophies with a horizontal angle helps the viewer and the participant interact. The female student is part of the whole structure in this image, representing victory and the event. It also portrays an educational affair as it could manifest hints toward a speech or debate competition as the uniform is worn. Through the classificational process, one can determine that the image provides information concerning a formal gathering with goals and stature. Female students are "subordinates" because of their size and placement on the right side and out of frame, making it a team or collaborative effort in the image. Their part visibility and dress code depict equality. This tells the reader that the college is an elite institution as their students' personalities depict modernity, high-level grooming, and choice through their open-neck uniforms without any scarf and dupatta. Their stature and way of standing with pride, smiling, and formally claiming the win depict that the student is depicting the elite class and showcasing a school for elites.

### *Modality Marker, Color saturation/modulation and differentiation*

The visual showcases diverse colours, which help the participant interact with the viewer and establish relation with the event, as Torres (2015) states in his work. The image colour saturation is to the maximum. The background is present as there is the contextualisation of the information (background), and only dark colours depict it. Maximal representation of details of participants, such as their skin colour, uniform,

hair, and facial features, are shown with colour, depth, and detail in the image(Wilton, 2015). The image showcases the quality and character of the students through the female participants as they express truth and credibility through their colours and dress colour, which depicts the illumination of the image.

#### *Composition Information Value*

In the image, the participants are present at the centre with a specific margin, which indicates that the illustrator wants the viewer to view the event or be part of the ceremony through this image. However, it is recurring as the participants are related to the college event, which depicts that it is given information and real structure (Torres, 2015). The positioning of the student elaborates on an ideal and real entity through dark colors depicting an image.

#### *Salience*

In the visual, the participant's placement in the foreground is in focus. The trees and bushes with other female students are out of focus in the background, which is why the participant in the foreground has contrastive colours, as dark blue, silver, dark green, lime and black are utilised with the same size but varying sharpness through dull colours. The colours employed for them are slightly explicit and provide an authentic look with the light background when they are showing the background. These features make them the most prominent aspects of this visual.

#### *Framing Compositional*

In this visual, the female student is at the centre, and one frame exhibits the realistic look of the female participant in the foreground, with no lines adjoining in the middle.

#### 4.2.2.4 Visual from the Prospectus of Private College 4

Figure 26: Visual from Private College 4

##### **Prize Distribution Ceremony**



*Note:* The image depicts students receiving trophies. It is from Private College 4.

##### *Narrative Processes*

In the visual, the most attention is given to the trophies as they are placed in front of the participants in the picture. According to Hussein & Fattah (2020), vectors are created by the body and its limbs and over the same being created. Their face's direction forms the image's main frame, creates a vector, and illustrates an action process. In visual, there are three participants. In this action, the three represented participants are participants standing and sitting in the foreground and the bystanders in the background. For a prize ceremony, the trophies are the goal, depicting the students as victorious with character development as a form of education. However, status and stature are also shown here. Their sitting and standing attention posture with a gaze is the action process that asks viewers to enter an imaginary relationship (Ly & Jung, 2015). It plays a vital role in interacting with the viewers as a visual interpretation of the prize ceremony with seriousness, and composure leads it to call it an imperative system with some institutional values. All male students' faces look at the camera and create vectors with the camera through their cold stares, as they inform the viewer of an inferior, as stated by Torres (2015).

##### *Conceptual Processes*

In conceptual processes, the represented participants are understood as prize ceremony

participants. They are based on classificational, analytical, and symbolic processes. In classification, the relation of the participants is highlighted through the overt and covert taxonomies. In the visual, covert taxonomy is present as the participants are at different and symmetrical levels and subordinates and superordinate as students and teacher are subordinates with the three male participants in three-piece suits superordinate as they are centred in the image frame and equally symmetrically balanced with the same distance. The students and the faculty are at a far social distance from the whole figure, and the space around it is visible. It helps show formal and impersonal interaction between viewer and participant. The most significant elements are the trophies, as they are the goal, providing us with the ideologies of status, personality, stature, patriotism, discipline, and character in this event frame.

According to Torres (2015), the analytical process relates participation to a part-whole structure, and trophies with a tilted horizontal angle help the viewer and the participant interact. All males, whether students, bystanders, or faculty, create an analytical process as part of a whole structure in this image, making their own choices and representing the event. It also portrays patriotism, and through the classificational process, one can determine that the image provides information concerning a formal gathering with goals and stature. Male students and teachers are subordinates because of their size and placement on the right and left side of the image, advertising info about the institution. This tells the reader that the college is an institution as their personality is groomed through their stature and way of sitting and standing firmly and formally.

*Modality Marker, Color saturation/modulation and differentiation*

The visual showcases various colours, which help the participant interact with the viewer and establish relation with the event, as Torres (2015) states in his work. The image colour saturation is to the maximum. The background is present as there is the contextualisation of the information (background), and only light colours depict it. Maximal representation of details of participants, such as their skin colour and facial features, are shown with colour, depth, and detail in the image. The image showcases the quality and character of the students and the faculty as they express truth and credibility through their colours and dress's colour with their personalities, and it depicts the illumination of the image.

*Composition Information Value*

In the image, the participants are at the top, centre, and middle with a specific margin, indicating that the illustrator wants the viewer to view the event or be part of the ceremony through this image. However, this reoccurred as the participants were related to the college event, which depicted that it was given information and a realstructure (Torres, 2015). The right and left positioning of students elaborates an ideal and real entity through bright lightening depicting an image.

### *Salience*

In the visual, the placement of all participants in the foreground is in focus, and the bystanders in the background are out of focus. That is why all male participants are in the foreground. Contrastive colours such as brown, khaki, dark green, purple, and black are utilised in the same size but with varying sharpness through illuminating colours. The colours are slightly vivid and explicit, providing an authentic look with alight background when showing the college's building. These features make them the most prominent aspects of this visual.

### *Framing Compositional*

In this visual, the male guests are at the centre, and one frame exhibits the realistic look of the male participants in the foreground, with no lines adjoining in the middle.

#### 4.2.2.5 Visual from the Prospectus of Private College 5

Figure 27 : Visual from Private College 5



*Note:* The image depicts a student receiving a prize. It is from Superior College .

#### *Narrative Processes*

In this action, the participant in tie and suit is the actor and the goal is the certificate and the action is the 'giving' and the reactor is the student in the event. For a prize ceremony, they are the one depicting the student as happy and confident student with character development as a form of education. The gaze of the student toward the camera creates a relationship with the participant and the viewer and the smile on the face asks viewers to enter relation of social affinity. The cold stare of the actor informs the viewer to meet as an inferior with negative feelings (Ly & Jung, 2015). The reactor participant is playing an important role in making an interaction with the viewers as a visual interpretation to the prize ceremony with happiness leads it to calling it a college with some extent of institutional values. The male student face is looking at the camera and creates vectors with camera through their smile and gaze.

#### *Conceptual Processes*

In conceptual processes, the represented participants are understood as a prize ceremony participant. They are based on classificational, analytical, and symbolic processes. In classification, the relation of the participants is highlighted through the overt and covert taxonomies. In the visual, covert taxonomy is present as the participants are at different level and basically subordinate is student and teachers at background .They are not equally disassociated but with the far personal distance everything is visible till waist and help show the relationship between represented participant and viewer as personal in the interaction between viewer and participant. The most significant elements are their stance and facial expression which are providing us with the ideologies of quality, education, skill, tradition and character in this event frame.

According to Torres (2015), the analytical process relates the participant to a part-whole structure, and the use of the horizontal angle helps the viewer and the participant interact with the represented participants' frontal plane. Only the male student creates it an analytical process as it is part of a whole structure in this image which is being the part of the event. It also portrays traditional values through their cloths and through the classificational process one can determine that the image is not providing information concerning an elite gathering. The student is "subordinate" because of the size and



placement at the right in the image and their distance from each other. This tells the reader that the college is representing some institutional ideologies as its participant share the same dark colors, yet their personality is groomed through their stature and different hairline.

*Modality Marker, Color saturation/modulation and differentiation*

The visual is showcasing absence of light and shade and it is not illuminating the color of the clothes and background which make the interaction weak between the participant and the viewer. Minimum representation of detail of participants as their skin color and facial features are not shown with vivid color, depth, and detail in the image. The image showcases the quality and character of the students to minimum with the personality as the illumination of the image's color is minimum which showcases that the college has less progression in making their prospectus a way to communicate their views and ideologies.

*Composition Information Value*

In the image , the participant are present in the main frame and remain in centric position of the image with a specific margin which indicates that the illustrator wants the viewer to view the event or be part of the ceremony by this image however it is apparently a re-occurring which depicts that it is given info and structure (Torres, 2015). The left positioning of two males and three at the background elaborates reality. However, the identity and personality through bright lightening is a miss as stated in the written form.

*Saliency*

In the visual, the placement of the male student and two male teachers is in focus, and the background is out of focus. That is why the two males and one student are in the foreground, with contrastive colors such as black, green, and white utilized. They are different sizes but varying heights, and dull colors lack sharpness. The colors employed for them are dull and gloomy and provide a realistic outlook with the dark background.

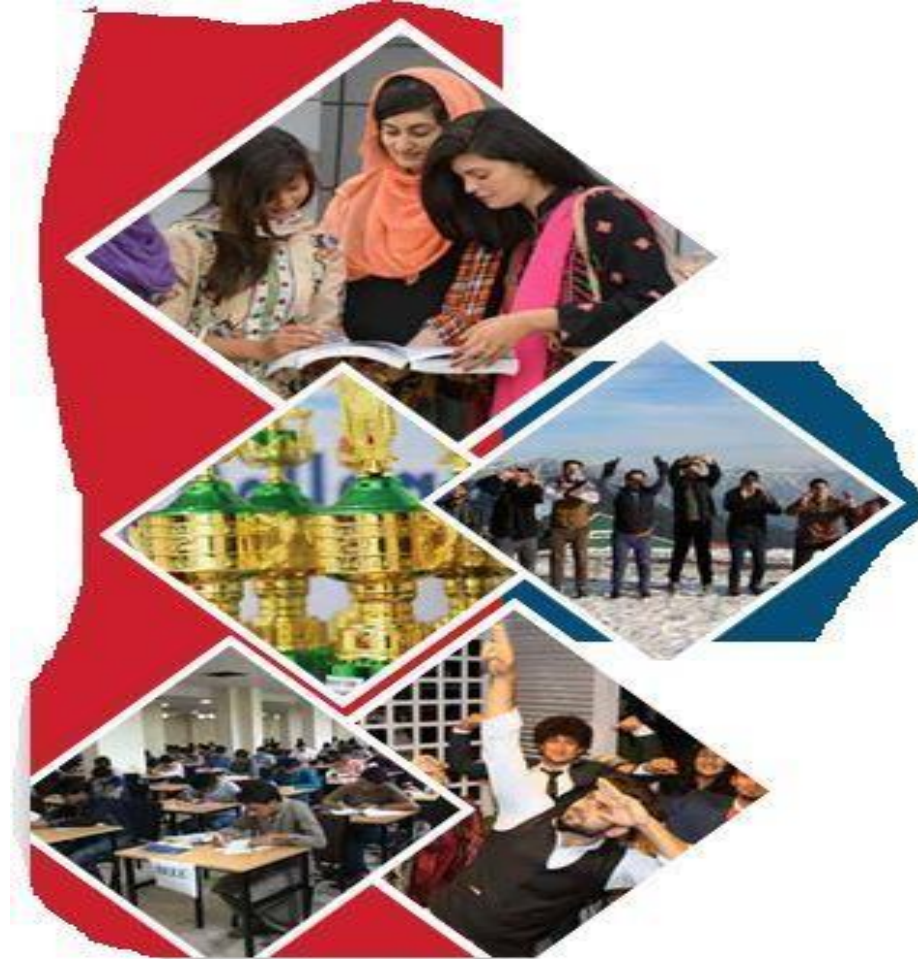
*Framing Compositional*

In this visual, the male student is at the center and there is one frame which exhibits the realistic look of the male student with no lines adjoining in the middle.

#### 4.2.2.6 Visual from the Prospectus of Private College 6

Figure 28: Visual from Private College 6

##### **Prize distribution ceremony**



Note: The image depicts prizes with students .

##### *Narrative Processes*

In the visual , the pinnacle of attention are the four frames in the picture which relate to the trophy . According to Hussein & Fattah (2020), vectors are created by the body and their limbs and over here same is being created. The direction of the faces in the first frame if three females on the top helps portray a vector through their bodies and provide the action which is the reading, and the goal is the book. In visual, there are trophies in one frame which are the participants and the actor as well . All other frames help relate to it as this frame participant s their goal. In this image, every other frame is linked. In this action, the three represented participants in topmost frame and seven male participants in the right frame depict the actor, ‘male participants’ and the action climbing and the goal ‘mountain’. In the fourth frame, the male and female participants

are dancing and moving which is the action and the goal is enjoy and relax. In fifth frame, to the bottom left the students are taking examination with the desks and students being the participant. Here, both the actor and the goal in the event are present. The gaze of the participants in all frames are having no relation with the viewer and creates no interaction with them

For a prize ceremony, all these events are important as they are depicting ways to relate to the trophy or prize in this image. Their smiling face, reading, moving and dancing , waving and writing is the action process .Though it asks the viewers to enter relation of social affiliation with positive feelings but no direct gaze from the participant is present to induce the viewer in the image (Bradley et al., 2021). Trophy is the only frame where the participant is interacting with the viewer. This helps in playing an important role in making an interaction with the viewers as a visual interpretation to the prize with happiness leads it to calling it an institution with institutional values. All female students faces are looking at the goal ‘book’ and are creating vectors with their hand, and smile .

### *Conceptual Processes*

In conceptual processes, the represented participants are understood as a prize ceremony participant (Bogovin & Vidishcheva, 2021). They are based on classificational, analytical, and symbolic processes. In classification, the relation of the participants is highlighted through the overt and covert taxonomies. In the visual, covert taxonomy is present as the participants are at different level and basically subordinates are present as students and other participants are associated equally in the frames but with the close personal distance where head and the shoulders are visible and far social distance where all body is visible with space. It helps show intimacy in the interaction between viewer and participant in two frames and showcases less interaction between the participant and viewer in the other two. They are positioned vertically and horizontally at the different level of composition with same distance from each other showcasing the equivalence which the subordinates is visually realized. The most significant elements are the participants in different frames where they interact with the trophy, which are providing us with the ideologies of education, identity, competition, modernity, opportunity, character, progress, social and economic classes, character development, economical and secular values in this event frame.

All females creates it as an analytical process as it is part of a whole structure in this image which is reading and studying the book to earn prize in the prize ceremony which lays foundation of marketing , advertising , competition , opportunity , choice making modernity and progress and helps in the representing of the event. It is also portraying modernism and through the classificational process one can determine that the image is providing information concerning a prize and win with modernistic goals in their eyes. Females are subordinates because of their size and placement varying with other male participants, chair, and trophy at the top and bottom center of the image along with their closeness to each other in some frames. This tells the viewer that the college is an institution as its students do share the same zeal, yet their personality is groomed through their stature and different hairline.

*Modality Marker, Color saturation/modulation and differentiation*

The visual showcases illuminating colors and varying backgrounds, which help the participants interact with the viewer and establish relations with the trophy, as Torres (2015) states in his work about the goals. The image color saturation is to the maximum. The background is contextualized in majority of the frames in the image as contextualization is present with varying color in the majority of frames like the white ,grey and black mountains in the hiking frame and the grey and silver backgrounds with other participants at the background in exam and dance frame and dark blue and white color in trophy frame. Moreover, the color differentiation is apparent as full diverse range of color is utilized which showcases choice, identity and progress. Maximal representation of detail of participants as their skin color and facial features are showed with color, depth, and detail in the image. Then image showcases the quality and character of the students with the personality and depicts the illumination of the image.

*Composition Information Value*

In the image, the participants are present at the top-center, left-center, and right-center, and bottom of the image with a specific margin, which indicates that the illustrator wants the viewer to view the event or be part of the cause through this image .However it is apparently a rare which depicts that it is new info and structure (Torres, 2015). The right and left positioning of two females elaborates an ideal and real *identity* and *personality* in the top most frame through bright lightening depicting an image.

*Saliency*

In the visual, the placement of the trophy and female students is in focus and the dance frame, hiking frame and examination frame is out of focus that is why the three females are the foreground with contrastive colors as pink , light brown , camel and purple are utilized with same size but varying heights and a bit of illuminating colors.. The colors employed for the frames are slightly vivid and explicit colors provide an artificial look with the light background. These features make them the most prominent aspects of this visual.

#### *Framing Compositional*

In this visual, the female students are at the top and there are many frame with dividing and framing lines which exhibits the real look of the visual with lines adjoining in the middle.

#### 4.2.2.7 Visual from the Prospectus of Private College 7

Figure 29: Visual from Private College 7

#### **Prize distribution**



*Note:* The image depicts a student in a prize ceremony from Private Sector College 7.

#### *Narrative Processes*

In the visual, the pinnacle of attention is the three females and their faces. Their face's direction forms the image's main frame, creates a vector, and illustrates an action process. In visual, there are three participants. In this action, the three represented participants are the actors and the event's goal. For a prize ceremony, they depict the students as happy and confident, with character development as a form of education.

Their smiling face is the action process that asks viewers to enter a relation of social affinity with remarkable positive feelings (Ly & Jung,2015). It plays a vital role in making an interaction with the viewers as a visual interpretation of the prize ceremony with happiness, which leads it to call it an elite system with institutional values. All the female students' faces that are looking at the camera are creating vectors with the camera through their smiles and gazes.

### *Conceptual Processes*

In conceptual processes, the represented participants are understood as prize ceremony participants. They are based on classificational, analytical, and symbolic processes. In classification, the relation of the participants is highlighted through the overt and covert taxonomies. In the visual, overt taxonomy is present as the participants are at a single level and subordinates are students. They are equally disassociated but at a close personal distance, where the head and the shoulders are visible and help show intimacy. The most significant elements are the females and their smiles, which provide us with quality, personality, skill, and character ideologies in this event frame.

According to Torres (2015), the analytical process relates participation to a part-whole structure. Using the convocation cap and no dupatta with a horizontal angle helps the viewer and the participant interact. All females create an analytical process as it is part of a whole structure in this image, which is making their own choice of marketing and representing the event. It also portrays modernism, and through the classificational process, one can determine that the image provides information concerning an elite gathering with modernistic goals in their eyes. Females are subordinates because of their size and placement at the centre of the image, along with their closeness to each other, depicting collaboration and advertising. This tells the reader that the college is an elite college as its students share the same colour, yet their personality is groomed through their stature and different hairlines.

### *Modality Marker, Color saturation/modulation and differentiation:*

The visual showcases illuminating colours of clothes and background, which help the participant interact with the viewer and establish a relationship with the female students, as Torres (2015) states in his work. The image colour saturation is to the maximum. The background is absent, as there is no contextualisation of the information and only a light brown colour is depicted. Moreover, the colour differences are absent. Maximal

representation of details of participants, such as their skin colour and facial features, are shown with colour, depth, and detail in the image. The image showcases the quality and character of the students with the personality and depicts the illumination of the image.

#### *Composition Information Value*

In the image, the participants are present at the top, centre, and middle with a specific margin, which indicates that the illustrator wants the viewer to view the event or be part of the ceremony through this image; however, it is a recurring image, which depicts that it is given information and structure (Torres, 2015). The right and left positions of the two females elaborate on an ideal and real identity and personality through bright lighting that depicts an image.

#### *Saliency*

In the visual, the placement of the female students is in focus, and the background is out of focus, which is why the three females are in the foreground with contrastive colours. Brown, purple, and black are utilised with the same size but varying heights and a bit of sharpness through illuminating colours. The colours employed for them are slightly vivid, and explicit colours provide an artificial look with a light background. These features makethem the most prominent aspects of this visual.

#### *Framing Compositional*

In this visual, the female students are at the centre, and one frame exhibits their artificial look, with no lines adjoining in the middle.

### 4.2.3 Similarities and Differences

The public sector colleges have ideologies like religious and regional identity, competition, depersonalisation, social and economic classes, discipline, traditions, and cultural and values ideologies similar in their colleges at an extreme level. These ideologies are depicted through dull colour saturation, lacking background, vectors, goals, cold gazes and stare, distance, and diminishing smiles. These prospectuses also depict the ideologies in written form. However, there are various ideologies like discipline, character development, personality development, competition and dualism, which they rarely depict in their visuals. However, in the visual form of the Private sector colleges. They have education, competition, opportunity, choice-making,

modernity, progress, identity, competition, success, globality, and quality similar but have discipline, patriotism, social and communal values and entrepreneurialism as different as they are expressed minimally.



## CHAPTER 5

### MAJOR FINDINGS & CONCLUSION

#### 5.1 Major Findings

The research explored how semiotic resources like images' colours, composition, and other visual elements contribute to meaning-making and ideology. The prospectuses helped highlight how different visuals and written forms that relate to different modes help evoke emotions, convey cultural symbols, or signify social norms. For instance, using semiotic resources like colours, framing, background, and lighting visually helped create ideologies with social distances, angles, gazes, and authorial self, which convey an ideology.

Examining prospectuses revealed significant insights into the modes and resources colleges, administrations, institutions, or organisations employ to achieve their strategic objectives. Significant findings in this area shed light on the diverse use of modes and semiotic resources to create and relate to the ideologies by companies across different sectors to leverage their resources effectively, which has been deduced in this research. These findings often highlight the different nature of business and institutional environments and the adaptive strategies adopted by an organisation's colleges, institutions, and administration to create their ideologies in their own way.

One significant finding pertains to the various uses of linguistic and semiotic modes outlined in prospectuses. Linguistic features linked with semiotic and pragmatic features. Linguistic and semiotic modes with resources helped encompass a spectrum of meanings, identities, and ideologies in the work, which ranged from traditional to innovative. The link of modes with resources, thus relating to meaning and ideological perspectives with ideologies and belief systems, supports the creation of ideologies. Private and Public sector colleges, in their own way, provide frequent details about their beliefs and goals with expansion strategies, including market penetration and diversification of product offerings to the students and their parents. Additionally, prospectuses often highlight the importance of co-curricular activities, their ideological representation, and the use of linguistic modes like words and statements and the relation of semantic meaning, pragmatic meaning, semantic fields and pragmatic and

semantic interfaces through which institutions and organisations aim to enhance their competitive positioning and drive growth.

Furthermore, prospectuses provide valuable insights into semiotic modes like spatial, colour, and gesture with resources like framing, composition, and shapes to represent meaning and ideologies. Moreover, prospectuses' modes often delve into the similarities and differences of ideology in prospectuses as the evident use of semiotic resources and modes led to the exploration of multiple ideologies. These ideologies differ in most of the prospectuses and are similar in many as well. However, the use of modes and resources to depict ideology in the vision's goals and events is present adamantly. Much can be stated concerning the events and their demonstration. It can be observed that using technological resources to demonstrate a narration or action in an image or visual, within institutions and colleges emphasising their commitment to innovation, research, development, and technological integration to drive operational efficiency and foster competitive advantage, is efficient.

The significant findings regarding modes and resources in prospectuses provide insight into the dynamic and multifaceted nature of organisational strategies, which they provide to the viewer through the visual and written form. These findings provide valuable insights for investors, stakeholders, and policymakers seeking to understand the role of ideology, meaning with different modes and resources across various sectors.

The semiotic modes and resources helped exhibit different ideologies like 'discipline', 'social', 'traditions', 'religion', 'quality', 'competition', 'identity', 'entrepreneurship', 'skill', 'economics', 'education', 'globality', 'advertisement', 'marketing', 'collaboration' and 'social constructivism' in the prospectuses. In most prospectuses, 'Education', 'competition', and 'skill' are utilised the most, and the resources and modes depicted them the utmost in both forms. Ideologies of entrepreneurship and social are utilised the least. Most institutional ideologies were found with spatial and gestural modes in visual form and linguistic modes in written form. In the prospectus's intertextuality, gestures and composition resources were abundant to represent modes and ideologies and played a crucial role in visual communication and representation. How elements are arranged within a visual composition can influence the interpretation of the image and convey underlying messages and ideologies.

The semiotic resources in the Government College's prospectuses helped propose many

ideologies via their linguistic and spatial modes. They emphasised ideologies related to 'discipline', 'society', 'traditions', and 'religion' in the majority, which is depicted through the use of the written and text form, and ideologies like 'character development', 'quality', 'competition', and 'entrepreneurship' are less frequently exhibited in the written forms. Moreover, government colleges have resources and modes relating to religious, patriotic (patriotism), disciplinarian, and educational ideologies, which are generally similar in all colleges. However, different public sector ideologies are found minimally in some prospectuses, such as social constructivism, character development, personality development, competition, quality, and dualism. Additionally, they are not vivid and are somewhat present in the public sector. The public sector colleges' textual forms depict ideologies like religious and regional identity, competition, depersonalisation, social and economic classes, discipline, traditions, and cultural and traditional values ideologies. They are similar in all colleges and are majorly showcased, presenting some of the ideologies in written form. Different ideologies like discipline, character development, personality development, competition, and dualism are rarely depicted in their visuals. However, traces are present.

Along with this, the ideologies in the public sector provide information concerning the control of students' perspectives and choices. The visions, mission and motos are primarily designed to select a path for the students without their perspective. The institution deems fit that it is the sole authority in choosing the training. Along with this, the ideologies depict the controlling of the students and imply self-control in them, which provides a venture of control contextually with assigning discipline. Though it provides control, free will and expression diminish with time and intellectual self-rests. Though competition and opportunity are apparent, the students have no platform to ensure that the opportunity is worthwhile in accordance with the modernised world.

However, in the written form of the Private sector colleges. The private colleges have utilised diverse ideologies like 'advertisement', 'education', 'character', 'identity', 'competition', 'success', 'global village', and 'quality'. They are similar in the written form and majorly present in the prospectuses. Nevertheless, ideologies like discipline, patriotism, social and communal values, and entrepreneurialism are utilised less frequently in their written form. Linguistic modes and resources provide relations with ideologies that help depict them vividly in the visual form of the Private sector colleges. They have utilised ideologies like education, advertisement, marketing, competition,

opportunity, choice-making, modernity, progress, identity, competition, success, globality, and quality; they all are similar to a significant extent. However, private colleges visually have a minimal depiction of ideologies like discipline, patriotism, social and communal values, and entrepreneurialism as they are expressed minimally.

Along with this, the ideologies in the private sector provide information concerning the freedom of expression, perspectives and choices. The visions, mission and motos are primarily designed to help students select a path for themselves without the institution's perspective. Though the institution utilises techniques to influence, no direct, authoritative, or evaluative control is shown. The students are informed about the positive and idealist visions and mottos with ideologies, and the student deems fit that it is his sole authority to choose the path or training. The institution is a mere facilitator and helper. Along with this, the ideologies depict the control of the students and imply that the students control their studies and improve their abilities by their own choice, which provides a venture of contextual freedom by assigning multiple ways to achieve it. Though it provides free will and expression, their skills improve with time, and their intellectual self-exploration improves. Competition and opportunity are apparent; the students have a platform to ensure that the opportunity is worthwhile in accordance with the modernised world.

## **5.2 Conclusion**

The use of ideologies is present in the prospectuses of colleges. They are utilised in the written form and visual form of the prospectuses. Ideologies are linked within the modes and resources in visual and written forms in prospectuses. The ideologies differ with the use of semiotic and linguistic resources, and the differences in resources lead to the diversity of ideologies. The semiotic and linguistic modes help in the interconnectedness of language and images—other semiotic resources in various modes of communication are utilised in prospectuses. The research is focused on written, images, colour, and gestural modes. They are identified and explored to find ideologies and related modes and resources. The semiotic resources like framing, composition, and salience have been explored with the help of Appraisal Theory by Martin & White (2005) and Visual Grammar Theory by Kress & Leeuwen (2006), where semiotic analysis was used on visuals and written analysis of Appraisal theory was applied on the written forms to find the hidden ideologies which modes had helped to formulate.

This study has provided much information concerning the research. It could state the ideologies, modes, and resources related to the institution and help convey answers. The different semiotic resources used to portray ideologies were numerous as they helped provide the different ideologies. The semiotic resources utilised the most were intertextuality, gestures, and composition, as well as the less frequently used symbol and framing. The use of these resources helped formulate ideologies and research. The prospectuses showcased more ideologies with intertextuality, gestures, and composition in the majority of the prospectuses.

Prospectuses use different modes to create meanings and ideologies. The first mode, Language, is a fundamental mode used in prospectuses to convey information and shape investors' perceptions with semiotic and pragmatic features like intertextuality, semantic and pragmatic interfaces, derivation and many more. The language used in prospectuses is typically precise, technical, and legally compliant, aiming to provide accurate and comprehensive information about the college and its objectives, mottos, and the ideologies it promotes in its prospectuses and their forms. Linguistic resources such as tone, vocabulary, words, statements, expressions, and structure shape the written form. In contrast, visuals such as images, colours, framing, composition, and salience evoke meaning and ideology in the prospectuses. Spatial modes resources like laying out, positioning, and spacing helped identify the different ideologies in the prospectuses. These modes create an ideology and meaning that reflects the private and public sector values, goals, and ideologies, influencing stakeholders' perceptions and shaping their understanding of the college's purpose and direction. However, language also serves ideological purposes by expressing engagement, symbol, and tone of the words, expressions, and statements.

The tone of the words, expressions, and phrases within a written form in a vision, goal, or objective and their engagements with the emotions, attitude, judgments, graduation, etc., help create meaning. These meanings help build up beliefs and concepts depicted as belief systems or ideas. The further progression of these ideas and concepts, in other words, helps project the ideologies. The same is the case of the textual forms where semiotic resources like narration, shape, colour, background, foregrounding, salience, gaze, social distance, modality markers, etc., help depict meaning and ideology, which

are depicted through these resources and can be identified with their help in this regard. Both forms depend heavily on resources and modes in depicting ideologies in this regard. The ideologies are different and similar in the government college's prospectuses due to the depiction of resources and modes. Their analysis and evaluation help decipher the ideologies and their diversity and vice versa. The same is the scenario in the private colleges' prospectuses, where these resources and modes help depict the ideologies in the way the illustrator intends them, and the diversity is arranged without any hue. The similarity is present in the ideologies because the resources and modes have depicted the exact evaluation of meaning, resulting in the ideology being perceived using the research framework.

Visual elements also play a crucial role in prospectuses, as they help to engage investors, enhance comprehension, and convey key messages. Visuals are designed to present information in a visually appealing and easily digestible format while emphasising the investment opportunity's positive aspects. The third mode, gesture mode, is conveyed through a wide range of bodily movements, including hand gestures, facial expressions, body posture, and movements of the head and shoulders. These gestures can convey various messages, such as emotions, intentions, attitudes, and emphasis. For example, a nod can indicate agreement or affirmation, while a shrug of the shoulders can convey indifference or uncertainty. Similarly, hand gestures such as pointing, waving, or thumbs-up can communicate specific meanings or commands. The fourth mode, in spatial mode, meaning is communicated through the arrangement, configuration, and manipulation of physical space. This includes using spatial relationships, proportions, orientation, and layout to convey specific messages or symbolic meanings. Spatial mode is utilised in various contexts, including architecture, urban planning, interior design, cartography, and visual arts. Spatial mode is increasingly relevant in digital and virtual environments, where spatial design principles are used to create immersive and interactive experiences. In virtual reality, for example, spatial relationships and layout create realistic and engaging virtual environments that users can navigate and interact with.

A multimodal analysis of the written and visual form of the selected public and private sector colleges' prospectuses has enabled us to identify the ideologies, semiotic modes, and resources as powerful entities ideologically represented in the prospectuses and their

information. The writing style is diverse in many prospectuses, with formality and casual style, and maintains a representation of the teacher, students, and the institution's point of view. The findings are complex and demonstrate the tactical choices by the colleges and their administration in written and visual form.

The advertisement of college ideologies in their mottos, visions, objectives, and goals is not represented in visual forms in the public sector, where the images are low quality, depicting semiotic modes and resources. They emphasise ideologies related to 'discipline', 'society', 'traditions', and 'religion' in the majority, and ideologies like 'character development', 'quality', 'competition', and 'entrepreneurship' are less frequently utilised. The public sector colleges have religious, patriotic (patriotism), disciplinarian, and educational ideologies similar in their colleges. However, different ideologies in the public sector are found in some prospectuses, like social constructivism, character development, personality development, competition, quality, and dualism. They are not followed significantly and are somewhat present in the public sector. The public sector colleges visuals have ideologies like religious and regional identity, competition, depersonalisation, social and economic classes, discipline, traditions, and cultural and traditional values ideologies similar in their colleges at an extreme level and project significantly less the ideologies in written form. Different ideologies like discipline, character development, personality development, competition, and dualism are rarely depicted in their visuals.

However, in the written form of the Private sector colleges. The private colleges have utilised 'advertisement', 'education', 'character', 'identity', 'competition', 'success', 'global village', and "quality as similar in their written form but have discipline, patriotism, social and communal values, and entrepreneurialism as somewhat utilised less frequently in their written form. In the visual form of the Private sector colleges. They have education, advertisement, marketing, competition, opportunity, choice-making, modernity, progress, identity, competition, success, globality, and quality similar but have discipline, patriotism, social and communal values, and entrepreneurialism as different as they are expressed minimally.

The public sector exploits promotional discourse to construct its own patriotic and religious identity in the visual form and showcase other ideologies related to an institution by keeping its standards in the college. However, institutional ideologies are not related effectively. The study findings show that private colleges practice

'marketisation' and 'advertising' in their colleges but exhibit more institutional ideologies than the public sector, which can be seen in the written and visual forms utilised in this research. This study bridges the gap in the literature on prospectuses and ideology and helps to depict the ideologies present in the Pakistani College prospectuses related to the institution. The findings of this research can guide the new colleges in providing international standardised education and help government policymakers gain insight into declining college prospects. It can also be applied to teachers for further study to see the role of ideologies in private and public sector classes and their influence on the results.

The research will guide the academicians in creating their systems while keeping in mind the international standards and the ideologies related to the institution. The ideologies with new policies and trends can combine the academic and business genres. It can help business people and entrepreneurs to read between the lines and get the real message of education and standardisation in our society, and not just the images as only an advertisement stunt created by the illustrator, writer, or author with the college's approval to fascinate the readers and viewers merely.

### **5.3 Further Study**

Further study can be done to analyse the ideological polarisation in the prospectuses. It will help provide the ideological stances of different colleges within a society, organisation, or region. Further study can be done on the role of ideologies in advertising courses. This will help highlight the advertising techniques concerning ideology as it will provide a study about the utilised advertisement strategies and techniques in the advertising courses. Further study can be done on the ideological differences presented by the semiotic modes in a billboard, magazine, etc. A further study can be conducted concerning the outdated spellings of words that are utilised in a way that has not been updated so far.



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