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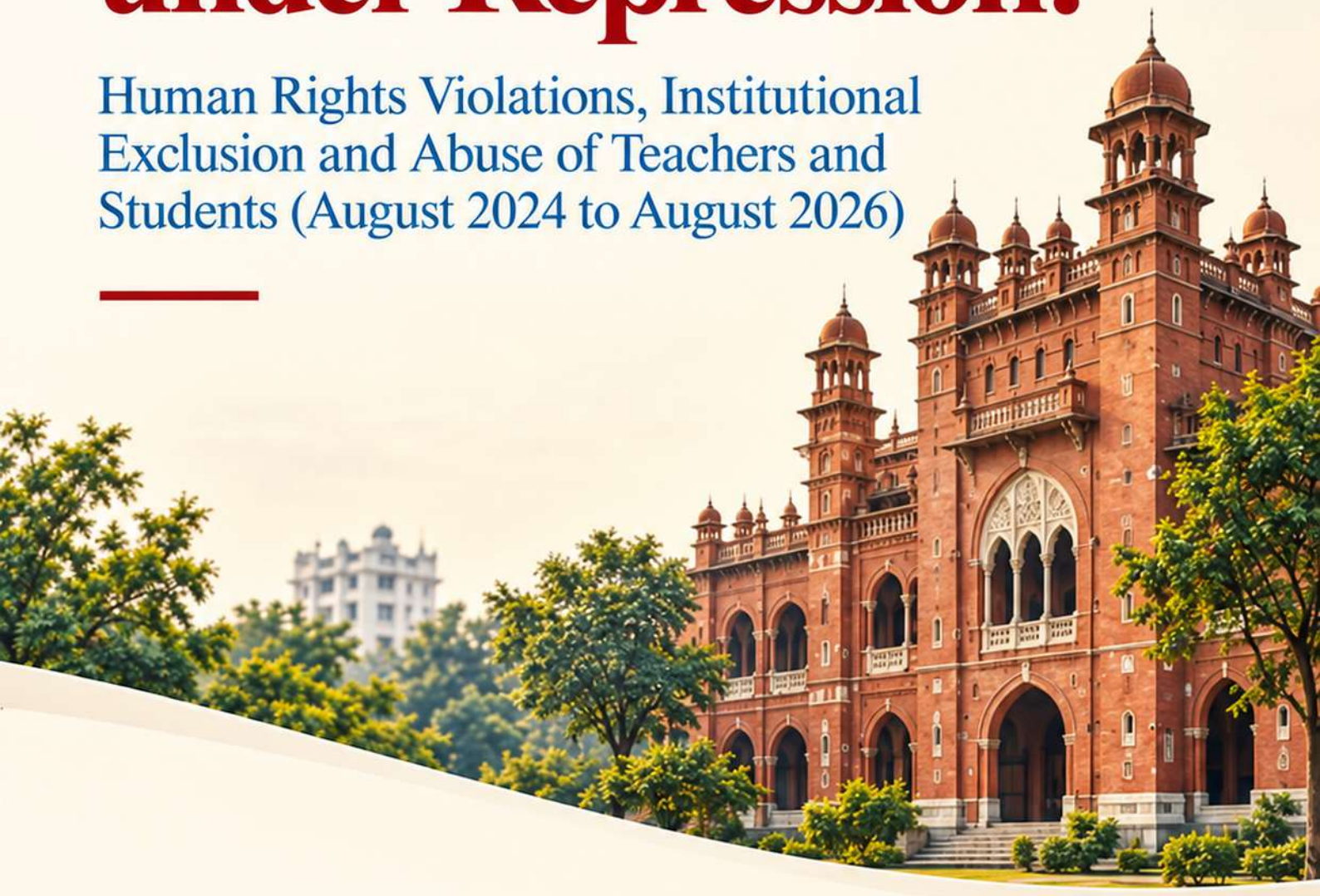
Bangladesh's Education Sector under Repression:

Human Rights Violations, Institutional Exclusion and Abuse of Teachers and Students (August 2024 to August 2026)



An Evidence Based Documentation of Mob-violence, Harassment, Arbitrary Detention, Criminal Proceedings, Dismissal, Forced Resignations, Administrative Actions, Academic Exclusion, Restrictions on Academic Freedom, and Other Alleged Violations Affecting Teachers and Students.

Professor Dr. M. H. Millat
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Published in September 2026

This study distinguishes sourced institutional actions, self-reported experiences, and analytical conclusions. It does not present the available records as a national census or presume that every administrative action (e.g., mob violence, forced resignation, academic exclusion, and criminal proceedings) is a human-rights violation under the *Universal Declaration of Human Rights (UDHR), 1948, International Covenant on Civil and Political Rights (ICCPR), 1966*, In*ternational Covenant on Economic, Social and Cultural Rights (ICESCR), 1966*, and the *Constitution of the People's Republic of Bangladesh, 1972.*

Private contact details and other identifying information of victim teachers and students in the education sector are included only with their consent, unless such information is already available in the public domain. Nevertheless, in some cases, the identities of victim teachers and students have been kept anonymous due to fear of mob violence, retaliation, or other security concerns.

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Academic Repression and Human Rights Abuses in the Education Sector of Bangladesh

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As mentioned above, the names and identifying details of certain individuals may have been withheld, anonymized or otherwise limited where necessary to protect privacy and security concerns, with special mention of mob-violence.

The views and interpretations expressed in this publication are those of the authors and do not necessarily represent the views of any other institution or individual referred to in the report.

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Finally, responsibility for the interpretation of the evidence, any remaining errors, and the conclusions and recommendations contained in this book rests solely with the authors.

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LIST OF ACRONYMS

ACC	Anti-Corruption Commission
AUST	Ahsanullah University of Science and Technology
BAIUST	Bangladesh Army International University of Science and Technology
BAU	Bangladesh Agricultural University
BAUET	Bangladesh Army University of Engineering and Technology
BCL	Bangladesh Chhatra League
BMU	Bangladesh Medical University
BSEC	Bangladesh Securities and Exchange Commission
BSS	Bangladesh Sangbad Sangstha
BSMMU	Bangabandhu Sheikh Mujib Medical University
BUET	Bangladesh University of Engineering and Technology
BUTEX	Bangladesh University of Textiles
CRC	Convention on the Rights of the Child
CUET	Chittagong University of Engineering and Technology
CVASU	Chattogram Veterinary and Animal Sciences University
DMCH	Dhaka Medical College Hospital
DMP	Dhaka Metropolitan Police
DUCSU	Dhaka University Central Students' Union
DUET	Dhaka University of Engineering and Technology
DUTA	Dhaka University Teachers' Association
DVM	Doctor of Veterinary Medicine
GCDG	Global Center for Democratic Governance
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
ICT	International Crimes Tribunal
ILO	International Labour Organization
IUT	Islamic University of Technology
JCD	Jatiyatabadi Chhatra Dal
KUET	Khulna University of Engineering and Technology
MIST	Military Institute of Science and Technology
MPO	Monthly Pay Order
NBIU	North Bengal International University
NCP	National Citizen Party
OHCHR	Office of the United Nations High Commissioner for Human Rights
PSTU	Patuakhali Science and Technology University
RUET	Rajshahi University of Engineering and Technology
TVET	Technical and Vocational Education and Training
UAP	University of Asia Pacific
UDHR	Universal Declaration of Human Rights
UGC	University Grants Commission
UIU	United International University
UN	United Nations
UNB	United News of Bangladesh
UNESCO	United Nations Educational, Scientific and Cultural Organization

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EXECUTIVE SUMMARY

This book examines academic repression and related human rights concerns affecting teachers, students and education-related professional trainees across Bangladesh. Its principal reporting period extends from August 2024 to August 2026. The book covers primary and secondary schools, general colleges, public and private universities, engineering, medical and dental, agriculture and veterinary, technical and vocational, and madrasa education. Its central question is whether teachers and students have been able to teach, study, participate in academic life, organize, express opinions and seek redress without violence, coercion, arbitrary exclusion, discriminatory punishment or other improper interference. The book does not presume that every adverse action constitutes repression; legality, evidence, procedure, proportionality and practical consequences need to be assessed individually.

A central analytical challenge is distinguishing legitimate accountability from academic repression. Educational institutions and public authorities have both the authority and responsibility to investigate credible allegations of violence, harassment, ragging, corruption, intimidation, abuse of authority, sexual abuse and other misconduct. Academic freedom, professional status or political association does not exempt a person from responsibility for proven wrongdoing. Equally, political identity, perceived affiliation, participation in peaceful protest, criticism of public policy or membership of an organization cannot substitute for evidence of individual misconduct. The book therefore asks what conduct was actually alleged, what evidence supported it, whether responsibility was established individually, whether the person concerned had a meaningful opportunity to respond, and whether the eventual measure was lawful and proportionate. This distinction is essential because accusation, investigation, interim suspension and final disciplinary responsibility are not equivalent.

The largest directly analyzable student source contains 1,088 non-empty response records submitted between 14 March and 26 April 2026 (on file). Informal academic exclusion is the largest category, accounting for 381 records or 35.0 percent, followed by suspension in 217 records, show-cause notices in 131, expulsion in 124, forced institutional change in 94, certificate cancellation in 74, and exclusion from residential halls in 67. These are self-reported response records rather than 1,088 independently verified victims, and unresolved candidate duplicates remain. Nevertheless, the data reveal an important distinction between formal academic status and practical access to education. A student may remain enrolled while being unable to attend classes, examinations, or campus activities in practice. College students and private-university students also appear within the wider evidence base, while institution-specific proceedings demonstrate that due process may not have been followed in many instances.

The school and college teacher register contains 188 raw entries (see Appendix for details), of which 112 report forced resignation, 17 forced removals, and 59 inabilities to enter an institution despite the absence of formal resignation or removal. Duplicate records and date inconsistencies prevent these figures from being treated as a duplicated national victim count, but they demonstrate that professional exclusion may occur without a formal termination order. Contemporary reporting also documented a wider post-August 2024 environment in which teachers and institutional heads were pressured to resign, prompting education authorities themselves to state that allegations of corruption or misconduct should be addressed through established legal and disciplinary procedures rather than coercion. Similar concerns extend into colleges and universities, where the book

examines dismissal, collective pressure and the adequacy of opportunities afforded to teachers to respond before loss of employment.

A recurring concern across different tiers of education is the treatment of teachers when they mobilized collectively over pay, promotion, employment benefits, nationalization, MPO inclusion and other professional demands. Government Primary school teachers, MPO-listed teachers and Independent madrasa teachers organized marches, sit-ins and other collective programs during the period under review. In several instances these movements encountered police barricades, restrictions on movement and substantial crowd-control measures, including baton use, tear gas, sound grenades, and water cannon. The circumstances differed between events, and some reports included allegations of barricade breaches, road obstruction or other conduct relevant to public-order enforcement. Accordingly, the book does not presume that every police intervention was unlawful. The common human rights question is whether restrictions on teachers' peaceful assembly, expression and professional association, and any resulting use of force, were lawful, necessary and proportionate.

Public universities provide some of the largest institution-specific disciplinary series in the book, but also some of the clearest examples of why procedural categories must be distinguished (see Appendix for details on disciplinary measures against public university teachers). At Dhaka University, the widely cited figure of 403 concerned show-cause notices and included 128 students who had previously been temporarily suspended; it was not a count of 403 expulsions. At Jahangirnagar University, 229 persons were reviewed through a differentiated decision process: 189 received adverse outcomes while 40 were cleared. Among current students, sanctions ranged from permanent expulsion to shorter exclusions, while some were cleared; former students likewise received differing certificate-related outcomes. These proceedings demonstrate that disciplinary action following the July movement was substantial, but they do not by themselves determine whether each measure constituted repression. Individual conduct, evidentiary basis, procedural fairness, political context and proportionality remain decisive.

Engineering education experienced substantial post-July institutional restructuring affecting both teachers and students. Senior academics at several engineering universities relinquished administrative positions in circumstances ranging from formally stated personal reasons to contemporaneous student or faculty demands for resignation. Teachers were also suspended or dismissed on differing grounds, including allegations connected with the July movement, appointment or promotion irregularities, and unauthorized absence. For students, the reviewed evidence identifies 142 finalized disciplinary measures across BUET, KUET, RUET and CUET. Approximately 49 involved academic expulsion or suspension, 61 involved hall-only sanctions, and 32 involved warnings or other disciplinary measures; a further 14 DUET students faced show-cause proceedings whose outcomes were not established. The engineering record therefore demonstrates extensive disciplinary intervention while also requiring careful distinction between protected political identity or expression and individually established misconduct.

Medical and dental education contains one of the clearest cross-institutional disciplinary records. A nationwide newspaper investigation reported that between 5 August and 2 October 2024, 86 physicians and 136 students (subsequently the student figure increased to 377 (see, appendix), or 222 persons in total) faced punitive measures across eight public medical colleges and hospitals. The allegations, however, were heterogeneous and included violence, threats, ragging, extortion, and other misconduct as well as political activity and opposition to the quota-reform movement.

The book therefore does not classify all 222 cases collectively as political repression. Subsequent institution-specific proceedings also produced differentiated outcomes, illustrating why temporary suspension, final sanction, residential exclusion and permission to return must be investigated further. The appropriate human rights assessment is whether individual responsibility was established through adequate evidence and fair procedure and whether sanctions were necessary and proportionate to the conduct proved.

Agriculture and veterinary education experienced leadership turnover, disciplinary restructuring, campus conflict, restrictions on political activity and disruption of academic programs. At Bangladesh Agricultural University, a 2025 disciplinary proceeding involved 133 teachers, students, officers and employees. Among the 31 students (see Appendix, public record, for student details) included in that proceeding, seven were permanently expelled, and the academic certificates of 24 were canceled, making these some of the most consequential student sanctions documented in this sector. The book also examines a separate case involving 15 female BAU students who received differentiated academic and residential sanctions following a hall-renaming dispute. In veterinary education, Chittagong Veterinary and Animal Sciences University (CVASU) imposed measures in cases concerning ragging and physical or psychological harassment, while two postgraduate students had their studentship permanently revoked. These cases require close examination of individual evidence and due process, while recognizing that substantiated violence or ragging may legitimately attract disciplinary action.

Technical and vocational education demonstrates further forms of post-July vulnerability. The evidence includes pressure on principals and other academic administrators to resign, punitive or exclusionary measures affecting polytechnic students, disruption of academic programs, and police action during student mobilization. The Technical and Madrasa Education Division itself issued instructions addressing forced resignation or removal, indicating that coercive pressure was recognized as a governance concern within these sectors. Student protests over technical-education demands also produced confrontations with law-enforcement authorities, including reported injuries. As elsewhere in the book, protest participation alone does not determine whether subsequent institutional or police action was lawful or repressive. Assessment requires examination of individual conduct, public-order circumstances, institutional rules and the necessity and proportionality of the response.

The madrasa sector presents two distinct but overlapping forms of vulnerability. Madrasa teachers, particularly Independent teachers, faced restrictions and police intervention while pursuing professional recognition, nationalization and employment-related demands. Madrasa students, by contrast, appear in evidence concerning restrictions on expression, intimidation, physical punishment, sexual abuse and failures of child protection. The book does not find a basis for claiming that madrasa teachers as a group enjoyed political immunity after July 2024, nor does the available evidence establish that sexual abuse increased because of the political transition. Rather, the sector demonstrates the need to analyze teacher professional rights separately from child safeguarding while recognizing that weak institutional accountability can affect both. Cases involving children require particular attention to prevention, confidential disclosure, protection from retaliation, investigation, and access to medical, psychological, and legal support.

Supplementary primary evidence of child abuse in madrasas comes from 15 in-depth interviews with children and adolescents who had studied in madrasas, conducted between 17 and 22 August 2026. Respondents were aged 10–15; 11 were boys, and four were girls, while 12 had lived residentially at their madrasa. Within this purposively selected group, all 15 reported feeling unsafe

or very unsafe, and all reported the absence of a specific safe complaint mechanism. Twelve described the principal harmful conduct as recurring; 12 reported no counseling or psychological support, with three unsure; 12 reported no contact with police or administrative authorities; 10 changed madrasa and five recorded permanent discontinuation of education. The interviews contain accounts of sexualized or unwanted contact, sexual propositions, corporal punishment, intimidation, fear, and barriers to disclosure. They should, however, be treated as qualitative first-person accounts rather than a national prevalence estimate, particularly because of limited corroborating documentation.

The book's later case-study material examines arrest, detention, criminal proceedings and university disciplinary action involving public-university academics. The cases do not form a single uniform category. Some concern alleged corruption or financial misconduct, others alleged participation in violence connected with the July uprising, while some arise more directly from political gatherings or expression. Particular issues warranting scrutiny include the use of the Anti-Terrorism Act, 2009 in connection with political activities, prolonged pre-trial detention, fresh or "shown-arrest" proceedings after bail had been obtained in another matter, and simultaneous criminal and university disciplinary action. These circumstances do not establish innocence or political persecution in any individual case. They require examination of whether restrictions on liberty, expression, association, employment and academic activity were lawful, individually substantiated, procedurally fair and proportionate, and whether judicial bail and other remedies were effective in practice.

A major cross-sector finding is that human rights harm may arise from both improper institutional action and institutional failure to act. Improper action may include coerced resignation, unjustified suspension, disproportionate punishment, prolonged exclusion, or disciplinary proceedings lacking adequate safeguards. Inaction may be equally consequential, including failure to protect a teacher from mob pressure, failure to ensure that a reinstated employee can return to work, failure to protect a student from intimidation, failure to investigate reported violence, or failure to provide children with confidential and independent means of reporting abuse. The book therefore treats institutional responsibility as extending beyond refraining from improper punishment. Educational authorities must also provide reasonable protection, accessible complaint mechanisms, credible investigation, protection against retaliation and effective remedies when rights are threatened.

The consequences documented in the book extend well beyond formal disciplinary status. Students may remain enrolled but lose practical access to classes, examinations, residential facilities, certificates or academic progression. Teachers may remain technically employed but be unable to enter their institution, teach, receive salary or exercise ordinary professional responsibilities. Arrest, physical violence, intimidation and prolonged disciplinary uncertainty may affect liberty, reputation, livelihood and professional standing. For children, the consequences may include fear, disrupted sleep, difficulty concentrating, transfer to another institution, or complete withdrawal from education. The madrasa interview material is particularly illustrative. All 15 interview records described either transfer to another madrasa or permanent discontinuation of education. These findings demonstrate why human rights assessment should focus on practical access, safety, dignity and restoration, rather than on formal status alone.

Based on the context outlined above, the book identifies several immediate priorities. Prolonged and particularly consequential student disciplinary measures should be reviewed individually, with clear reasons, meaningful opportunities to respond and effective appeals. Teachers should be protected from coerced resignation and physical exclusion while credible allegations of misconduct

are investigated through competent procedures. Peaceful professional and student mobilization should be facilitated consistently with lawful public-order requirements, and any use of police force should satisfy necessity and proportionality. Educational institutions serving children should establish confidential and child-accessible safeguarding mechanisms and ensure appropriate referral, psychosocial support and protection against retaliation. Institutions should also preserve disciplinary notices, complaints, replies, committee records, CCTV footage and appeal decisions. Where unlawful or unjustified measures are established, remedies should address actual educational and professional loss, including restoration of status, safe access, academic accommodation, salary or benefits where appropriate, and correction of records. The existing recommendations in the book similarly emphasize review, teacher protection, and evidence preservation.

The evidence reviewed in this book supports serious scrutiny of coercive removal, informal exclusion, disciplinary restructuring, protest policing, violence, detention, and failures of safeguarding across Bangladesh's education sector. At the same time, it does not support treating every investigation or disciplinary measure as repression. Some cases involve allegations of violence, ragging, corruption, intimidation or abuse, while others involve institutional proceedings that require independent review.

The book's most defensible conclusion is therefore not a single national victim figure. Its evidence consists of different datasets, institutional decisions, media investigations, case studies and qualitative interviews that measure different populations, forms of action and procedural stages. Their significance lies in revealing recurring mechanisms of vulnerability and identifying cases requiring further verification and remedy. Accountability and rights protection should therefore be treated as complementary rather than competing objectives. Political identity should not substitute for evidence of wrongdoing, while academic freedom should not shield substantiated misconduct. Teachers and students should be able to teach, learn, organize, express opinions and seek redress without violence, arbitrary exclusion or coercion, while allegations of genuine wrongdoing are addressed through lawful, individualized and fair procedures. The book concludes that the evidence should be treated as a set of documented actions and reported experiences requiring targeted follow-up rather than a single national victim total.

In conclusion, it is pertinent to mention at this point: this book does not claim to provide either a conclusive assessment or a comprehensive picture of academic repression across Bangladesh. The evidence assembled remains uneven across institutions and sectors, and many incidents may remain undocumented or require further independent verification. Nevertheless, the breadth, consistency, and recurrence of the documented cases provide sufficient evidence to demonstrate the gravity and apparent pervasiveness of academic repression affecting teachers and students in the aftermath of the July 2024 movement. Rather than presenting the findings as a final account, the book underscores the urgent need for broader, independent, and systematic investigation into these patterns, including the circumstances of individual cases, institutional responsibility, and access to effective remedies. Such investigation is essential to address unresolved grievances, ensure accountability where wrongdoing is established, restore justice to affected members of the academic community, and strengthen due process and the rule of law throughout Bangladesh’s education sector.

CHAPTER 1
NATURE OF ACADEMIC REPRESSION: EVIDENCE, METHOD AND HUMAN RIGHTS STANDARDS

1.1 Background and Purpose

1.1.1 Setting the Context

Bangladesh's education sector entered a period of profound disruption following the political crisis of July and August 2024. What began as student protests concerning the public-service quota system developed into a much broader nationwide movement. The Office of the United Nations High Commissioner for Human Rights subsequently found reasonable grounds to believe that serious human rights violations had occurred during the suppression of the protests, including unlawful killings and other excessive uses of force, arbitrary arrest and detention, and torture and other ill-treatment. Its reporting also documented retaliatory violence in the immediate aftermath of the political transition. The government resigned on 5 August 2024, and the Interim Government was sworn in on 8 August 2024 (OHCHR, 2024; OHCHR, 2025).

The consequences of that transition quickly entered educational institutions. In the weeks immediately following 5 August, teachers, principals, vice-chancellors and other academic office-holders in different parts of the country faced demands for resignation, removal or institutional action. By early September 2024, *The Daily Star* reported that it had verified at least 150 teachers who had been forced to resign between 5 and 31 August, while also cautioning that the actual number could be higher. On 3 September, Education and Planning Adviser Wahiduddin Mahmud publicly called for an end to forced resignations and harassment of teachers and stated that allegations of corruption or misconduct should instead be investigated and addressed by the competent authorities (Bangladesh Sangbad Sangstha, 2024; The Daily Star, 2024).

The developments documented in this book subsequently expanded well beyond forced resignation. Teachers faced suspension, dismissal, prolonged exclusion from teaching, restrictions linked to public criticism or political activity, professional insecurity, physical intimidation, arrest and detention, and police intervention during collective mobilization. Students experienced show-cause proceedings, suspension, expulsion, residential-hall restrictions, cancellation of academic credentials, informal exclusion from academic activities, physical violence, arrest and interruption of education. These patterns were not confined to general universities. They appeared, in different forms and with different levels of documentation, across primary and secondary schools, general colleges, private universities, engineering institutions, medical and dental education, agriculture and veterinary education, technical and vocational institutions, and madrasas *(Islamic learning institutions)*. The current book was therefore developed as a sector-wide assessment rather than as a university-only study.

The post-July record, however, cannot appropriately be understood through a simple division between victims and perpetrators or between repression and accountability. Educational institutions also faced credible allegations concerning violence, ragging, intimidation, extortion, corruption, sexual abuse, misuse of authority and other forms of wrongdoing. Universities and public authorities have legitimate responsibilities to investigate such conduct and to protect students, teachers, complainants and witnesses. Conversely, an allegation of wrongdoing does not by itself

justify coercive resignation, collective punishment, indefinite exclusion, discriminatory treatment or disciplinary action based primarily on political identity or perceived affiliation.

The purpose of this book is therefore not to characterize every investigation, arrest, suspension, dismissal or disciplinary measure adopted after July 2024 as repression. It seeks instead to determine where legitimate accountability ends and arbitrary, discriminatory, retaliatory, coercive or disproportionate interference with education and academic life begins.

1.1.2 Why an Education Sector Human Rights Review is Necessary

Education requires a distinct human rights analysis because formal institutional status does not always reveal the actual extent of exclusion or harm. A teacher may remain formally employed while being physically unable to enter the institution, conduct classes, or perform professional responsibilities. A student may remain officially enrolled but nevertheless be unable to attend classes, sit examinations, enter a residential hall, obtain an academic certificate or participate safely in campus life. A temporary disciplinary restriction may continue for such a prolonged period that its practical consequences approach those of punishment even before a final determination has been made.

Source: Mob-violence against Assistant Professor Hasan Muhammed Roman Shuvo during the admission test, University of Chittagong, 10 January 2026.

This distinction is visible in the book's quantitative sources. The largest student dataset contains substantial reporting of informal academic exclusion, while the school and college teacher register includes a separate category of teachers who had neither formally resigned nor been removed but were reportedly unable to enter their institutions. These different sources cannot be treated as direct corroboration of one another, but both illustrate why a rights assessment limited to formal suspension, dismissal or expulsion orders would overlook an important dimension of practical exclusion.

A separate concern arises from professional and student mobilization. During the period under review, teachers organized around salaries, promotion, nationalization, MPO inclusion and employment conditions, while students mobilized around disciplinary decisions, curricular structures, governance, academic policy and other institutional issues. Some of these protests involved obstruction, confrontation or competing allegations of unlawful conduct. Some police responses involved batons, tear gas, sound grenades, water cannon, detention or other coercive measures. These incidents therefore require assessment both of the conduct of protesters and of whether state restrictions or use of force were lawful, necessary and proportionate.

The inclusion of children, particularly in school and madrasa *(Islamic learning institutions)* settings, also requires the book to extend beyond conventional understandings of academic freedom. Allegations of corporal punishment, sexual abuse, intimidation, retaliation after disclosure, and institutional failure to protect a child may directly affect whether the child can safely continue education. Such cases are not automatically categorized as politically motivated academic repression. They are included because protection from violence, accessible reporting mechanisms, investigation, support and educational continuity are integral to the effective enjoyment of educational rights.

The education-sector inquiry therefore considers not only harmful institutional action but also institutional inaction. Failure to prevent coerced resignation, failure to protect a reinstated teacher, failure to respond to violence against a student, or failure to provide a child with a safe means of reporting abuse may be as consequential as an improper disciplinary order.

1.1.3 The Central Analytical Focus

The central question of this study is:

To what extent have teachers and students in Bangladesh, during the post-July 2024 period, been able to teach, learn, participate in academic life, express opinions, associate, organize professionally, protest peacefully and seek redress, and to what extent have they been obstructed from doing so through unlawful violence, coercion, arbitrary exclusion, discriminatory treatment or disproportionate punishment?

To answer this central question, the book examines a series of connected issues.

It considers what adverse action actually occurred and who was responsible for it; what conduct was attributed to the affected teacher or student and what evidence supported that allegation; whether the person or body imposing the measure possessed lawful or institutional authority to do so; whether the affected person received notice of the allegation, a meaningful opportunity to respond and access to review or appeal; and whether the eventual measure was necessary and proportionate to any misconduct established.

Where political expression, opinion, association or participation in collective mobilization formed part of the surrounding context, the book additionally examines whether adverse action was based on individually established conduct or whether political identity, perceived affiliation, collective labeling or protected expression operated as a substitute for evidence of wrongdoing.

Finally, the inquiry considers remedy in practical rather than merely formal terms. A teacher who has been officially reinstated but remains unable to enter the institution may continue to experience effective exclusion. Similarly, a student who remains formally enrolled but cannot safely attend classes or examinations may not have regained meaningful access to education.

1.1.4 Scope and Reporting Period

This is a standalone national study examining academic repression and related human rights concerns affecting teachers, students and education-related professional trainees across Bangladesh. It covers primary education, secondary education, higher secondary and general college education, general public and private universities, engineering education, medical and dental education, agriculture and veterinary education, technical and vocational education, and madrasa *(Islamic learning institutions)* education.

These sectors are treated separately where necessary because institutional structure and the nature of academic participation differ. University employment cases are distinguished from student disciplinary proceedings, and specialized professional institutions are not automatically counted both within the general university category and again within the relevant professional sector. This approach reduces duplication and preserves the institutional context necessary for meaningful analysis.

For the purposes of this book, academic repression is used as an analytical category encompassing coercive, retaliatory, discriminatory or otherwise improper interference with teaching, learning, academic participation, professional activity or access to education. Physical violence, sexual abuse and failures of child safeguarding are also examined where they produce education-sector human rights consequences, but their inclusion does not mean that every such incident is characterized as politically motivated repression.

The principal documentary reporting period begins on 5 August 2024. Earlier events are included only where they are necessary to understand a subsequent disciplinary measure, institutional response, criminal proceeding or other development.

The current draft identifies 16 September 2026 as the closing date of the principal documentary review. The book additionally contains 15 in-depth interviews with madrasa students conducted between 17 August and 22 August 2026. For internal consistency, I recommend that the final book extend its overall reporting date to 22 September 2026, while making clear that the final six days principally concern supplementary primary interview evidence rather than a renewed systematic search of all documentary sources.

1.2 Methodology

1.2.1 Research Design

This book adopts a mixed-method, multi-source and rights-based research design. It combines documentary research, descriptive quantitative analysis, institution-specific analysis, purposively selected case studies drawn from different regions and covering almost all major forms of educational institutions in Bangladesh, and a limited body of in-depth qualitative interview evidence.

The case-selection strategy was designed to capture both geographic and institutional diversity. Cases involving primary and secondary schools, higher secondary institutions, universities, and madrasas were drawn from different parts of Bangladesh in order to illustrate the geographic spread of reported academic repression following the July 2024 movement, rather than to estimate its national prevalence. Institutional coverage was similarly broad, encompassing primary schools, secondary schools, higher secondary and general colleges, general universities, specialized medical, engineering, agriculture and veterinary institutions, madrasas, and technical and vocational

institutions. This cross-regional and cross-sectoral approach enables the study to examine whether comparable forms of coercion, exclusion, disciplinary action, violence, and other rights-related concerns appeared across different educational settings and locations.

The methodology is designed to answer two related but distinct questions. The quantitative component asks what types and scale of adverse educational or employment measures are visible in the available evidence. The qualitative and legal analysis then asks what those measures mean in human rights terms, including whether they reflect legitimate accountability, improper coercion, discriminatory treatment, disproportionate punishment, failure of protection, or another form of rights-related concern.

The book is therefore not designed as a nationally representative prevalence study. Its evidence comes from sources created for different purposes and containing different units of analysis. A survey response, a teacher-register entry, an institutional show-cause notice, a final disciplinary sanction, a reported protest injury, a case study and an interview respondent do not describe equivalent phenomena and cannot legitimately be combined into a single national victim count. The existing statistical review expressly recognizes this distinction.

1.2.2 Evidence Base and Source Selection

The book draws on six principal categories of evidence.

Table 1. Source Categories and their Use in the book

Source category	Use in the book
Official, judicial and institutional records	Establish formal decisions, orders, instructions, procedural status and institutional positions.
Structured datasets and registers	Describe reported patterns of student exclusion, disciplinary status and teacher employment disruption.
National and local news reporting	Reconstruct incidents, chronology, statements, injuries, disciplinary developments and later case status.
Working papers, teacher lists and source indexes	Identify potential cases and sources for further checking
Purposively selected case studies	Examine coercion, procedure, institutional response and remedy in greater depth.
In-depth interviews	Examine lived experience, safeguarding, disclosure, educational consequences and access to remedy.

The source-selection process follows a principle of claim-specific evidence. A source may be sufficiently reliable to establish that an institutional order existed without being sufficient to establish the truth of every allegation contained in that order. Similarly, a newspaper report may establish that a person was arrested or suspended while remaining insufficient to determine guilt, motive, or the legality of the action.

The book's source audit records these distinctions explicitly. For example, direct analysis of the student response workbook identified 1,088 non-empty response records, but self-reporting and duplicate limitations were retained. The teacher register contains 188 raw entries but was not treated as 188 unique, verified, in-period cases because of duplication in a few instances.

1.2.3 Source Verification and Classification

Where possible, consequential factual claims were checked against more than one source or compared with institutional, judicial or official material. When later reporting established a change in status, the later verified status was preferred to an earlier headline or preliminary report. Disagreement between sources was not silently resolved. Where published accounts differed regarding the number of persons injured, the nature of a sanction, the procedural stage of a case or the identity of an alleged perpetrator, the book retains that uncertainty or books the competing accounts.

Particular attention was given to classification. A show-cause notice is not classified as an expulsion. Interim suspension is distinguished from a final disciplinary finding. Residential-hall exclusion is distinguished from cancellation of enrollment. A recommendation for punishment is distinguished from an implemented sanction. Persons investigated are distinguished from persons ultimately sanctioned or cleared.

This approach is also reflected in the source audit, which records that working papers and teacher lists were used to identify possible issues and sources, while unsupported broad claims, outdated status information, and unverified political attributions were not incorporated into the substantive findings. Identical or substantially overlapping accounts were not treated as independent corroboration.

Political attribution is treated with the same caution. Evidence that a teacher, student or alleged perpetrator was associated with a political organization may be relevant context, but political affiliation by itself does not establish either misconduct or political persecution. A conclusion concerning discriminatory or retaliatory motive requires attention to the circumstances, timing, stated grounds, evidence, and treatment of comparable cases.

1.2.4 Quantitative Analysis

The quantitative analysis is descriptive rather than inferential.

The largest directly analyzable student source is Attachment 13, *Contact Information (Responses)*, containing 1,088 non-empty response records submitted between 14 March and 26 April 2026. These records are analyzed according to the status categories contained in the source. The listed cases are verifiable, as most of the entries include the mobile number and email of the respondents. Nevertheless, they are described as response records rather than 1,088 independently verified individuals or victims because unresolved candidate duplicates remain, and the source does not provide a full independently authenticated case file for each respondent (Contact Information (Responses).

The school and college teacher register contains 188 raw entries describing forced resignation, forced removal, and inability to enter an institution despite the absence of formal resignation or removal (see Appendix for details). These figures are presented according to the status recorded in the register but should not be interpreted as a national count, as the database was not generated through a comprehensive formal reporting system and includes only cases that were reported to or identified for inclusion in the database. (School and College List of Repressed Teachers).

Institution-specific figures are analyzed separately. Show-cause proceedings, interim restrictions, and final sanctions are not aggregated where they concern overlapping groups. Engineering,

medical, university and other sectoral figures are likewise preserved as separate populations where they represent different types or stages of institutional action.

No national prevalence percentage is calculated from these sources. The underlying datasets lack a common denominator, documentation differs considerably between sectors, and higher case numbers may reflect better documentation rather than a higher actual incidence of repression.

1.2.5 Case Studies and In-depth Interviews

The case-study component is purposive rather than representative. Cases are used to examine mechanisms that cannot adequately be understood through numerical data alone, including coerced resignation, exclusion from employment, institutional responses to violence, safeguarding failures, arrest and detention, and the effectiveness of subsequent remedies. Because systematic data collection on academic repression remains politically sensitive and no sufficiently comprehensive sampling frame was available, a larger representative sample could not be constructed. However, the available evidence is sufficient to demonstrate the presence of reported academic repression across multiple sectors and to identify recurring forms, mechanisms and areas of concern, although it does not permit a statistically representative estimate of its national prevalence or magnitude.

The case studies should therefore not be added to the statistical datasets or used to estimate national incidence. Their purpose is explanatory and analytical.

A separate qualitative component consists of 15 completed in-depth interview questionnaires with children and adolescents who had studied in madrasas and experienced various forms of sexual abuse from their teachers. The interviews were conducted between 17 and 22 August 2026 in Chattogram, Cox's Bazar, Gazipur, Dhaka, Savar, and Mymensingh. Respondents were aged 10 to 15. The questionnaire examined perceptions of safety, unwanted or harmful conduct, disclosure, institutional response, educational and personal consequences, and access to protection or remedy. The book expressly treats this group as a small purposively identified sample rather than as a prevalence study of *madrasa* (Islamic learning institutions) students nationally.

The interview material does not include accompanying medical, police, judicial, institutional, photographic, or witness records. The absence of such corroborating material does not establish that the accounts are false, but it means that the affected interview forms should not be treated as conclusive evidence without further verification. Nevertheless, these interview materials provide valuable exploratory evidence that may help generate hypotheses and identify areas for larger-scale future research on this issue.

Accordingly, the interview evidence is used primarily to identify reported safeguarding conditions, patterns of fear and disclosure, institutional response, psychological effects and educational consequences. Individual allegations remain identified as respondent testimony unless independently corroborated.

1.2.6 Analytical Approach

The factual evidence is assessed through a common rights-based analytical process.

- The first step is to identify the nature of the action and the relevant actor. The actor may be an educational institution, a governing body, a ministry, police or another state agency, a student group, teachers, political or community actors, or another private person.
- The second step identifies the conduct said to justify the action. Protected expression, peaceful assembly, professional mobilization and political opinion are distinguished from identifiable allegations of violence, intimidation, corruption, sexual abuse, ragging, extortion or other misconduct.
- The third step concerns authority and procedure. The analysis considers whether the decision was taken by a competent authority; whether allegations were communicated; whether relevant evidence was available; whether the affected person could respond; whether interim measures were reviewed; and whether an effective appeal, review or reconsideration process existed.
- The fourth step examines necessity and proportionality, particularly where the consequences include permanent expulsion, certificate cancellation, dismissal, prolonged suspension, criminal detention or the use of physical force.
- The fifth step examines the political and institutional context without presuming motive. The book considers evidence of political association or selective treatment where relevant but does not infer politically motivated repression simply because an incident occurred after the August 2024 transition.
- The final step examines practical remedy. Reinstatement, bail, continued enrollment or an institutional decision is assessed not only in formal terms but also according to whether the person actually regained access to education, employment, safety or professional participation.

For cases involving children, the analysis additionally examines whether reasonable safeguarding measures existed, whether reporting could occur confidentially, whether the child was protected from retaliation and further exposure, whether credible allegations were investigated, and whether medical, psychological, legal or educational support was provided.

These questions connect the methodology directly to the legal and human rights framework in Section 1.3.

1.2.7 Methodological Limitations

The findings should be interpreted subject to several limitations:

- First, documentation remains uneven across sectors and institutions and continues to evolve. Some universities and professional sectors generated extensive media and institutional records, while schools, vocational institutions, private institutions and other settings are less systematically documented. A larger number of documented cases in one sector therefore does not necessarily demonstrate a higher underlying prevalence of repression.
- Second, the main quantitative sources were created through different processes and contain different variables. The student response dataset does not contain a complete incident history or authenticated institutional order for each record. The teacher register contains a few

duplications. The resulting figures illustrate the spread and gravity of the documented incidents but cannot establish national prevalence.

- Third, media books are frequently indispensable for reconstructing chronology and institutional action but cannot substitute for complete disciplinary files, judicial records, police investigation records, or primary institutional evidence when questions of guilt, motive, or procedural legality remain contested.
- Fourth, case studies were purposively selected based on the nature of the incidents, geographic spread, and the variety of educational institutions covered, but they do not constitute a representative sample.
- Fifth, the Qawmi student interviews are qualitative and small-scale, and require verification of evidence before stronger case-independent statistical claims are made.

Finally, absence of sufficient evidence for a proposed conclusion does not establish that the underlying allegation is false.

1.2.8 Confidentiality, Privacy and Safeguarding

Personal information is used only to the extent necessary for the human rights analysis. Contact details contained in datasets should not appear in public versions of the book. Public statistical presentation should use aggregated data or pseudonymous identifiers where identification is unnecessary.

Particular caution is required for children and survivors of sexual abuse. Identifying details, photographs, unpublished testimony and information capable of indirectly identifying a child should not be published merely because they are available to the researchers. Disclosure should be governed by considerations of consent, safety, dignity, confidentiality and potential retaliation.

Interview and case records involving children should be stored and shared on a need-to-know basis. Where allegations indicate continuing risk to a child, safeguarding and referral considerations should take priority over publication or research convenience. The same principle applies to the book's broader datasets. Individuals should, where practicable, have an opportunity to correct inaccurate names, dates, institutional affiliations or case status, and public reporting should distinguish clearly between allegations, verified actions and final findings.

1.3 Legal and Human Rights Framework: Rights, Duties and Standards

The analytical framework of this book combines the constitutional protections of Bangladesh with relevant international standards governing liberty, equality and non-discrimination, freedom from ill-treatment, expression, peaceful assembly and association, education, employment, academic freedom and child protection.

1.3.1 Violation of Constitutional Rights

Under the Constitution of Bangladesh, several fundamental rights are directly relevant to the treatment of teachers, students and other members of educational communities. Article 27 guarantees equality before the law and equal protection of the law, while Article 28 prohibits specified forms of discrimination. Article 29 is additionally relevant where discriminatory treatment affects appointment or employment in the service of the Republic. These provisions provide an

important basis for assessing allegations that disciplinary, administrative or employment decisions were influenced by impermissible considerations rather than individual conduct or legitimate institutional requirements. (Government of Bangladesh, 1972)

Article 31 guarantees the protection of law and the right of every person within Bangladesh to be treated in accordance with law. It further provides protection against detrimental action affecting life, liberty, body, reputation, or property except in accordance with law. Article 32 protects life and personal liberty, while Article 33 establishes safeguards relating to arrest and detention, including notification of the grounds of arrest, access to legal representation and production before a magistrate within the constitutionally prescribed period. These protections are central to the assessment of allegations involving arbitrary arrest, detention, physical coercion, intimidation and other restrictions on the liberty of teachers and students. (Government of Bangladesh, 1972)

Article 35 provides further protections relevant to criminal proceedings and coercive treatment. It protects fair criminal process and safeguards an accused person against compelled self-incrimination. Article 35(5) further provides that no person shall be subjected to torture or to cruel, inhuman or degrading punishment or treatment. These guarantees are particularly relevant where the evidence concerns physical assault, custodial abuse, coercive interrogation, degrading treatment or excessive force. (Government of Bangladesh, 1972)

The Constitution also protects the civic freedoms through which teachers and students express grievances, organize collectively and participate in public affairs. Article 37 protects peaceful and unarmed assembly, subject to reasonable restrictions imposed by law in the interests of public order or public health. Article 38 protects freedom of association, while Article 39 protects freedom of thought and conscience and, subject to constitutionally permitted restrictions, freedom of speech and expression. These provisions are therefore central to the assessment of restrictions affecting student protests, teachers' movements, professional organizations, public statements, social-media expression and other forms of peaceful collective activity. (Government of Bangladesh, 1972)

Article 43 may also be relevant where alleged repression involves entry into homes, searches, seizure of materials or interference with private correspondence and communications. Article 40, concerning lawful profession or occupation, may provide additional constitutional context where adverse measures substantially interfere with a person's ability to pursue a lawful profession. For teachers and other public-sector personnel, Article 29 may also become relevant where employment-related decisions raise questions of discriminatory or retaliatory treatment. (Government of Bangladesh, 1972)

Taken together, these constitutional protections require the analysis to go beyond recording whether an adverse event occurred. The relevant questions include whether an arrest, detention, disciplinary measure, suspension, dismissal, physical intervention, search, threat, restriction on protest or other coercive action had a lawful basis; whether applicable procedural safeguards were observed; and whether the measure constituted a necessary and proportionate exercise of lawful authority or instead amounted to arbitrary, discriminatory or disproportionate interference with protected rights.

Cases involving children require an additional safeguarding analysis. Where violence, corporal punishment or sexual abuse is alleged against a private teacher, administrator or other non-state actor, the underlying conduct should not automatically be characterized as a direct constitutional violation by that individual. The analysis must instead consider both the alleged abuse and whether responsible institutional and state authorities fulfilled their obligations to provide effective protection, investigation, safeguarding and accountability. Article 28(4) of the Constitution permits

special provision in favor of children, while the Convention on the Rights of the Child provides the more specific international framework governing protection from violence, abuse and exploitation. (Government of Bangladesh, 1972; United Nations, 1989)

Table 2. Relevant Rights and Analytical Questions Applied to the Evidence

Protection	Application to the evidence
Equality, protection of law, liberty and freedom from ill-treatment	Was the teacher or student subjected to discriminatory, arbitrary or otherwise unlawful treatment? Where arrest, detention, physical force, custodial treatment or another coercive measure occurred, was there a lawful basis and were applicable procedural safeguards observed? Did the treatment raise concerns regarding bodily integrity, liberty, torture, or cruel, inhuman or degrading treatment? (Government of Bangladesh, 1972; United Nations, 1966a)
Freedom of expression, peaceful assembly and association	Did the conduct constitute protected expression, peaceful protest, professional mobilization or associational activity, or was there evidence of identifiable unlawful conduct? Where expression, assembly or association was restricted, what was the legal basis and legitimate purpose of the restriction, and was it necessary and proportionate? Was the individual targeted because of identifiable conduct or principally because of participation, affiliation, opinion or perceived political identity? (Government of Bangladesh, 1972; United Nations, 1966a)
Freedom of association and protection of workers' organizations	Were teachers or other education-sector personnel able to establish, join and participate in organizations of their own choosing and carry out lawful organizational activities without improper interference by public authorities? Were professional bodies, associations or unions subjected to restrictions, administrative interference or intimidation that impaired their independent functioning? (ILO, 1948; United Nations, 1966b)
Protection against anti-union and organizational retaliation	Did a teacher or other employee face dismissal, suspension, transfer, disciplinary action, professional disadvantage, intimidation or another employment-related prejudice because of union membership or participation in protected organizational activity? Where an adverse measure followed collective mobilization, was there evidence of legitimate professional or disciplinary grounds independent of that activity? (ILO, 1949)
Non-discrimination in employment and occupation, including political opinion	Was recruitment, promotion, posting, transfer, suspension, dismissal, disciplinary action or access to professional opportunities affected by prohibited discrimination? In particular, was adverse treatment based on actual or perceived political opinion rather than legitimate qualifications, conduct or requirements inherent to the position? (ILO, 1958; United Nations, 1966b)

Protection	Application to the evidence
Professional freedom, academic freedom and fair disciplinary procedures	Were teachers and academic personnel able to undertake teaching, research, professional expression and institutional responsibilities without improper interference or retaliation? Was suspension, dismissal, exclusion and other disciplinary or employment measures based on established rules, sufficient individual grounds and fair procedures? For higher-education personnel, were academic freedom and institutional participation respected; and for school-level teachers, were applicable professional-status safeguards observed? (ILO & UNESCO, 1966; UNESCO, 1997)
Freedom from violence, intimidation and harassment in the world of work	Did teachers or other education-sector personnel experience physical, psychological, sexual or other forms of violence, threats, intimidation or harassment occurring in, linked with or arising from their work? What preventive, protective, reporting, investigative and remedial mechanisms were available, and were complaints addressed effectively and without retaliation? ILO Convention No. 190 provides an important contemporary standard, while recognizing that it does not enter into force for Bangladesh until 20 November 2026. (ILO, 2019)
Use of force during protests and collective mobilization	Where police or other security personnel used force against teachers or students participating in demonstrations, marches, or other collective action, what circumstances prompted the intervention? Was the force authorized by law and demonstrably necessary and proportionate to a legitimate law-enforcement objective? Were injuries and allegations of excessive force independently investigated, and were effective remedies available? (Government of Bangladesh, 1972; United Nations, 1966a)
Child protection from violence, abuse and exploitation	Where students were under 18, were effective measures taken to prevent and respond to physical or mental violence, corporal punishment, sexual abuse, exploitation, degrading treatment, or other harm? Were safe and confidential reporting mechanisms available? Was the child protected against retaliation or further harm? Were allegations appropriately investigated, and were medical, psychological, legal or other forms of support provided where necessary? (United Nations, 1989)
Protection and accountability in cases of abuse within educational institutions and madrasas *(Islamic learning institutions)*	Where violence or sexual abuse was alleged within a school, college, university or madrasa *(Islamic learning institutions)*, did institutional authorities and relevant state bodies fulfill their protective and investigative responsibilities? Was the response influenced by the alleged perpetrator's status, institutional reputation, political affiliation or external pressure? Did an informal settlement, compromise or withdrawal of a complaint displace

Protection	Application to the evidence
	measures required to protect the child, investigate credible allegations and prevent recurrence? (United Nations, 1989)

Source. *Constitution of Bangladesh; ICCPR; ICESCR; Convention on the Rights of the Child; ILO Conventions Nos. 87, 98, 111 and 190; ILO/UNESCO Recommendation concerning the Status of Teachers; and UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel. The ILO/UNESCO and UNESCO Recommendations are international standards rather than treaties. Bangladesh ratified ILO Convention No. 190 on 20 November 2025; it enters into force for Bangladesh on 20 November 2026. (Government of Bangladesh, 1972; United Nations, 1966a; United Nations, 1966b; United Nations, 1989; ILO, 1948; ILO, 1949; ILO, 1958; ILO, 2019; ILO & UNESCO, 1966; UNESCO, 1997)*

1.3.2 Violation of Rights Granted on International Conventions

The *International Covenant on Civil and Political Rights (ICCPR)*, *1966* provides a central international framework for assessing allegations of repression, intimidation and coercive action affecting teachers and students. Article 7 prohibits torture and cruel, inhuman or degrading treatment or punishment, while Article 9 protects liberty and security of the person and prohibits arbitrary arrest or detention. Article 14 establishes guarantees relating to fair proceedings, while Articles 19, 21 and 22 protect freedom of expression, peaceful assembly and association. These protections are particularly relevant to teachers' and students' participation in demonstrations, professional movements, public criticism, organizational activities and other forms of collective expression. They do not prevent lawful accountability for violence or other genuine criminal conduct, but restrictions and coercive responses must themselves satisfy the applicable requirements of legality, legitimate purpose, necessity and proportionality. Political affiliation, perceived political identity, participation in a movement or expression of an opinion cannot by itself substitute for individual evidence of unlawful conduct. Accordingly, the legality of an arrest or prosecution cannot be determined simply because a news book refers to a warrant; the underlying statutory authority, grounds, evidence, procedure and subsequent judicial safeguards must also be considered. (United Nations, 1966a)

The *International Covenant on Economic, Social and Cultural Rights (ICESCR), 1966* complements these protections through rights relating to work, non-discrimination, collective labor activity and education. Articles 6 and 7 recognize the right to work and to just and favorable conditions of work, including safe and healthy working conditions and equality of opportunity. Article 8 protects the right to form and join trade unions, the ability of trade unions to function freely and, subject to applicable conditions, the right to strike. These guarantees are relevant where teachers or other education-sector personnel face suspension, dismissal, discriminatory employment action, obstruction of collective organization or retaliation associated with lawful professional activity. In higher education, Article 15(3) additionally requires respect for the freedom indispensable for scientific research and creative activity. (United Nations, 1966b)

More specific professional standards are provided by the 1997 UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel, which addresses academic freedom, institutional participation, employment security and disciplinary procedures, and by the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers, which provides corresponding guidance for school-level teaching personnel. Together, these standards support scrutiny of whether

disciplinary, administrative or employment measures were based on legitimate professional grounds and fair procedures rather than being used to intimidate, silence or penalize teachers for protected professional activity. (ILO & UNESCO, 1966; UNESCO, 1997)

ILO conventions provide an additional labor-rights dimension. Bangladesh has ratified the Freedom of Association and *Protection of the Right to Organize Convention, 1948 (No. 87)*, which protects workers' ability to establish and join organizations of their own choosing and requires public authorities to refrain from interference that would restrict the lawful exercise of organizational rights. The *Right to Organise and Collective Bargaining Convention, 1949 (No. 98)* protects workers against anti-union discrimination, including certain forms of dismissal or employment prejudice connected with union membership or protected union activity, subject to the Convention's scope. The *Discrimination (Employment and Occupation) Convention, 1958 (No. 111*) is particularly relevant because it includes political opinion among the prohibited grounds of discrimination where a distinction impairs equality of opportunity or treatment in employment or occupation. These standards therefore provide an additional basis for assessing whether teachers experienced employment disadvantage, professional exclusion or disciplinary measures because of organizational activity or actual or perceived political opinion rather than legitimate professional considerations. (ILO, 1948; ILO, 1949; ILO, 1958)

Violence and intimidation affecting teachers in their professional environment also engage the principles reflected in the ILO Violence and Harassment Convention, 2019 (No. 190). The Convention recognizes the right to a world of work free from violence and harassment and applies to conduct occurring in, linked with, or arising from work, including work-related communications and activities. Bangladesh ratified Convention No. 190 on 20 November 2025, but it does not enter into force for Bangladesh until 20 November 2026. It should therefore not be presented as a binding treaty obligation governing incidents occurring during the principal reporting period. It may nevertheless be identified as an important international labor standard that Bangladesh has ratified, and that will govern its future obligations concerning violence and harassment in the world of work. (ILO, 2019)

The *Convention on the Rights of the Child (CRC)* provides the more specific framework for cases involving students under the age of 18. Article 19 requires protection from all forms of physical or mental violence, injury or abuse, neglect, maltreatment or exploitation, including sexual abuse, and requires appropriate measures for prevention, identification, reporting, referral, investigation, treatment and follow-up. Article 37 separately protects children against torture and other cruel, inhuman or degrading treatment or punishment and establishes safeguards relating to deprivation of liberty. These obligations are especially relevant to allegations of beating, corporal punishment, sexual abuse, humiliating treatment, coercion or other violence occurring within schools and madrasas. Such cases cannot appropriately be resolved solely by reference to institutional reputation, political affiliation or informal compromise. The analysis must examine whether the child was protected from further harm, whether allegations were appropriately reported and investigated, whether retaliation was prevented, and whether necessary medical, psychological, legal or other support was provided. (United Nations, 1989)

The legal and human rights framework set out above provides the basis for the factual assessment undertaken in the following sections. Rather than treating individual incidents in isolation, the book examines patterns across primary and secondary schools, madrasas, colleges, public and private universities, and professional, medical, engineering, technical and vocational institutions. The

purpose is to determine whether the treatment documented in each setting was consistent with applicable constitutional protections and international human rights standards.

Accordingly, the analysis asks whether adverse treatment of teachers or students was legally authorized, based on sufficient individual evidence and applied without discriminatory or politically selective assumptions. Where arrest, detention or criminal proceedings occurred, it considers whether safeguards concerning the grounds of arrest, custody, judicial supervision and fair process were observed. Where expression, association, protest or peaceful assembly was restricted, it examines whether the underlying conduct constituted protected activity or identifiable misconduct and whether any restriction had a clear legal basis, pursued a legitimate purpose and satisfied the requirements of necessity and proportionality.

The analysis also considers whether students were able to access classes, examinations, academic progression, residential facilities and credentials without discriminatory exclusion or improper interference. In relation to teachers and academic personnel, it examines whether teaching, research, professional expression and institutional participation were respected and whether suspension, dismissal, disciplinary action or other employment measures followed applicable substantive and procedural safeguards. Where police or other security personnel used force, the inquiry considers whether that force was lawful, necessary and proportionate and whether allegations of excessive force or resulting injuries were adequately investigated.

For cases involving children, particularly within schools and madrasas, the analysis additionally examines whether appropriate measures were taken to prevent violence and abuse, provide confidential reporting mechanisms, protect complainants and survivors against retaliation, investigate credible allegations and provide appropriate support. Across all sectors, the central question is therefore not simply whether an adverse action occurred, but whether the action, its stated justification, the evidence supporting it, the procedure followed and its practical consequences were compatible with the legal and human rights standards applicable to the institution and the individuals concerned.

1.4 Statistical Overview: Scale, Distribution and Records of the Evidence

The evidence reviewed for this book demonstrates a substantial volume of reported academic exclusion, employment disruption, disciplinary action, coercion and violence affecting teachers and students across different tiers of education in Bangladesh during the principal period under review, from 5 August 2024 to 16 September 2026. The available material does not, however, constitute a national census of academic repression. Different sources count different things: the student dataset contains response records; the school and college teacher register contains source-reported employment and access entries; universities report persons investigated or sanctioned; newspaper investigations compile disciplinary actions; and individual case studies document particular incidents. These units cannot legitimately be combined into a single national “number of victims.” The purpose of this statistical overview is therefore to identify the scale, distribution and principal forms of the available evidence, while preserving the methodological distinctions necessary for later human rights analysis.

1.4.1 Affected Students’ Response Dataset

The largest directly analyzable student source used in the book is a student dataset which contains 1,088 response records of affected students submitted between 14 March and 26 April 2026 (on

file). The dataset records seven categories of current academic status. Informal academic exclusion is the largest category, followed by suspension.

Table 3. Reported Current Status in the Student Response Dataset

Reported current status	Records	Percentage
Informally barred from academic activities	381	35.0%
Suspended	217	19.9%
Show-cause notice received	131	12.0%
Expelled	124	11.4%
Forced to change institution	94	8.6%
Certificate canceled	74	6.8%
Prohibited from residential halls	67	6.2%
Total	1,088	100.0%

Source: Students Responses Dataset (on file)

The distribution is significant in one particular respect. More than one-third of all records (35.0%) concern informal academic exclusion, rather than a formal expulsion or suspension. This supports an important distinction developed later in the book: formal enrollment status and practical access to education are not necessarily the same. A student may remain formally enrolled while being unable or unwilling to enter campus, participate in classes, or access institutional services. Conversely, the presence of a response in an informal-exclusion category does not by itself establish why access was impeded or who was responsible. Formal sanctions also account for a substantial proportion of the records. Suspensions represent approximately one-fifth of responses, while expulsions account for 11.4%. Show-cause notices should be treated separately from final sanctions because they describe a procedural stage rather than a concluded disciplinary outcome.

1.4.2 Records of Repression on School and College Teachers

The second major quantitative source is the school and college teacher records, which contain 188 raw entries (see Appendix for details). The register distinguishes forced resignation, forced removal, and practical exclusion from the institution despite the absence of a formal resignation or removal.

Table 4. Reported Status in the School and College Teacher Register

Source-reported category	Entries	Percentage
Forced resignation obtained	112	59.6%
Forced removal	17	9.0%
Unable to enter institution despite no formal resignation or removal	59	31.4%
Total	188	100.0%

Source: *School and College List of Repressed Teachers. Percentages calculated from the 188 raw entries. Duplicate records and date inconsistencies prevent treatment of these entries as a duplicated national victim count.*

Almost three in five entries in this source describe a reported forced resignation. Equally important, nearly one-third concern teachers who had not formally resigned or been removed but were reportedly unable to enter their institutions. The latter category demonstrates why a statistical analysis restricted to dismissal or resignation orders would understate practical exclusion.

The register should not be added to the newspaper-derived national forced-resignation figure. By 31 August 2024, *The Daily Star* reported that it had verified at least 150 teachers across different levels of education who had been forced to resign after 5 August, while cautioning that the actual number could be higher. Those cases may overlap with entries in the teacher register and therefore constitute corroborating contextual evidence rather than an additional 150 cases to be added to the 188 entries.

1.4.3 Records of Repression on General College Students

The student workbook also demonstrates that reported exclusion was not confined to universities. Eight selected general-college institution-label groups account for 168 raw response records. Of these, 75 report informal academic exclusion, equivalent to approximately 44.6% of the selected college records.

Table 5. Selected General-College Response Groups

Institution label	All records	Informal exclusion	Other statuses
Dhaka College	45	31	14
Government Titumir College	37	16	21
Government Bangla College	31	10	21
M. C. College, Sylhet	16	3	13
Feni Government College	14	7	7
Sylhet Government College	12	1	11
Chittagong College	7	5	2
Government Rajendra College	6	2	4
Total	**168**	**75**	**93**

Source: *These eight institution groups are illustrative rather than a complete census of college respondents. Institution labels and enrollment were not independently authenticated, and the category "other statuses" combines six different response categories. These records should not be classified automatically as higher secondary cases. The workbook includes bachelor's and master's-level students studying at colleges and does not contain a dedicated HSC identifier. HSC-specific prevalence therefore cannot presently be calculated reliably.*

1.4.4 Data on Exclusion/Academic measures against Public University Students

Public-university disciplinary records provide some of the largest institution-specific figures in the book, but they illustrate particularly clearly why investigation, show-cause proceedings, interim suspension and final sanction must not be treated as equivalent.

Table 6. Selected Public-University Student Decision Series

Institution	Persons/ records reported	Nature of action	Statistical qualification
Dhaka University	403	Show-cause notices	Includes the earlier group of 128 temporarily suspended students; not 403 expulsions
Jahangirnagar University	229	Investigation followed by differentiated outcomes	189 received adverse decisions; 40 were cleared
Chittagong University	84	One-year exclusions	73 related to protest attacks and 11 to an assault on a journalist
Rajshahi University	32	Mixed disciplinary decision set	Included different academic, residential, and monetary measures

Source: Collected from available data from different universities.

In the University of Dhaka, the 403 show-cause notices included the 128 students who had previously been temporarily suspended, meaning the two figures must not be added together.

Jahangirnagar University provides a more differentiated example. Of 229 persons reviewed, 189 received adverse outcomes, and 40 were cleared. Among 130 current students, 64 received permanent expulsion, 37 two-year exclusions, eight one-year exclusions, and one six-month exclusion, while 20 were cleared. Among 99 former students, 73 had certificates canceled, six had certificates suspended for two years, and 20 were cleared.

Thus, approximately 82.5% of persons in that particular Jahangirnagar decision series received an adverse outcome, and 17.5% were cleared. These percentages describe only that institutional proceeding. They do not establish whether individual sanctions were lawful, proportionate, or repressive.

1.4.5 Data on Exclusion/ Academic measures against Public University Teachers

The quantitative evidence concerning university teachers is less uniform. One April 2026 report stated that 68 Dhaka University teachers remained barred from classes, although the body of Appendix B in this book referred to a 69-name list (see Appendix for details). The book therefore retains 68 as the published headline figure while explicitly recognizing the unresolved discrepancy. This should not be converted into a more precise reconciled number without the underlying institutional list.

The separate university-teacher case-study material also documents arrests, detention, criminal proceedings and institutional discipline involving academics from Dhaka University, Jahangirnagar University, Begum Rokeya University and Jagannath University. These individual cases are not added to the 68-person academic-exclusion figure because the populations and forms of action differ.

1.4.6 Statistics on Repression in Engineering Education

The engineering sector contains both teacher-directed and student-directed measures. For academics, the book identifies at least eight vice-chancellors or pro-vice-chancellors across KUET, DUET, CUET, BUET, RUET and BUTEX who relinquished senior administrative offices between August and October 2024 in circumstances ranging from formal statements of personal or health reasons to contemporaneous student or faculty campaigns demanding resignation. The removal of an administrative office-holder should not automatically be equated with termination of academic employment.

KUET also temporarily suspended two separate groups of five teachers. The first group faced allegations connected partly with the July movement, while the second group faced allegations concerning irregular appointments or promotions. RUET separately dismissed an assistant professor on grounds that reportedly combined movement-related allegations with unauthorized absence. These actions should remain disaggregated by underlying grounds.

For engineering students, the reviewed reports identify 142 students subjected to finalized disciplinary measures across BUET, KUET, RUET and CUET. Approximately 49 received some form of academic expulsion or suspension, 61 received hall-only sanctions, and the remaining 32 received warnings or other disciplinary measures. A further 14 DUET students were subject to show-cause proceedings whose final outcomes were not established in the material reviewed.

Table 7. Engineering Student Disciplinary Measures

Category	Students	Share of 142 finalized cases
Academic expulsion or suspension	49	34.5%
Hall-only sanctions	61	43.0%
Warnings or other disciplinary measures	32	22.5%
Finalized measures across BUET, KUET, RUET and CUET	142	100.0%
DUET show-cause proceedings	14 additional students	Pending/proposed, not included above

Source: *Record collected through network communication and newspaper report (on file)*

The underlying sanctions occasionally overlap; for example, certificate consequences may accompany permanent academic exclusion, so the table should be read according to the principal categories used in the book rather than as a count of every sanction imposed.

1.4.7 Statistics on Repression in Medical Education

Medical education contains one of the clearest cross-institutional newspaper-derived datasets. A nationwide investigation by *The Daily Star* reported that between 5 August and 2 October 2024, 86 physicians and 136 students (subsequently the student figure increased to 377 (see, Appendix) – 222 persons in total – faced punitive actions in eight public medical colleges and hospitals. Among the physicians were five professors, three associate professors, two assistant professors, and 41 interns. The allegations ranged from violence, threats, ragging, extortion, and other misconduct to opposition to the quota-reform movement and political activity

Table 8. Medical Students Reported as Facing Punitive Measures

Medical college	Students	Percentage of 337
Chittagong Medical College	86	25.52%
Mymensingh Medical College	41	12.17%
Rajshahi Medical College	41	12.17%
Sir Salimullah Medical College	35	10.39%
Khulna Medical College	25	7.42%
Dinajpur Medical College	19	5.64%
Faridpur Medical College	18	5.34%
Rangpur Medical College	16	4.75%
Sher-E-Bangla Medical College	14	4.15%
Netrokona Medical College	11	3.26%
Comilla Medical College	10	2.97%
Rangamati Medical College	6	1.78%
Shaheed Suhrawardy Medical College	5	1.48%
Chandpur Medical College	5	1.48%
Cox's Bazar Medical College	3	0.89%
Patuakhali Medical College	2	0.59%
Total	337	100.0%

Source. Deepto (2024b). The measures ranged from academic suspension and residential exclusion to interruption of internship and longer-term campus restrictions.

At Mymensingh Medical College, the later investigation also demonstrates why interim and final figures should be separated. Twenty-eight students were initially suspended pending investigation; subsequent outcomes included eight lifetime expulsions, 11 academic suspensions of varying lengths, four permanent residential-hall exclusions, and five students permitted to return following written undertakings.

1.4.8 Restraint on Collective Mobilization and State Use of Force

Some of the book's strongest quantitative evidence concerns discrete protest-policing incidents. These figures measure injuries or treatment associated with particular events rather than disciplinary or employment actions and therefore must remain statistically separate.

Table 9. Selected Protest and Use-of-Force Indicators

Event	Reported quantitative indicator	Qualification
Government primary teachers, Shahbagh, 8 November 2025	At least 110 persons received treatment at DMCH; other reports referred to more than 100 teachers injured and five detained	The 110 included teachers, police personnel and others; it should not be described as 110 injured teachers.
Independent madrasa teachers, Shahbagh, 26 January 2025	6 teachers injured according to Prothom Alo; other reports	Event-specific count

	referred to at least five treated at DMCH	
Polytechnic students, Cumilla, 16 April 2025	Reports ranged from 12 to 35 injured, with one institutional account referring to approximately 30	No single reconciled injury total should be created.
Engineering-student march in Dhaka, 27 August 2025	Protest organizers reported at least 50 students injured; Home Ministry reported 8 police personnel injured.	Competing participant/official counts should remain attributed.

Source: Authors' compilation from The Daily Star (2025a, 2025b), Dhaka Tribune (2025a, 2025b), Prothom Alo (2025), Bangla Tribune (2025), The Daily Campus (2025), and Shomoyer Alo (2025). Reported injury figures are retained as attributed by the respective sources and are not reconciled where accounts differ.

The primary teacher event is particularly well documented: DMCH officials reported more than 100 people receiving treatment, with the police camp specifying at least 110. The engineering protest generated a reported minimum of 50 injured students and eight injured police officers. Six teachers were reported injured during the January 2025 Shahbagh dispersal. For the Cumilla polytechnic confrontation, published estimates ranged from 12 to 35, so the statistical overview should retain the range rather than selecting whichever figure is highest.

1.4.9 Evidence-based Findings

First, informal and practical exclusion is quantitatively important. In the student workbook, informal academic exclusion is the single largest status category, accounting for 35.0% of records. In the teacher register, 31.4% of entries concern teachers who had not formally resigned or been removed but reportedly could not enter their institutions. These two sources were collected through different processes and therefore do not independently corroborate one another at the individual level; nevertheless, both demonstrate why a report limited to formal expulsions, dismissals, or resignations would overlook a substantial category of reported harm.

Second, the evidence shows that disciplinary numbers require procedural qualification. A show-cause notice is not an expulsion; an interim suspension is not a final finding; residential exclusion is not necessarily cancellation of enrollment; and an investigation does not mean guilt. The Dhaka University and Jahangirnagar University series illustrate this particularly clearly.

Third, the available evidence spans multiple levels of the education system rather than universities alone. The teacher register covers schools and colleges; the student workbook includes substantial college participation; separately verified evidence concerns engineering, medical, technical and madrasa education. The depth of documentation, however, remains uneven. Higher secondary students, primary pupils, private-university teachers, vocational students and some specialized institutions remain much less systematically documented.

Fourth, some of the largest figures concern institutional disciplinary action rather than independently established repression. This is especially important in medical and university education, where allegations sometimes included violence, ragging, extortion, physical abuse or other identifiable misconduct alongside political association or expression. Quantification can establish the scale of institutional action, but the classification of an individual case as

disproportionate punishment, discriminatory treatment or repression requires the qualitative assessment undertaken in the subsequent chapters.

1.4.10 Statistical Limitations

No national prevalence rate should be calculated from the available evidence. There is no reliable common denominator across sectors, case ascertainment is uneven, and different sources were assembled through different channels. More cases in one sector may reflect better documentation rather than a higher underlying incidence. Nor should the figures presented above be added together. The 1,088 student response records, 188 teacher-register entries (see Appendix for details), 150 press-verified forced resignations, university disciplinary figures, engineering sanctions and medical-sector figures may contain different populations, different procedural stages and possible overlap. Adding them would create an apparently precise national total that the underlying evidence cannot support.

The book's detailed case-study section should likewise remain outside the statistical denominator. Those cases were selected purposively to illustrate mechanisms and human rights concerns rather than through a representative sampling procedure. In the current draft, the primary-school case sequence also appears to contain a repeated version of the Madan/Netrokona assistant-teacher incident, reinforcing the need to duplicate the case-study material before any case-study count is reported as a numerical finding.

The most defensible statistical conclusion is therefore not a single national victim figure, but a multi-source picture showing substantial reported exclusion and disciplinary action across Bangladesh's education system. The strongest directly analyzable sources comprise 1,088 student response records and 188 school-and-college teacher-register entries. Institutional and press records additionally document large disciplinary series involving public universities, 142 finalized engineering-student cases, 136 medical-student cases and 86 physicians, as well as major collective incidents involving police use of force against teachers and students. These figures establish the scale and diversity of the available evidence; the sectoral chapters that follow determine what those numbers mean in human rights terms on the basis of individual conduct, legal authority, procedure, proportionality, political or other context, and access to effective remedy.

1.5 Structure of the Book

Following this introductory chapter, the book is organized by educational sector so that statistical evidence, analytical discussion and relevant case studies can be read together within the same institutional context. Chapter 2 examines primary, secondary, higher secondary and general college education. Chapter 3 addresses general tertiary education, including public and private universities and selected university-level cases. Chapter 4 examines specialized tertiary education in engineering, medical and dental, agriculture and veterinary institutions. Chapter 5 brings together technical and vocational education with madrasa *(Islamic learning institutions)* education, including the madrasa *(Islamic learning institutions)* case studies and in-depth interviews. Chapter 6 draws the evidence together through cross-sector findings, recommendations and the conclusion.

CHAPTER 2
SCHOOLS AND COLLEGES UNDER REPRESSION: RESTRICTED FREEDOM OF EXPRESSION, COERCION AND EXCLUSION

2.1 Primary Education: Restrictions on Freedom of Expression, and Protest Policing

2.1.1 Freedom of Expression under Administrative Scrutiny

Freedom of expression is a core constitutional and international human rights protection and is particularly important where teachers comment on matters affecting public administration, professional conditions and education policy. At the same time, public employees may be subject to lawful service rules governing professional conduct, confidentiality and official responsibilities. The relevant question is therefore not whether a teacher criticized public authorities, but whether any disciplinary restriction imposed on that expression had a clear legal basis, pursued a legitimate purpose and was necessary and proportionate in the circumstances. (Government of Bangladesh, 1972; United Nations, 1966a; ILO & UNESCO, 1966)

Against this background, *The Daily Star* reported that Monibul Haq Bosunia, an assistant teacher at Abul Kashem Balika Government Primary School in Rajarhat, Kurigram, was suspended in May 2025 following Facebook criticism of education authorities. The administration relied on government service-conduct requirements, while Bosunia maintained that his comments concerned teachers' working conditions, salary-related grievances, training requirements, and administrative decisions. Other national media also reported the suspension and its connection with his public criticism (The Daily Star, 2025g; Ittefaq, 2025; The Daily Campus, 2025; Independent Television, 2025). The incident therefore provides evidence of disciplinary action following public expression, but the Facebook posts alone do not establish whether the suspension was legally justified, procedurally fair or ultimately sustained. The issue for review is the content, context and effect of the expression, rather than simply whether officials regarded the criticism as objectionable. Available reports do not indicate that questions concerning the protected character of the expression, the necessity and proportionality of the disciplinary response, or proportionate less restrictive measures were substantively addressed when the suspension decision was made.

Bosunia’s case was not the only instance in which disciplinary mechanisms were invoked in connection with primary teachers’ public expression or collective criticism. In April 2025, a departmental case was filed and a show-cause notice issued against Mahbubur Rahman, an assistant teacher at Hinda Government Primary School in Joypurhat and a coordinator of a platform campaigning for the 10th pay grade, after he criticized Primary and Mass Education Adviser Bidhan Ranjan Roy Poddar during a Facebook Live session and called for his resignation. Rahman maintained that his comments arose from the adviser’s statements concerning teachers’ pay demands, while the departmental allegation characterized his remarks as contrary to social-media guidelines and public-service disciplinary rules (bdnews24.com, 2025a).

Later, during the renewed primary teachers’ movement in December 2025, four conveners of the Primary Teachers’ Demand Implementation Council—Abul Kashem, Mohammad Shamsuddin Masud, Khairun Nahar Lipi and Mahbubur Rahman—along with teachers from the 2023 and 2025 recruitment batches, were reportedly issued show-cause notices in connection with their leadership or participation in the movement (The Daily Star, 2025h; bdnews24.com, 2025b). The regulatory approach became broader in May 2026, when the Ministry of Primary and Mass Education directed authorities to identify government primary-school teachers alleged to be posting “insulting,” “offensive” or otherwise objectionable material concerning the government, public bodies or

official decisions and to initiate departmental action against those identified (bdnews24.com, 2026a; Ittefaq, 2026). In June 2026, the Directorate of Primary Education went further by instructing monitoring committees at divisional, district and upazila levels to intensify oversight of teachers' social-media activity and take prompt departmental action against posts considered harmful to the image of the government or primary-education system (BSS, 2026; The Daily Observer, 2026).

A related, although factually different, episode occurred in July 2026 when education authorities initially considered investigating Sylhet primary-school head-teacher Beauty Rani Pal over a personal Facebook reel. The proposed investigation was subsequently abandoned amid substantial public criticism and expressions of solidarity on social media, after a preliminary inquiry found no wrongdoing and the State Minister for Primary and Mass Education indicated that he saw nothing improper in the video (The Business Standard, 2026). Taken together, these incidents establish that not every disciplinary measure was lawful, since the factual basis, applicable service rules and procedural history differ between cases. They do, however, demonstrate repeated administrative scrutiny and, in several cases, threatened or actual disciplinary action, connected with teachers' online expression, criticism of education authorities, collective professional advocacy or personal social-media activity. This pattern warrants closer examination of whether public-service rules are sufficiently precise and applied consistently, and whether disciplinary responses unnecessarily or disproportionately restrict teachers' freedom of expression and association protected under the Constitution and international human rights standards.

2.1.2 Compelled Resignation, Workplace Coercion and Professional Insecurity

Repression of teachers is not limited to physical violence, arrest or formal dismissal. It may also occur through pressure to resign, threats of disciplinary action, suspension, retaliatory transfer, exclusion from professional duties, administrative harassment or other measures that create insecurity around continued employment. Following the political transition of August 2024, reports documented a wider national pattern of teachers being pressured or compelled to leave positions in educational institutions. By 31 August 2024, *The Daily Star* had verified at least 150 teachers who had been forced to resign across the education sector, while noting that the actual number could be considerably higher (The Daily Star, 2024a). The Education Adviser subsequently described forced resignations and harassment of teachers as unacceptable and emphasized that allegations of corruption or misconduct should instead be dealt with through established investigative and disciplinary processes (The Daily Star, 2024b; The Business Standard, 2024). These national figures, however, encompass different levels of education and do not permit all reported forced resignations to be attributed specifically to the primary sector. They nevertheless demonstrate the broader environment of professional insecurity in which primary-school teachers were working during this period.

Within government primary education, the available evidence more clearly documents disciplinary and administrative pressure connected with teachers' expression and collective professional activity. In April 2025, a departmental case was initiated against Mahbubur Rahman, an assistant teacher at Hinda Government Primary School in Joypurhat and a coordinator of a platform campaigning for improvement of assistant teachers' pay grade. The case followed his criticism of the Primary and Mass Education Adviser during a Facebook Live session and his call for the adviser's resignation. A show-cause notice asked why he should not be dismissed or otherwise punished under the applicable disciplinary rules (bdnews24.com, 2025a). In May 2025, Monibul Haq Bosunia was suspended after publicly criticizing education authorities and policies affecting primary teachers (The Daily Star, 2025g). Although neither case alone establishes unlawful repression, together they illustrate the potential use of disciplinary mechanisms in response to teachers' public criticism of policy, working conditions, and senior education officials.

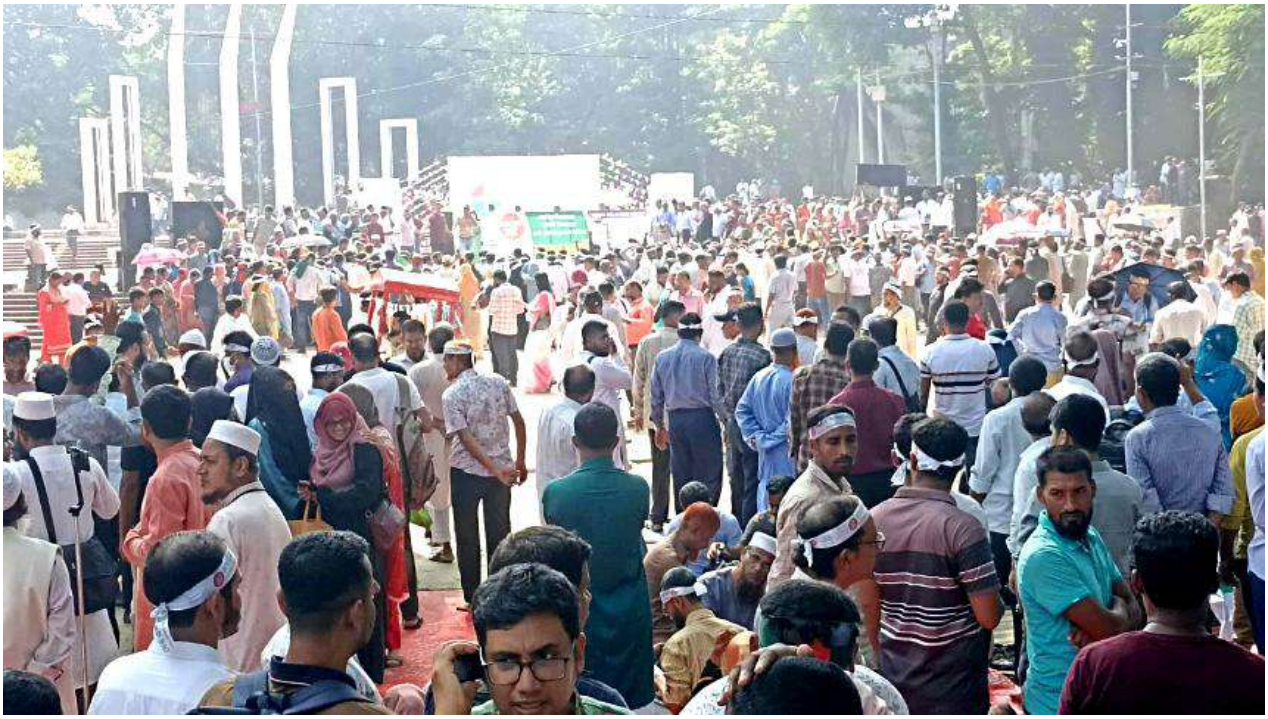
Administrative pressure also arose in connection with collective mobilization. During the primary teachers' movement in December 2025, four conveners of the Primary Teachers' Demand

Implementation Council—Abul Kashem, Mohammad Shamsuddin Masud, Khairun Nahar Lipi and Mahbubur Rahman—along with teachers from the 2023 and 2025 recruitment batches, were reportedly issued show-cause notices for their role in the movement (The Daily Star, 2025h). When teachers subsequently declared a nationwide "complete shutdown," the Ministry of Primary and Mass Education warned that continued disruption of examinations could lead to action under government service laws, conduct rules and criminal law (bdnews24.com, 2025b; The Daily Star, 2025i). The State has a legitimate interest in maintaining essential educational functions and protecting pupils from prolonged disruption. At the same time, where disciplinary measures follow collective professional mobilization, the inquiry should distinguish sanctions based on specific unlawful conduct from measures that may penalize teachers merely for organizing, representing occupational interests, or participating in protected collective activity.

The regulatory environment widened further in 2026. In May, the Ministry of Primary and Mass Education directed authorities to identify government primary-school teachers alleged to be publishing "insulting," "offensive" or otherwise objectionable social-media content concerning the government, public institutions or official decisions and to initiate departmental action against those identified (bdnews24.com, 2026a; BSS, 2026a). In June, the Directorate of Primary Education reiterated that teachers could face immediate departmental action for social-media activity considered derogatory, misleading or damaging to the image of government institutions or the primary-education system (BSS, 2026b). Such directives do not themselves prove that disciplinary action taken under them is unlawful. They do, however, raise important questions concerning the precision of the standards used to define prohibited expression, whether legitimate criticism can be distinguished consistently from misconduct, and whether the threat of disciplinary consequences may create a chilling effect on teachers' participation in public and professional debate.

The experience of Beauty Rani Pal, head-teacher of Pitaitikor Government Primary School in Fenchuganj, Sylhet, illustrates the broader vulnerability created when professional discipline becomes entangled with public pressure over personal expression. In July 2026, education authorities considered investigating Pal after a Facebook reel showing her walking on the school premises to a Bengali song generated criticism and demands for action on social media (The Business Standard, 2026a). The proposed investigation was subsequently abandoned amid substantial online debate and expressions of solidarity with the teacher, after a preliminary inquiry found no wrongdoing and the State Minister for Primary and Mass Education stated that he saw nothing improper in the video (The Business Standard, 2026b). Pal subsequently filed a police complaint alleging online harassment and cyberbullying in connection with the circulation of the video (The Business Standard, 2026c). The eventual decision not to pursue disciplinary action is significant, but the episode illustrates how public demands for punishment can themselves generate professional insecurity and administrative scrutiny before wrongdoing has been established.

Figure 1. Assistant Teachers of Government Primary Schools Stage a Sit-in at the Central Shaheed Minar, Demanding Pay Scale



Source: *The Daily Star (2025), photograph by Palash Khan*

These incidents should be assessed against both constitutional and international labor standards. Where employment disadvantage is connected to actual or perceived political opinion, ILO Convention No. 111 is particularly relevant because it includes political opinion among prohibited grounds of discrimination in employment and occupation (ILO, 1958). Where disciplinary or other employment measures interfere with lawful participation in teachers' organizations, ILO Convention No. 87 requires public authorities to refrain from interference that restricts or impedes the lawful exercise of organizational rights (ILO, 1948). The 1966 ILO/UNESCO Recommendation concerning the Status of Teachers, which expressly applies to primary-school teachers, further provides an international framework concerning teachers' professional status, working conditions, freedom from discrimination and participation through teachers' organizations (ILO & UNESCO, 1966). Accordingly, the relevant question is not simply whether an employer possessed disciplinary authority, but whether that authority was exercised for a legitimate purpose, on individually established facts, through fair procedures and without discriminatory or disproportionate interference with protected expression or collective professional activity.

The distinction between legitimate professional accountability and coercive employment pressure is therefore critical. Credible allegations of misconduct may warrant investigation and, where substantiated, proportionate disciplinary action. They do not justify compelling a teacher to resign, bypassing established procedures or allowing public or institutional pressure to substitute for a lawful determination. This principle received further judicial recognition in September 2026, when the High Court held that a resignation obtained through coercion from a Gazipur secondary-school head-teacher had no legal validity and stressed the need for an established institutional resignation and handover process (The Daily Star, 2026). Although that judgment concerned a secondary rather than a primary school, it is relevant to the broader principle that termination of a teacher's employment should result from lawful procedures rather than intimidation or extralegal pressure.

2.1.3 Suppression of Teachers' Assembly, Association and Expression

On 8 November 2025, government primary-school assistant teachers gathered at the Central Shaheed Minar in Dhaka to press a three-point set of professional demands, including placement in the 10th pay grade, resolution of higher-grade benefits after specified periods of service, and greater opportunities for departmental promotion. The mobilization was organized under the banner of the Primary Teachers' Demand Implementation Council, and participants subsequently marched toward Shahbagh as part of their announced program (The Daily Star, 2025e; Dhaka Tribune, 2025b; bdnews24.com, 2025). Police blocked the procession near Shahbagh, after which the encounter developed into a confrontation between demonstrators and law-enforcement personnel.

The use of substantial crowd-control measures is documented across several independent sources. *The Daily Star* reported that police charged batons, fired tear-gas shells and sound grenades, and used water cannon against the demonstrators (The Daily Star, 2025e). *Dhaka Tribune* independently reported the use of sound grenades, and batons and stated that several teachers were injured and some were taken to a police station (Dhaka Tribune, 2025b). bdnews24.com also documented police use of sound grenades, and water cannon (bdnews24.com, 2025), while *Prothom Alo* reported baton charges, tear gas, sound grenades, and water cannon during the dispersal (Prothom Alo, 2025a). The consistency of these independent reports provides substantial evidence that coercive crowd-control measures were used, although their legality, necessity, and proportionality must be assessed against the circumstances in which individual measures were deployed.

Figure 2. Police Charge Batons during the Primary School Teachers' Demonstration

Source: *United News of Bangladesh, Police charge batons*

The scale of injury also requires careful interpretation. *The Daily Star*, citing the Director of Dhaka Medical College Hospital and the officer in charge of the hospital police camp, reported that more than 100 people received treatment and that at least 110 persons were treated. Importantly, those receiving treatment included teachers, police personnel and rickshaw pullers; seven police officers were also reported injured (The Daily Star, 2025f). Other accounts reported higher numbers of injured teachers, including claims made by protest representatives. These figures should not be

treated as interchangeable. In particular, the hospital-based figure of 110 cannot accurately be presented as 110 injured teachers. The differences between medical records, participant accounts and media reporting reinforce the need for disaggregated medical evidence when assessing the extent and consequences of the use of force.

The parties also provided competing accounts of the events immediately preceding police intervention. Police stated that a group of protesters broke through a barricade, attempted to proceed toward the Chief Adviser's residence at Jamuna, and threw brickbats at officers, causing injuries (The Daily Star, 2025f). *The Daily Star* also reported police claims that some demonstrators attempted to force their way through the barricade, while participating teachers alleged that police attacked what they described as a peaceful demonstration (The Daily Star, 2025e). *Prothom Alo* similarly recorded both the teachers' allegation of an unprovoked attack and the police position that force followed attempts to breach the barricade (Prothom Alo, 2025a). These competing narratives make contemporaneous video footage, police deployment and operational records, medical evidence and testimony from independent witnesses particularly important to any definitive assessment.

The first major rights concern is **f**reedom of peaceful assembly. Article 37 of the Constitution guarantees citizens the right to assemble and participate peacefully and without arms in public meetings and processions, subject to reasonable restrictions imposed by law in the interests of public order or public health (Government of Bangladesh, 1972). Article 21 of the ICCPR similarly recognizes the right of peaceful assembly and permits restrictions only where they are imposed in conformity with law and are necessary for specified legitimate purposes (United Nations, 1966a). The Human Rights Committee has further explained that restrictions on assemblies must satisfy requirements of legality, necessity, and proportionality and that isolated acts of violence by some participants should not automatically be attributed to others who remain peaceful (Human Rights Committee, 2020). Accordingly, even if evidence confirms that particular demonstrators threw objects or forcibly crossed a barricade, such conduct would not in itself remove peaceful-assembly protection from teachers who did not participate in those acts. Conversely, the protection of peaceful assembly does not prevent lawful accountability for identifiable violent conduct.

The police response also potentially interfered with freedom of expression. The mobilization communicated teachers' views concerning salary, promotion, employment conditions, and government education policy. Article 39 of the Constitution guarantees freedom of thought and conscience and protects speech and expression subject to the restrictions specified in the Constitution (Government of Bangladesh, 1972). Article 19 of the ICCPR similarly protects the freedom to seek, receive and impart information and ideas while allowing only restrictions that satisfy the conditions established by Article 19(3) (United Nations, 1966a). A demonstration of this kind therefore involves both assembly and expressive dimensions. Police dispersal that substantially prevents participants from communicating collective professional grievances engages those protections and requires a demonstrable legal and proportionate justification rather than merely official disagreement with the demands being expressed.

A related concern arises under freedom of association and teachers' collective professional rights. Article 38 of the Constitution protects the right of citizens to form associations or unions, subject to constitutionally permitted restrictions (Government of Bangladesh, 1972). Bangladesh has also ratified ILO Convention No. 87, which protects the right of workers to establish and join organizations of their own choosing and requires public authorities to refrain from interference that would restrict such organizations or impede the lawful exercise of their rights (ILO, 1948). The fact that the 8 November program was organized through bodies representing primary-school teachers and concerned their conditions of employment therefore gives the incident a distinct freedom-of-association dimension. Convention No. 87 does not exempt participants from generally applicable law, but such law should not be applied in a manner that unjustifiably impairs the guarantees contained in the Convention.

The 1966 ILO/UNESCO Recommendation concerning the Status of Teachers gives this collective dimension further significance. The Recommendation, which expressly covers primary-school teachers, recognizes teachers' organizations as important participants in education policy and states that authorities should maintain recognized mechanisms for consultation with them (ILO & UNESCO, 1966). More specifically, it provides that salaries and working conditions should be determined through negotiation between teachers' organizations and their employers, that machinery should exist through which teachers may negotiate through their organizations, and that appropriate mechanisms should be available for resolving disputes concerning conditions of employment. Where such processes are exhausted or negotiations break down, the Recommendation recognizes the ability of teachers' organizations to take steps normally available to other organizations in defense of their legitimate interests (ILO & UNESCO, 1966). These standards do not determine the legality of every form of protest, but they reinforce the importance of addressing teachers' professional grievances through consultation and negotiation rather than unnecessarily restricting legitimate collective activity.

Figure 3. Protesting Teachers March toward Shahbagh as Police Block their Advance and Use Crowd-Control Measures

Source: *United News of Bangladesh, Police charge batons*

A further and particularly important concern is bodily integrity and protection from excessive or coercive force. Article 31 of the Constitution protects every person against detrimental action affecting life, liberty, or body except in accordance with law, while Article 32 protects life and personal liberty. Article 35(5) additionally provides that no person shall be subjected to torture or cruel, inhuman or degrading punishment or treatment (Government of Bangladesh, 1972). These protections are relevant to the documented use of batons, tear gas, sound grenades and water cannon, particularly where such measures resulted in physical injuries or were directed against persons who were not themselves engaged in violent conduct.

International standards governing law-enforcement use of force reinforce this analysis. The UN Basic Principles on the Use of Force and Firearms provide that, even when an assembly is unlawful but non-violent, law-enforcement officials should avoid force where practicable and, where force is unavoidable, restrict it to the minimum extent necessary (United Nations, 1990). General

Comment No. 37 likewise requires law-enforcement responses to assemblies to comply with legality, necessity, proportionality and precaution (Human Rights Committee, 2020). Consequently, evidence that some demonstrators attempted to breach a barricade does not, standing alone, determine whether baton strikes, tear gas, sound grenades or water cannon were justified against particular persons or whether the intensity and duration of their use were proportionate to the threat actually presented.

The factual inquiry should therefore establish the precise sequence preceding the police response. Relevant questions include whether restrictions on movement or assembly had a clear legal basis; what instructions were given to the teachers; whether adequate warnings preceded the use of force; whether participants were given a reasonable opportunity to comply; which individuals attempted to breach barricades or threw objects; whether less harmful measures were practicable; and against whom batons, water cannon, tear gas and sound grenades were actually deployed. The nature and location of injuries should likewise be assessed alongside available video, photographs and medical records (The Daily Star, 2025e; The Daily Star, 2025f; Dhaka Tribune, 2025b; Prothom Alo, 2025a). Such evidence is necessary to distinguish force directed at identifiable unlawful conduct from indiscriminate or disproportionate force affecting peaceful participants.

Reports that some teachers or demonstrators were taken to a police station raise an additional question concerning liberty and safeguards against arbitrary detention. *Dhaka Tribune* reported that some participants were detained (Dhaka Tribune, 2025b), while *Prothom Alo* quoted the Shahbagh police officer-in-charge as saying that two or three persons had been taken to the station for questioning (Prothom Alo, 2025a). The available reports do not establish the precise legal status, duration, or grounds of each deprivation of liberty. Article 33 of the Constitution establishes safeguards relating to arrest and detention (Government of Bangladesh, 1972), while Article 9 of the ICCPR prohibits arbitrary arrest or detention and requires deprivation of liberty to rest on lawful grounds and procedures (United Nations, 1966a). A complete assessment therefore requires identification of who was detained, under what legal authority and for how long, whether grounds were communicated, and how each individual was subsequently released or otherwise dealt with.

ILO Convention No. 98 may become relevant if participating teachers subsequently faced dismissal, suspension, transfer or other employment prejudice because of protected organizational or union activity, since the Convention addresses anti-union discrimination in employment (ILO, 1949). The 8 November confrontation itself does not establish such subsequent retaliation, however, and any disciplinary or employment consequences should therefore be assessed separately against the evidence concerning each individual. Similarly, ILO Convention No. 190 on violence and harassment provides an important contemporary framework concerning violence and harassment linked to work, but it was not a binding treaty obligation for Bangladesh at the time of this incident. Bangladesh ratified Convention No. 190 on 20 November 2025, twelve days after the demonstration, and it enters into force for Bangladesh on 20 November 2026 (ILO, 2019). Its principles may therefore provide contextual guidance but should not be applied retrospectively as a binding treaty standard governing the events of 8 November 2025.

Taken together, the documented events raise significant concerns under the rights to peaceful assembly, freedom of expression and association, teachers' collective professional rights, bodily integrity, liberty and protection from disproportionate coercive action. The available evidence does not, however, justify treating every police action on 8 November as automatically unlawful or every participant as having acted peacefully. A rights-based determination requires individualized examination of conduct on both sides and, particularly in relation to police force, assessment of whether each restriction or coercive measure had a lawful basis, responded to an actual and sufficiently serious need, and remained necessary and proportionate to the circumstances. Where peaceful teachers were subjected to force merely because they participated in or remained present at a professional mobilization, such treatment would raise materially different human rights concerns from force narrowly directed at identifiable violent conduct. This distinction is central to

assessing whether the State adequately respected and protected the fundamental rights of teachers during the 8 November mobilization (Government of Bangladesh, 1972; United Nations, 1966a; Human Rights Committee, 2020; ILO, 1948).

The human rights inquiry must retain both the right to peaceful protest and the rights of pupils affected by disruption. Neither permits violence against teachers. Equally, the presence of a professional grievance does not settle every question concerning the conduct of a demonstration. An investigation should identify actions by specific participants and officers rather than attributing one person's behavior to the entire gathering.

2.2 Primary School Teacher Case Studies: Overall Patterns of Repression and Individual Experiences

The cases presented in this section illustrate different forms of pressure experienced by primary-school teachers during the period under review, including forced or disputed resignation, exclusion from the workplace, administrative action following professional activism, transfer, intimidation, and physical confrontation. These incidents do not all arise from identical circumstances, and the allegations or disputes involving individual teachers vary considerably. The central concern is therefore not whether particular complaints against teachers were true or false, but whether decisions affecting their employment, professional status, or access to their institutions were taken through lawful, fair, and institutionally authorized procedures rather than through coercion, intimidation, collective pressure, or retaliatory action.

2.2.1 Case Studies Involving Primary School Teachers

CASE STUDY: PT1. MONIBUL HAQ BOSUNIA

Institution: Abul Kashem Balika Government Primary School
Position: Assistant Teacher
Location: Rajarhat, Kurigram
Division: Rangpur
Period: May 2025
Category: Suspension following Facebook criticism of education authorities

Monibul Haq Bosunia's case represents one of the clearest examples of formal disciplinary action against a government primary-school teacher (PT) for public criticism of education authorities. On 17 May 2025, the Kurigram District Primary Education Office temporarily suspended him following posts made from his personal Facebook account. According to the suspension order, the posts targeted the Ministry of Primary and Mass Education, Primary and Mass Education Adviser Bidhan Ranjan Roy Poddar, and other senior officials in language the authorities considered objectionable (The Daily Star, 2025a).

The authorities said the posts violated the government employee code of conduct and official policy governing use of social media. Monibul was suspended under the Government Servants (Discipline and Appeal) Rules, and officials stated that a committee would investigate the matter before further action was determined (The Daily Star, 2025a).

Monibul offered a different interpretation. He said his Facebook criticism concerned matters directly affecting primary teachers, including Saturday school openings, Friday cluster training, salary and tiffin allowances, and what he regarded as broader deprivation of teachers' rights. He

characterized the suspension as an attempt to silence him for raising legitimate professional grievances (The Daily Star, 2025a).

The case therefore sits at the boundary between legitimate government regulation of employee conduct and potentially disproportionate restriction of professional expression. Government employees are subject to conduct rules that may restrict some forms of public criticism. At the same time, speech concerning salary, workload, training requirements, and working conditions relates directly to teachers' professional interests.

Further progression and significance: Monibul's case became more significant in light of the Directorate of Primary Education's June 2026 nationwide directive warning teachers that derogatory remarks, misinformation, propaganda, or objectionable material concerning government institutions and decisions could trigger immediate departmental action. Monitoring committees were instructed to intensify oversight of teachers' social-media activity (BSS, 2026).

The suspension itself is documented. Whether it constituted retaliatory repression remains contested. For this book, the strongest formulation is administrative discipline imposed for public criticism of education policy, alleged by the teacher to have been intended to silence professional dissent.

CASE STUDY: PT2. MD MAHBUBUR RAHMAN

Institution: Hinda Government Primary School
Position: Assistant Teacher and teacher-movement coordinator
Location: Khetlal, Joypurhat
Division: Rajshahi
Period: April–December 2025
Category: Departmental proceedings, show-cause action, and disputed punitive transfer

Md Mahbubur Rahman was an assistant teacher at Hinda Government Primary School in Khetlal, Joypurhat, and a coordinator of the movement demanding that government primary assistant teachers be placed in the 10th salary grade. His case demonstrates a prolonged pattern of administrative scrutiny connected with both public speech and collective organizing.

On 8 April 2025, the Joypurhat District Primary Education Office initiated a departmental case against Mahbubur after he criticized Primary and Mass Education Adviser Bidhan Ranjan Roy Poddar during a Facebook Live program and demanded the adviser's resignation. A show-cause notice was issued the same day, requiring him to explain why disciplinary action should not be taken under government-service rules (bdnews24.com, 2025a).

The complaint alleged that his comments were malicious and violated government social-media guidelines and the Government Servants (Discipline and Appeal) Rules. Mahbubur linked his remarks to the long-running campaign over assistant teachers' pay grade and argued that his criticism arose from teachers' professional demands rather than personal hostility (bdnews24.com, 2025a).

His role expanded during the November–December 2025 movement. Mahbubur was one of the nationally identified leaders supporting the sit-in, strike, and subsequent nationwide shutdown. By early December, he was one of four conveners—alongside Abul Kasem, Mohammad Shamsuddin Masud, and Khairun Nahar Lipi—who had received show-cause notices for leading the movement (The Daily Star, 2025b; Dhaka Tribune, 2025a).

Later reporting also identified Mahbubur among five key movement leaders transferred following the protests. One report described the batch of transfers as punitive, while Mahbubur himself acknowledged that transfer is normally part of government service and said the movement would continue (Dhaka Tribune, 2026; The Daily Observer, 2025).

Further progression and significance: Mahbubur's case is particularly valuable because the pressure was cumulative rather than episodic. It involved disciplinary proceedings for speech, show-cause action for movement leadership, and later administrative transfer. Each measure could formally fall within government authority, but their timing and concentration among movement organisers led teachers to interpret them as retaliation.

The defensible classification is therefore documented disciplinary and administrative action against a prominent teacher activist, with the punitive motive disputed rather than established.

CASE STUDY: PT3. MOHAMMAD SHAMSUDDIN MASUD

Institution: Kripalpur Government Primary School; later transferred to Dakshin Char Lakshmi Government Primary School
Position: Assistant Teacher and national movement leader
Location: Noakhali / Lakshmipur
Division: Chattogram
Period: November–December 2025
Category: Movement leadership, show-cause proceedings, and inter-district transfer

Mohammad Shamsuddin Masud became one of the most visible leaders of the nationwide primary-school teachers' movement in late 2025. He served as a senior figure in the Primary Teachers' Demand Implementation Council and repeatedly represented assistant teachers in negotiations and public statements concerning their three-point demand.

The movement focused on placement of assistant teachers in the 10th salary grade, resolution of higher-grade complications after 10 and 16 years of service, and 100 percent departmental promotion from assistant teacher to head teacher. Shamsuddin participated in the 8 November sit-in at Central Shaheed Minar and in the wider mobilization that culminated in the Shahbagh confrontation (Dhaka Tribune, 2025b).

Police later dispersed the march using batons, sound grenades, tear gas, and water cannon. Shamsuddin and other leaders reported large numbers of injured teachers. Independent reporting confirmed the use of these crowd-control measures and that more than 100 people received treatment (The Daily Star, 2025c; The Business Standard, 2025).

The movement temporarily paused after negotiations but resumed when teachers considered government progress inadequate. By 3 December, Shamsuddin was one of four conveners served with show-cause notices for leading the renewed movement (The Daily Star, 2025b; Dhaka Tribune, 2025a).

On 4 December, the Directorate of Primary Education transferred him from Kripalpur Government Primary School in Noakhali to Dakshin Char Lakshmi Government Primary School in Raipur, Lakshmipur. *The Daily Star* independently confirmed the transfer (The Daily Star, 2025d).

Further progression and significance: Shamsuddin's case connects three layers of pressure: participation in a protest met with police force, formal show-cause proceedings against movement leadership, and administrative relocation shortly afterward.

Transfer is an ordinary power within government service, so the transfer itself cannot automatically be labeled repression. Nevertheless, subsequent reporting described dozens of such transfers during the period as punitive, and the timing created a credible concern about retaliatory use of administrative authority (Dhaka Tribune, 2026).

For the report, the most accurate formulation is documented show-cause action and inter-district transfer following movement leadership, with the retaliatory character of the transfer contested.

CASE STUDY: PT4. MD ABUL KASEM

Position: Primary-school teacher and association leader
Location: Mymensingh-linked movement leadership
Division: Mymensingh
Period: November–December 2025
Category: Movement leadership, show-cause action, and disputed administrative retaliation

Md Abul Kasem was one of the principal organisers of the nationwide primary teachers' movement in November and December 2025. As president of a faction of the Bangladesh Primary Teachers' Association, he became one of the most recognizable representatives of teachers demanding salary and promotion reform.

The movement began its major November phase with a sit-in at Central Shaheed Minar on 8 November. Abul Kasem was publicly identified among the principal leaders, together with Khairun Nahar Lipi, Mohammad Shamsuddin Masud, Mahbubur Rahman, and Mohammad Anwar Ullah (Dhaka Tribune, 2025b; Dhaka Tribune, 2025c).

Later that day, teachers attempted to move toward Shahbagh. Police dispersed the procession after a confrontation at barricades. The police said a group of demonstrators attempted to break through and threw brick chips, while teachers said police used batons, tear gas, sound grenades, and water cannon without justification. Hospital officials confirmed that more than 100 people received treatment after the incident (The Daily Star, 2025e).

Abul Kasem subsequently announced nationwide work abstention in protest at the police action and continued to represent teachers in negotiations. The movement briefly paused before resuming when teachers believed promised progress had not materialized (The Business Standard, 2025; Dhaka Tribune, 2025d).

By early December, Abul Kasem was one of four movement conveners served with show-cause notices. Those notices became a specific grievance in the nationwide "complete shutdown" announced by teacher organizations (The Daily Star, 2025b; Dhaka Tribune, 2025a).

Subsequent reporting identified him among key leaders affected by a batch of transfers characterized by teacher organizations and later media accounts as punitive (Dhaka Tribune, 2026).

Further progression and significance: Abul Kasem's case illustrates the particular vulnerability of highly visible movement leaders. Public representation of professional demands was followed by formal administrative scrutiny and reported relocation.

The state was entitled to enforce service obligations, particularly when school closures and examination boycotts affected students. The analytical question is whether disciplinary and transfer powers were proportionate and neutrally applied or used to discourage collective organization.

Accordingly, this case should be described as documented show-cause action and disputed administrative retaliation against a national teacher leader.

CASE STUDY: PT5. KHAIRUN NAHAR LIPI

Position: Government primary-school teacher and national movement leader
Location: Dhaka
Division: Dhaka
Period: November–December 2025
Category: Police repression plus later administrative action

Khairun Nahar Lipi was a prominent woman leader of the 2025 primary teachers' movement and general secretary of a faction of the Bangladesh Primary Teachers' Association. Her case is among the strongest individual examples because it combines direct physical consequences from the Shahbagh confrontation with subsequent administrative action.

Lipi participated in the 8 November mobilization at Central Shaheed Minar and the march toward Shahbagh. Police used batons, sound grenades, tear gas, and water cannon to disperse the demonstrators. The Daily Star reported more than 100 people receiving treatment at Dhaka Medical College Hospital, while police stated that protesters had broken barricades and thrown brickbats at officers (The Daily Star, 2025e).

Dhaka Tribune subsequently reported that more than 100 primary teachers were injured and five detained. It specifically noted that Lipi was receiving treatment for injuries after the incident (Dhaka Tribune, 2025e).

Lipi nevertheless continued her leadership role. She participated in negotiations with ministry officials and was involved in decisions to suspend and later resume the movement as the dispute over salary grading remained unresolved (Dhaka Tribune, 2025d; Dhaka Tribune, 2025f).

By early December, she was one of four conveners served with show-cause notices for leading the renewed nationwide shutdown and examination boycott (The Daily Star, 2025b). Later reporting described her among key teacher leaders transferred after the protests, within a wider group of more than 40 teachers whose transfers were characterized by media and teacher organizations as punitive (The Daily Observer, 2025; Dhaka Tribune, 2026).

Further progression and significance: Lipi's case demonstrates multiple layers of pressure arising from a single professional dispute: she was injured during a police dispersal, remained a public organizer, received formal administrative scrutiny, and was reportedly transferred.

The police response and the administrative measures should be analyzed separately. The former raises questions of necessity and proportionality in crowd control; the latter concerns the use of government-employment authority.

Together, however, they make Lipi's experience a particularly useful example of physical repression followed by institutional pressure against a movement leader.

CASE STUDY: PT6. FATEMA AKTER

Institution: Jhinaia Government Primary School
Position: Assistant Teacher
Location: Matlab North, Chandpur; protest in Dhaka
Division: Chattogram
Period: 8–16 November 2025
Category: Collapse following Shahbagh police action and later death while under treatment

Fatema Akter's case represents the most serious individual outcome associated with the November 2025 primary teacher movement. She was an assistant teacher at Jhinaia Government Primary School in Matlab North, Chandpur, and traveled to Dhaka to participate in the 8 November demonstration.

Teachers gathered at Central Shaheed Minar before marching toward Shahbagh as part of their three-point campaign. Police later dispersed the procession using batons, sound grenades, tear gas, and water cannon. Independent reporting confirmed multiple injuries and more than 100 people receiving treatment (The Daily Star, 2025c, 2025e).

According to Fatema's colleagues and teacher-movement leaders, she became ill and collapsed after police fired sound grenades during the confrontation. She was hospitalized and remained under treatment for several days. On 16 November, eight days after the protest, she died in the intensive care unit of Mirpur Alok Hospital in Dhaka (bdnews24.com, 2025b).

Her death intensified the dispute. Teacher organizations demanded compensation and pension benefits for her family and state-funded treatment for teachers injured at Shahbagh. The Primary and Mass Education Adviser later expressed sorrow and promised support for her family but argued that teacher leaders who had organized what he called an "irrational" movement bore responsibility for creating the situation that culminated in police use of sound grenades (bdnews24.com, 2025c).

Further progression and significance: Particular evidentiary care is required. The sources establish that Fatema participated in the protest, became ill after the police action, was hospitalized, and died eight days later. The assertion that sound-grenade exposure directly caused her death comes from colleagues and movement organisers; the books reviewed do not cite a definitive publicly available medical or forensic determination proving that causal link.

Accordingly, the book should state that Fatema collapsed after police used sound grenades during the protest and died eight days later while receiving treatment, with colleagues attributing her deterioration to the incident.

This formulation preserves the seriousness of the case without overstating causation. Her death nonetheless became a powerful symbol of the human cost of the confrontation and deserves prominent treatment in the book.

CASE STUDY: PT7. SHAMIM BILLAH

Institution: Rajarampur Government Primary School
Position: Teacher
Location: Magura Sadar; protest in Dhaka
Division: Khulna
Date: 8 November 2025
Category: Named participant and eyewitness to police dispersal

Shamim Billah, a teacher at Rajarampur Government Primary School in Magura Sadar, is important not because the available evidence establishes that he suffered a major personal injury, but because he provides an identifiable first-hand account of the 8 November Shahbagh confrontation.

Shamim traveled from Magura to participate in the national primary teachers' mobilization. He told *The Business Standard* that teachers had assembled at Shaheed Minar and later moved toward Shahbagh for a symbolic program. According to his account, police blocked them, charged with batons, used sound grenades, and deployed water cannon. He said more than 100 protesting teachers were injured (The Business Standard, 2025).

His description of the police tactics is supported in broad terms by independent reporting. *The Daily Star* documented police baton charges, sound grenades, tear gas, and water cannon during the same confrontation, while hospital officials confirmed treatment of more than 100 people (The Daily Star, 2025c, 2025e).

Police presented a different account of the escalation. DMP said a group of protesters attempted to break through a barricade and cross Shahbagh toward the State Guest House Jamuna. Police further alleged that demonstrators threw bricks and injured officers, after which crowd-control measures were used (The Business Standard, 2025; The Daily Star, 2025e).

Further progression and significance: Shamim's case is valuable for two reasons. First, it illustrates the nationwide character of the movement: teachers traveled from districts well outside Dhaka to participate. Second, his testimony provides a named participant's account that substantially aligns with independent evidence concerning the methods used by police.

For methodological accuracy, however, the book should not describe Shamim as an individually injured victim unless additional evidence establishes that he personally sustained injury. His proper classification is named participant and eyewitness in a documented episode of collective police repression.

Maintaining that distinction strengthens the credibility of the book by separating individual victimization from participation in an incident affecting a much larger group.

CASE STUDY: PT8. RAJIB SARKAR

Institution: Banwarinagar Model Government Primary School
Position: Assistant Teacher
Location: Faridpur upazila, Pabna
Division: Rajshahi
Date: 4 December 2025
Category: Assault by guardians during examination boycott

Rajib Sarkar's case demonstrates that teachers involved in the 2025 movement faced violence not only from state authorities but also from members of local communities affected by school closures and examination boycotts.

Rajib was an assistant teacher at Banwarinagar Model Government Primary School in Faridpur upazila of Pabna. In early December, government primary teachers were enforcing a nationwide shutdown and boycotting annual examinations as part of their campaign over pay grading and promotion rights. Parents at Rajib's school objected to the closure and disruption of examinations.

According to English-language reporting by Jago News, a confrontation developed between teachers and guardians on 4 December. Rajib alleged that a group of parents attacked teachers and that he was struck in the head by a brick. He sustained an injury requiring four stitches and received medical treatment. Published images showed his injury and a man reportedly pursuing him while carrying a brick (Jago News, 2025).

The wider context is significant. By that point, teachers had moved from sit-ins and work abstention to examination boycotts and a "complete shutdown." Education authorities warned that such action could lead to disciplinary or legal consequences because teachers remained government employees responsible for maintaining public education (Dhaka Tribune, 2025a; The Daily Star, 2025b).

Further progression and significance: The parents' frustration over canceled examinations represents a legitimate community concern. Children and families were directly affected by the industrial dispute. That context, however, does not justify physical assault on teachers.

Rajib's case therefore illustrates community-based violence arising from a prolonged labor and professional dispute. It broadens the analytical framework beyond a simple state-versus-teacher model. When educational conflict becomes prolonged, teachers can become targets of anger from parents and local communities who experience the effects of school closures but have limited influence over the underlying government-teacher negotiations.

Because the reported injury was documented and visual evidence circulated publicly, Rajib's case is particularly suitable for inclusion with a properly sourced photograph in the final book.

CASE STUDY: PT9. GAZI MASHIUR RAHMAN

Institution: South Jhatibunia Government Primary School
Position: Assistant Teacher
Location: Mirzaganj, Patuakhali, Barishal Division
Period: December 2025
Category: Inter-district transfer alleged to have been retaliatory

Gazi Mashiur Rahman was one of four government primary-school assistant teachers from Mirzaganj, Patuakhali, transferred outside the district in December 2025 following the nationwide primary teachers' movement. At the time, he was serving at South Jhatibunia Government Primary

School. The transfer formed part of a much larger administrative action affecting 42 teachers from different districts across Bangladesh.

The context of the transfer is particularly important. Government primary assistant teachers had intensified their campaign in November 2025 around three principal demands, including improvement of their salary grade. On 8 November, teachers from across the country assembled in Dhaka. After several days of agitation, movement leaders temporarily suspended their program on 10 November following assurances from senior government officials. When the teachers considered that those assurances had not produced satisfactory results, however, industrial action resumed. Teachers boycotted annual examinations from 1 December and announced a complete shutdown of government primary schools on 3 December.

Against this background, the Ministry of Primary and Mass Education approved the transfer order on 4 December. Gazi Mashiur Rahman and three other assistant teachers from Mirzaganj were given standing release and transferred from Patuakhali to schools in Amtali and Taltali upazilas of neighboring Barguna district. Contemporary reporting explicitly identified the four as “agitating” or protesting primary assistant teachers.

The timing inevitably generated concerns that the transfers were connected with participation in the movement. Nevertheless, administrative transfer is not by itself proof of repression. Government teachers are transferable employees, and the available transfer information does not establish through an official finding or court decision that Gazi was transferred specifically to punish him for exercising associational or protest rights.

For this book, the case should therefore be characterized as a documented inter-district transfer immediately following collective industrial action, with its retaliatory character alleged rather than conclusively established. This distinction is important. The concern lies not simply in the fact of transfer, but in the simultaneous relocation of numerous teachers against the background of escalating collective action. Gazi's case consequently illustrates how ordinary administrative powers may become controversial when exercised against participants in a professional movement at a particularly sensitive moment.

CASE STUDY: PT10. MD UJJAL KHAN

Institution: Shailabunia Government Primary School
Position: Assistant Teacher
Location: Mirzaganj, Patuakhali, Barishal Division
Period: December 2025
Category: Inter-district transfer alleged to have been retaliatory

Md Ujjal Khan was serving as an assistant teacher at Shailabunia Government Primary School in Mirzaganj when he became one of four local teachers affected by the December 2025 inter-district transfer order. The Ministry of Primary and Mass Education approved the order on 4 December as part of a nationwide batch involving 42 teachers. The four Mirzaganj teachers were transferred from Patuakhali to Amtali and Taltali upazilas in Barguna.

The administrative action occurred at the height of an increasingly contentious dispute between government primary teachers and the authorities. Teachers had mobilized nationally in November around salary grading and other employment demands. After temporarily suspending their program following government assurances, they resumed industrial action at the beginning of December. Annual examinations were boycotted from 1 December, followed by a complete shutdown from 3 December. The transfer order was approved the following day.

Ujjal's transfer therefore cannot be analyzed independently of its timing. Contemporary reporting described him and the other affected Mirzaganj teachers as participants in the agitation. The fact that four teachers from the same upazila were transferred outside their district during a larger batch affecting movement-associated teachers created a reasonable basis for concerns about administrative retaliation.

At the same time, the evidence requires restraint. A transfer is an administrative measure available to the government as employer and does not have the same character as suspension, dismissal, physical assault, or criminal prosecution. The source reviewed does not reproduce an official order expressly identifying participation in the movement as the reason for Ujjal's transfer. It would therefore be too categorical to state that the government "punished" him for protesting.

The significance of the case instead concerns the potential chilling effect of administrative relocation. An inter-district transfer may disrupt family arrangements, accommodation, travel, and established professional relationships. When imposed on movement participants immediately after industrial action, it may also signal to other teachers that activism carries professional consequences, irrespective of the formal justification.

Accordingly, the book should describe Ujjal Khan's experience as a documented inter-district transfer in the immediate aftermath of teacher industrial action, alleged to have constituted administrative retaliation. This wording distinguishes the verified administrative measure from the disputed inference concerning motive.

CASE STUDY: PT11. NASIR UDDIN MOLLA

Institution: N.S. Amragachhia Government Primary School
Position: Assistant Teacher
Location: Mirzaganj, Patuakhali, Barishal Division
Period: December 2025
Category: Inter-district transfer alleged to have been retaliatory

Nasir Uddin Molla, an assistant teacher at N.S. Amragachhia Government Primary School in Mirzaganj, was another of the four Patuakhali teachers transferred during the nationwide primary-teacher dispute in December 2025. Contemporary reporting identifies him by name and institution and records that the four Mirzaganj teachers were transferred to Amtali and Taltali in neighboring Barguna district.

The order was approved on 4 December and covered 42 government primary teachers nationally. Its timing closely followed a renewed phase of the assistant-teacher movement. Teachers had initially mobilized in Dhaka on 8 November around three professional demands. After temporarily suspending their program following assurances from the finance and primary-education authorities, they resumed collective action when they considered that their demands remained unresolved. They subsequently boycotted annual examinations beginning on 1 December and moved to a complete shutdown on 3 December.

Nasir's transfer followed one day later as part of the larger batch. This temporal relationship is the principal reason the measure attracted allegations of retaliation. The book covering the Mirzaganj cases expressly connected the transferred teachers with the ongoing agitation and described them as protesting primary assistant teachers.

There is nevertheless an important evidentiary distinction between the transfer and its motive. The transfer is documented. The proposition that it was intended to punish Nasir for participating in the movement is an interpretation arising from its timing, scale, and context. Unless an official

document, judicial finding, or other stronger evidence establishes punitive intent, the book should not convert that allegation into an established fact.

The case remains relevant to repression because administrative retaliation need not involve dismissal. Transfers can materially affect teachers' working and family lives and may discourage participation in collective organization where teachers perceive them as consequences of activism.

Nasir's experience should therefore be presented as a documented transfer outside his district occurring immediately after intensified teacher industrial action and alleged to have been retaliatory. Viewed together with the other Mirzaganj transfers, the case is more analytically powerful than when considered alone. Four teachers from the same locality being relocated during a national batch provides evidence of a broader administrative pattern that warrants scrutiny, while still requiring caution about attributing motive.

CASE STUDY: PT12. RAJIBUL ISLAM

Institution: East Srinagar Government Primary School
Position: Assistant Teacher
Location: Mirzaganj, Patuakhali, Barishal Division
Period: December 2025
Category: Inter-district transfer alleged to have been retaliatory

Rajibul Islam was an assistant teacher at East Srinagar Government Primary School in Mirzaganj, Patuakhali. In December 2025, he was transferred outside the district alongside Gazi Mashiur Rahman, Md Ujjal Khan, and Nasir Uddin Molla. The four were among 42 government primary teachers included in a wider transfer order approved by the Ministry of Primary and Mass Education on 4 December.

The four teachers were given standing release and transferred to schools in Amtali and Taltali upazilas of Barguna. The order came during an exceptionally tense period in primary education. Following nationwide demonstrations in November, assistant teachers had temporarily suspended their movement after receiving government assurances. When the dispute remained unresolved, they resumed their program, including an annual-examination boycott beginning on 1 December and a complete shutdown from 3 December.

The next day's transfer order therefore acquired significance beyond an ordinary personnel decision. Contemporary reporting directly associated Rajibul and the other three Mirzaganj teachers with the protest movement. The simultaneous transfer of teachers during an ongoing industrial dispute gave rise to the interpretation that relocation was being used to discourage or penalize participation in collective action.

That interpretation should nevertheless remain explicitly attributed. The available evidence verifies the date, scale, institutions, identities of the four teachers, and inter-district nature of the transfers. It does not, on its own, demonstrate that an authorized decision-maker formally ordered Rajibul's transfer because of his protest activity.

This distinction is important to the book's broader methodology. Administrative measures can constitute repression where apparently ordinary powers are selectively or disproportionately exercised to deter protected expression or association. But establishing such retaliation normally requires evidence concerning motive, differential treatment, timing, or a pattern of action.

Rajibul's case therefore supports the more measured conclusion that he experienced a documented inter-district transfer in the immediate aftermath of collective teacher action, with the measure alleged to have been retaliatory.

The four Mirzaganj cases should remain individually identified in the map because they concern four teachers, but in the narrative analysis they can also be discussed collectively. Doing so makes the pattern clearer while avoiding repetitive claims or creating an impression that four entirely independent repression episodes occurred.

CASE STUDY: PT13. BEAUTY RANI PAUL

Institution: Pitaitikor Government Primary School
Position: Head Teacher
Location: Fenchuganj, Sylhet
Period: July–August 2026
Category: Online harassment, cyberbullying, and gendered moral policing

Beauty Rani Paul's case illustrates a form of pressure markedly different from police violence or administrative transfer. She was head teacher of Pitaitikor Government Primary School in Fenchuganj, Sylhet, and had been selected as the district's best teacher in 2026. She regularly used social media to share educational activities, including classroom teaching, exercise, creative learning, tree planting, and activities involving pupils.

On 23 July 2026, after school hours, Beauty recorded a short video while walking on the school premises and posted it as a Facebook Reel with a Bengali song as background music. A Facebook page subsequently republished the video in what was reported as a misleading and negative context. The repost generated widespread trolling and offensive commentary, with some social-media users questioning her conduct and demanding disciplinary action.

As the online harassment escalated, Beauty filed a General Diary with Fenchuganj Police Station. Police confirmed that the complaint named several Facebook pages and that the matter would be investigated. Reporting also documented that criticism included attacks focusing on her clothing, appearance, gender, and personal conduct rather than identifiable shortcomings in her teaching.

The controversy briefly acquired an administrative dimension. Education officials initially considered an inquiry into whether recording the Reel on school premises breached government-employee conduct rules. At the same time, teachers questioned why the education authorities were scrutinizing Beauty rather than protecting her against cyberbullying. State Minister for Primary and Mass Education Bobby Hajjaj subsequently publicly rejected the premise that there was anything inherently objectionable about a teacher making such a video.

The reaction also produced an unusual nationwide solidarity campaign. Teachers and other citizens uploaded their own videos using the same song, turning the material used to ridicule Beauty into a protest against the harassment.

This case is therefore best classified not as state repression but as online harassment, cyberbullying, and gendered moral policing with potential professional consequences. It demonstrates how a teacher's private expression can become reframed as a question of professional suitability and how digital harassment can create pressure for institutional punishment even where the original conduct is not shown to have harmed pupils or teaching.

CASE STUDY: PT14. JYOTSNA AKTER

Institution: Gobindashree Badda Government Primary School
Position: Assistant Teacher
Location: Madan, Netrokona
Division: Mymensingh
Period: August 2026
Category: Alleged workplace physical violence by acting head teacher

The female assistant teacher involved was Jyotsna Akter, an assistant teacher at Gobindashree Badda Government Primary School in Madan upazila of Netrokona. Contemporary reporting identifies the accused as Md Ziaul Haque, an assistant teacher who was serving as acting head teacher of the institution.

According to Jyotsna's complaint, the incident occurred on 6 August 2026 during school hours. A dispute arose between her and the acting head teacher. Published accounts report her allegation that Ziaul physically assaulted her and forcibly removed her from the school by holding or pulling her by the neck. Jyotsna subsequently submitted written complaints to both the Madan police and the local education authorities.

The allegation therefore moved beyond an informal workplace disagreement and entered both administrative and law-enforcement channels. Local reporting documented calls from members of the community and the school-management structure for an impartial investigation and appropriate action.

Most importantly for evidentiary purposes, the education administration subsequently acted against the accused teacher. On 13 August, Netrokona District Primary Education Officer Mohammad Shahidul Azam issued an official order temporarily suspending Ziaul Haque. Reporting on the suspension identified him as both an assistant teacher and the acting head teacher and connected the administrative action to the alleged assault on his colleague.

The case has an additional institutional dimension because of the difference in authority between the two teachers. At the time of the incident, Ziaul was exercising the responsibilities of acting head teacher, while Jyotsna was an assistant teacher. An alleged physical assault by someone exercising supervisory authority consequently raises questions not merely of interpersonal conflict but of safety and abuse of workplace power.

The available evidence does not justify characterizing the incident as political repression or linking it to the national teachers' movement. It is more accurately classified as alleged workplace physical violence by a supervisory colleague, followed by formal complaints and administrative suspension of the accused.

For the final map and case list, I recommend replacing “Female assistant teacher assaulted in Madan” with “Jyotsna Akter”. This is now supported by multiple published reports and makes all 15 entries named cases rather than leaving the final teacher anonymous.

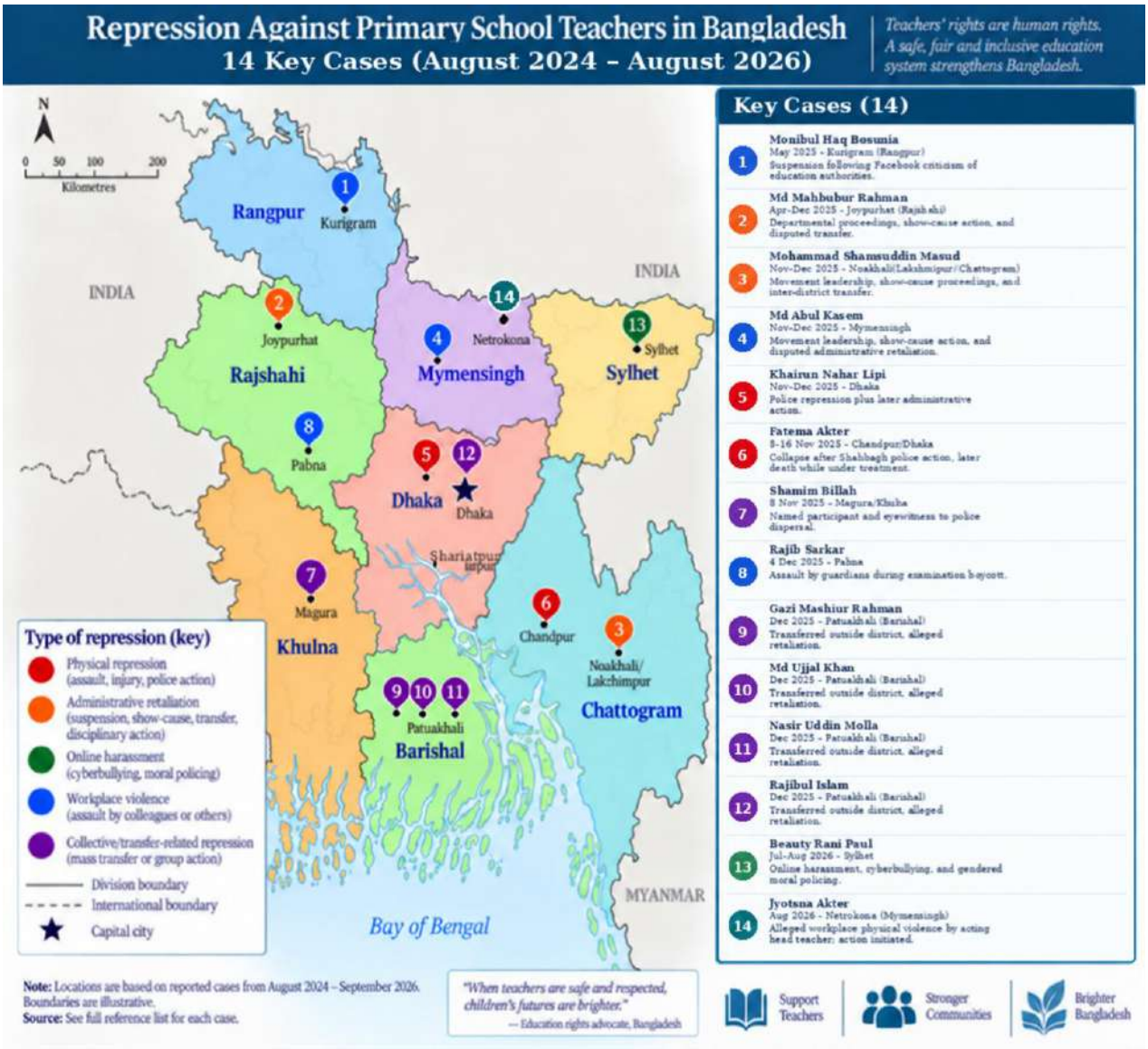
A comparison of these cases reveals an important asymmetry in institutional response. In Cases 14 and 15, where the incidents concerned workplace violence without any apparent political or ideological dimension, the authorities responded in a manner broadly consistent with their protective and disciplinary responsibilities: complaints were received, inquiries were initiated, and the teachers accused of assault were subjected to administrative action, including temporary suspension. By contrast, where teachers’ experiences were connected with criticism of education authorities, collective mobilization, professional dissent, or politically sensitive expression, the official response was often markedly less protective and, in several cases, was directed against the teachers themselves through suspension, show-cause proceedings, threats of disciplinary or legal

action, and transfers. Monibul Haq Bosunia, for example, was suspended after criticizing education policy and senior officials on Facebook, while four prominent leaders of the primary teachers' movement were served show-cause notices during the nationwide protest over pay and promotion; dozens of protesting teachers were also transferred during the same period. This contrast does not establish that every administrative action was politically motivated, but it points to an uneven protective environment in which teachers appear to receive more effective institutional protection in ordinary workplace disputes than when their speech, association, or professional activism intersects with politically sensitive issues.

Such inconsistency can create a chilling effect, discouraging teachers from expressing dissenting views, criticizing public policy, or participating in collective professional action for fear of adverse consequences. In a democratic system, that pattern is particularly concerning because freedom of expression and association are central safeguards against democratic backsliding. Where educators learn that politically sensitive speech may attract punishment while attacks connected with ideological disagreement go inadequately remedied, both academic-professional autonomy and democratic participation are weakened.

2.2.2 Overall Assessment of the Primary School Teachers' Case Studies

Figure 4. Geographic Distribution of Primary School Teachers' (PT) Case Studies



Taken together, the selected primary-school cases show that repression and professional vulnerability did not take a single form. The record includes disciplinary action following public criticism, show-cause proceedings connected with collective mobilization, police use of force during protest, transfers alleged to be retaliatory, violence by guardians or other non-state actors, online harassment, and workplace assault. These different forms should not be collapsed into a single category because the responsible actors, legal authority, evidentiary basis, and human rights questions differ substantially from case to case.

A particularly visible pattern concerns the relationship between professional expression, collective mobilization and subsequent administrative action. Monibul Haq Bosunia was formally suspended following criticism of education authorities on social media, although whether the suspension constituted retaliation for protected professional expression remains contested. The book therefore appropriately distinguishes the documented disciplinary measure from the disputed inference concerning motive. Similar concerns arise more strongly in the cases of national teacher-movement leaders. Mahbubur Rahman, Mohammad Shamsuddin Masud, Abul Kasem and Khairun Nahar Lipi faced combinations of show-cause proceedings, administrative scrutiny and transfers during or shortly after the 2025 movement over salary grading, promotion and related professional demands. In Lipi's case, physical injury during the Shahbagh police dispersal was followed by show-cause proceedings and a reported transfer, illustrating how state crowd-control measures and employment-related action could operate sequentially against the same teacher.

The cases nevertheless require a careful distinction between legitimate administrative authority and potentially retaliatory use of that authority. Government teachers remain subject to service rules, transfer powers and duties relating to the functioning of schools, and the authorities had a legitimate interest in responding when prolonged industrial action disrupted annual examinations and educational services. A transfer or show-cause notice therefore cannot be classified as repression solely because it followed protest activity. The more relevant questions are whether such measures were based on identifiable misconduct, applied consistently, proportionate to the conduct concerned, and independent of protected expression or association. This evidentiary distinction is especially important for the four Mirzaganj teachers, whose inter-district transfers are documented but whose alleged retaliatory purpose is not independently established by the available orders. The cases are analytically stronger when treated as a related administrative pattern rather than as four entirely separate repression episodes.

The November 2025 teacher mobilization introduces a second and more immediate human rights concern concerning physical security and the use of state force. Teachers participating in the movement encountered baton charges, sound grenades, tear gas and water cannon during the Shahbagh confrontation, while police maintained that some demonstrators attempted to breach barricades and threw objects at officers. The relevant assessment therefore cannot rest solely on the existence of injuries or police intervention; it requires consideration of whether the force used was lawful, necessary and proportionate to the circumstances. The cases of Lipi and other named participants demonstrate the direct physical consequences of the confrontation. Fatema Akter's case is particularly serious: the evidence establishes that she participated in the demonstration, collapsed after the police action, was hospitalized, and died eight days later, but the reviewed material does not provide a definitive medical or forensic finding establishing that exposure to sound grenades caused her death.

The cases also demonstrate that teacher vulnerability was not confined to state action. Rajib Sarkar was reportedly assaulted during a confrontation with guardians affected by the examination boycott,

showing how an industrial dispute could expose teachers to violence from members of the community as well as from law-enforcement authorities. Beauty Rani Paul's experience presents another form of vulnerability, involving online harassment, gendered commentary and demands for professional punishment arising from a personal social-media post. The incident briefly generated administrative scrutiny before authorities ultimately declined to pursue disciplinary action, while police received her complaint concerning the online harassment. The primary-school cases therefore illustrate how pressure on teachers may arise simultaneously from state institutions, professional hierarchies, local communities and digital audiences.

A further distinction emerges from the cases involving ordinary workplace violence. Where a teacher reported physical assault by a colleague or supervisor without an apparent political or movement-related dimension, the education administration appears to have been more willing to initiate inquiries or impose temporary suspension. The draft itself contrasts this response with cases arising from public criticism or collective professional activism, where authorities were sometimes the actors imposing suspension, show-cause proceedings, or transfers. The evidence does not establish that this difference resulted from political discrimination in every case, but it does warrant scrutiny of whether teachers receive equally effective institutional protection when the underlying dispute involves criticism of government policy, collective association or other politically sensitive expression.

The broader pattern is therefore one of layered professional insecurity rather than a single mechanism of repression. Some teachers experienced physical force, some formal disciplinary measures, some geographical relocation, some violence by non-state actors, and others digital or workplace harassment. For movement leaders, these pressures could accumulate: participation in collective action could be followed by injury, administrative proceedings, and transfer. Even where employment formally continued, such measures could affect family life, professional stability, willingness to participate in collective organization and confidence that protected criticism could be expressed without adverse consequences.

At the same time, the cases reinforce the book's central methodological principle that adverse action and repression are not synonymous. The evidence is strongest where a specific act is documented, such as a suspension, injury, transfer, show-cause notice or assault. Conclusions about retaliation, political motivation or causal responsibility require a higher evidentiary threshold. The primary-school cases therefore support scrutiny of freedom of expression and association, peaceful assembly, bodily integrity, non-discriminatory employment treatment, workplace safety and access to effective remedy, while preserving the distinction between verified events and contested explanations for why those events occurred.

2.3 Secondary Education: Forced Resignation, Harassment and Restraints on Collective Mobilization

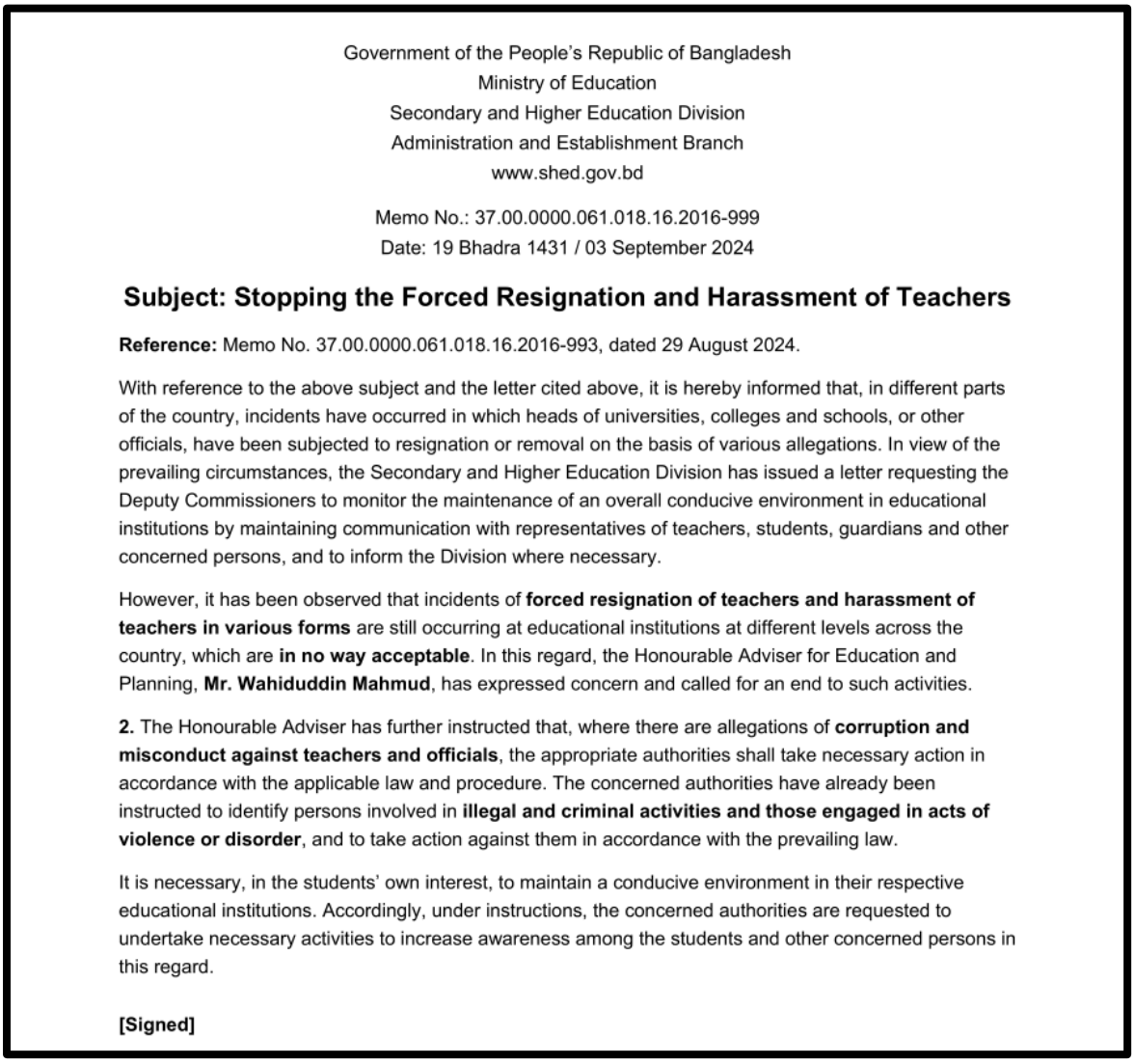
2.3.1 Forced Resignation and Harassment of Teachers

While repression in primary education was often manifested through disciplinary action, police force and administrative pressure, the secondary sector revealed a more pronounced pattern of coerced resignation, forced removal and harassment of teachers. The September 2024 government instructions are a useful starting point because they acknowledge continuing forced-resignation and harassment concerns and distinguish those practices from investigation of alleged corruption or misconduct.

The (English reproduction of the) Secondary and Higher Education Division's memorandum is dated 3 September 2024. It calls for an end to coercive practices and action through applicable law and procedure. Its issuance does not establish that all subsequent incidents stopped. (Secondary and Higher Education Division, 2024) Reporting by Abbas (2024) describes teachers facing pressure to resign and the resulting disruption to institutional leadership. That record supports examination of coercion rather than treating a signature alone as proof of a voluntary decision. Where students have a genuine complaint about a head teacher, protection of the complainants and a competent investigation are necessary; intimidation, confinement or forced signatures are not substitutes for them.

A later reported remedy concerns Md Alkas Uddin Ahmed of Golam Nabi Model Pilot High School in Kaliakair, Gazipur. Views Bangladesh reported in September 2026 that the High Court found the forced resignation invalid and ordered reinstatement. This book relies on that published account, not on an independently obtained certified judgment. The actual order, service history and evidence of compliance would strengthen the case and establish whether reinstatement became effective in practice. (Views Bangladesh, 2026)

Figure 5. Official Instruction Addressing Forced Resignation and Harassment of Teachers



Government of the People's Republic of Bangladesh
Ministry of Education
Secondary and Higher Education Division
Administration and Establishment Branch
www.shed.gov.bd

Memo No.: 37.00.0000.061.018.16.2016-999
Date: 19 Bhadra 1431 / 03 September 2024

Subject: Stopping the Forced Resignation and Harassment of Teachers

Reference: Memo No. 37.00.0000.061.018.16.2016-993, dated 29 August 2024.

With reference to the above subject and the letter cited above, it is hereby informed that, in different parts of the country, incidents have occurred in which heads of universities, colleges and schools, or other officials, have been subjected to resignation or removal on the basis of various allegations. In view of the prevailing circumstances, the Secondary and Higher Education Division has issued a letter requesting the Deputy Commissioners to monitor the maintenance of an overall conducive environment in educational institutions by maintaining communication with representatives of teachers, students, guardians and other concerned persons, and to inform the Division where necessary.

However, it has been observed that incidents of **forced resignation of teachers and harassment of teachers in various forms** are still occurring at educational institutions at different levels across the country, which are **in no way acceptable**. In this regard, the Honourable Adviser for Education and Planning, **Mr. Wahiduddin Mahmud**, has expressed concern and called for an end to such activities.

2. The Honourable Adviser has further instructed that, where there are allegations of **corruption and misconduct against teachers and officials**, the appropriate authorities shall take necessary action in accordance with the applicable law and procedure. The concerned authorities have already been instructed to identify persons involved in **illegal and criminal activities and those engaged in acts of violence or disorder**, and to take action against them in accordance with the prevailing law.

It is necessary, in the students' own interest, to maintain a conducive environment in their respective educational institutions. Accordingly, under instructions, the concerned authorities are requested to undertake necessary activities to increase awareness among the students and other concerned persons in this regard.

[Signed]

Source: *English reproduction of the Secondary and Higher Education Division memorandum of 3 September 2024. Note. Document extract; this is not the signed Bengali original. Cropped to omit contact information.*

Within secondary education, however, several individually documented cases demonstrate how this broader pattern operated. In Muradnagar, Cumilla, Hasina Begum, head-teacher of Nurunnahar Girls High School, was reportedly surrounded by students and compelled to sign a resignation letter in September 2024; video footage of the incident circulated publicly (Dhaka Post, 2024a). In Thakurgaon, head-teacher Md Selim Uddin and assistant teachers Md Yasin Ali, Md Nure Alam and Sharan Singh of Chokhmil Multipurpose High School were reportedly confined and forced to sign resignation letters on 25 August 2024. Four days later, students brought the teachers back to the school, apologized- and reinstated them in their positions; the book also recorded allegations that local political actors had encouraged the original action (Dhaka Post, 2024b). In Sitakunda, Chattogram, Kanti Lal Acharya, acting head-teacher of Bhatiyari Haji Tobarak Ali Chowdhury High School, alleged that he was surrounded and forced to sign a resignation letter on 16 April 2025, an incident independently reported by *The Daily Star* and *Prothom Alo* (The Daily Star, 2025; Prothom Alo, 2025a). He later returned to the institution as a senior teacher after the education board ordered an investigation into the alleged forced resignation (Prothom Alo, 2025b).

Figure 6. Newspaper Report on Teachers Subjected to Mob-violence during the First Three Months of the Interim Administration

Source: *Abedin, J., & Sumon, S. A., Kaler Kantho (2026, April 21)*

A further contested case concerned Md Mozammel Haq, head-teacher of Tigerpass Multipurpose High School in Chattogram, and senior assistant teacher Amena Begum, who maintained that they had been forced to resign in August 2024. After the education board later permitted their return, Mozammel Haq was physically pushed out of the school when he attempted to resume duties; the governing committee disputed his account of the resignation and separately alleged financial misconduct, illustrating why allegations of wrongdoing and the legality of removal must be assessed through distinct procedures rather than through crowd pressure (Prothom Alo, 2026). Therefore, the critical follow-up question is whether a teacher can actually return. A favorable administrative or judicial decision may leave threats, office access, class allocation, or salary problems unresolved. The teacher register is particularly useful for identifying reported access barriers even where a

resignation or removal has not occurred. Such records require follow-up at the institution, not simply deletion once a formal remedy is announced. (*School and College List of Repressed Teachers*)

2.3.2 Protest Policing and Restrictions on Collective Mobilization

Collective repression in secondary education was not limited to pressure on individual teachers to resign. It also appeared in the State response to organized professional action over salaries, allowances and employment conditions. A particularly well-documented example occurred on 12 October 2025, when teachers working in institutions covered by the government's Monthly Pay Order (MPO) system demonstrated outside the National Press Club in Dhaka.

Figure 7. Principal of Tangail Pre-Cadet School Signs a Resignation Document amid a Mob-violence

Source: *Somoy News, 3 September 2024*

Contemporary reporting specifically described secondary-level school teachers as participants in the movement, although the wider mobilization also included personnel from colleges, madrasas *(Islamic learning institutions)* and other MPO-listed institutions. The demonstrators were demanding, among other matters, a house-rent allowance equivalent to 20 percent of basic salary, an increased medical allowance and higher festival benefits (New Age, 2025a; The Daily Star, 2025a).

The police response involved significant crowd-control measures. *New Age* reported that police used water cannon, sound grenades and baton charges to disperse protesting secondary-level MPO teachers and detained several participants for questioning (New Age, 2025a). *The Daily Star* independently reported the use of water cannon, baton charges and sound grenades, after which the teachers announced an indefinite nationwide work abstention in protest against the police action (The Daily Star, 2025b). *Prothom Alo* similarly documented baton use, sound grenades, and water cannon and reported injuries among protesters (Prothom Alo, 2025a), while UNB reported that several demonstrators were detained and later released (UNB, 2025). The convergence of these accounts

establishes that coercive police measures were used against the demonstration, although the legality and proportionality of particular acts require assessment of the conduct of both protesters and officers.

Figure 8. MPO-Listed Education Nationalization Aspirants Alliance Protest

Source: *Mir Hossen, Prothom Alo English (12 October, 2025)*

The incident raises a direct question under the right to peaceful assembly. Article 37 of the Constitution protects peaceful and unarmed assembly subject to reasonable restrictions imposed by law, while Article 21 of the ICCPR permits restrictions on peaceful assembly only where they are lawful and necessary for recognized legitimate purposes. The relevant inquiry is therefore not simply whether teachers occupied a road or obstructed traffic, but whether dispersal by baton charge, water cannon and sound grenades was necessary in the particular circumstances and whether less intrusive means were reasonably available. Reports indicate that the protest blocked the road in front of the National Press Club and caused serious traffic disruption, which provided the authorities with a legitimate public-order concern (New Age, 2025a). That concern, however, does not by itself establish that every form or degree of force subsequently used was proportionate.

Figure 9. Police Obstruct a Blockade by Teachers and Staff of MPO-Listed Private Educational Institutions

Source: *Prothom Alo, (12 October 2025)*

The demonstration also engaged freedom of expression and association. The teachers were collectively communicating grievances concerning remuneration and conditions of employment and were acting through an organized professional platform. Article 39 of the Constitution and Article 19 of the ICCPR protect expression, while Article 38 of the Constitution and ILO Convention No. 87 provide protections relevant to association and organized workers' activity. The professional character of the protest is particularly significant because the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers recognizes teachers' organizations as legitimate representatives of teachers' occupational interests and envisages negotiation and dispute-resolution mechanisms concerning salaries and working conditions. Police intervention in such activity must therefore be assessed not only as public-order enforcement but also for its effect on teachers' ability to organize, communicate grievances and participate collectively in matters affecting their profession.

The aftermath reinforces the collective-rights dimension of the incident. Following the 12 October police action, teachers moved their protest to the Central Shaheed Minar and announced an indefinite work abstention beginning the next day (Dhaka Tribune, 2025a; The Business Standard, 2025a). Teachers from MPO-listed schools across the country subsequently joined the work stoppage, and *New Age* specifically reported participation by secondary-level schools (New Age, 2025b). In Ulipur, for example, teachers from numerous schools, colleges and madrasas *(Islamic learning institutions)* later organized a protest march condemning the police action in Dhaka; among the participants were head-teachers and teachers from secondary schools, including Ulipur Women's Collegiate High School (Bangladesh Post, 2025). These subsequent activities indicate that the police action became itself a grievance within the wider teachers' movement.

Restrictions continued as the movement developed. On 15 October 2025, MPO-listed teachers and staff marched from the Central Shaheed Minar toward Shahbagh and encountered police barricades. Protesters eventually broke through the barriers and occupied Shahbagh intersection. One of those quoted by name was Jahirul Islam, a teacher at Rangamati High School, providing direct evidence that secondary-school teachers (ST) were participating in the mobilization (Prothom Alo, 2025b; UNB, 2025b). On 19 October, another procession, described as a "hunger procession," was stopped near the High Court intersection by police, while more than one hundred police personnel and six platoons of Border Guard Bangladesh were deployed (Prothom Alo, 2025c). These later incidents did not involve the same documented level of force as on 12 October, but they demonstrate repeated State restriction of teachers' attempts to march toward government offices or central public spaces.

The use of force and resulting injuries require separate scrutiny under constitutional protections concerning bodily integrity and treatment in accordance with law. Article 31 protects against detrimental action affecting a person's life, liberty or body except in accordance with law, while Articles 32 and 35(5) provide further protection concerning life, liberty and cruel, inhuman or degrading treatment. A later *Daily Star* review of education-sector unrest in 2025 reported that more than 100 teachers were injured during the October MPO protest, though contemporaneous reports varied in the numbers they provided (The Daily Star, 2025c). For that reason, the exact number and severity of injuries should be established through medical documentation rather than retrospective aggregate reporting alone.

The detention of demonstrators also raises questions concerning liberty and procedural safeguards. Contemporary reports state that several teachers were taken into custody or detained for questioning during the 12 October dispersal, with police later reporting their release (UNB, 2025; Dhaka Tribune, 2025a). Any full human rights assessment would therefore need to establish who was detained, the legal basis for each detention, its duration, whether grounds were communicated and whether the applicable safeguards under *Article 33 of the Constitution* and *Article 9 of the ICCPR* were observed.

Figure 10. Police Move in on a Protester during a Demonstration by MPO-enlisted Education Personnel

Source: *Amran Hossain, The Daily Star (12 October 2025)*

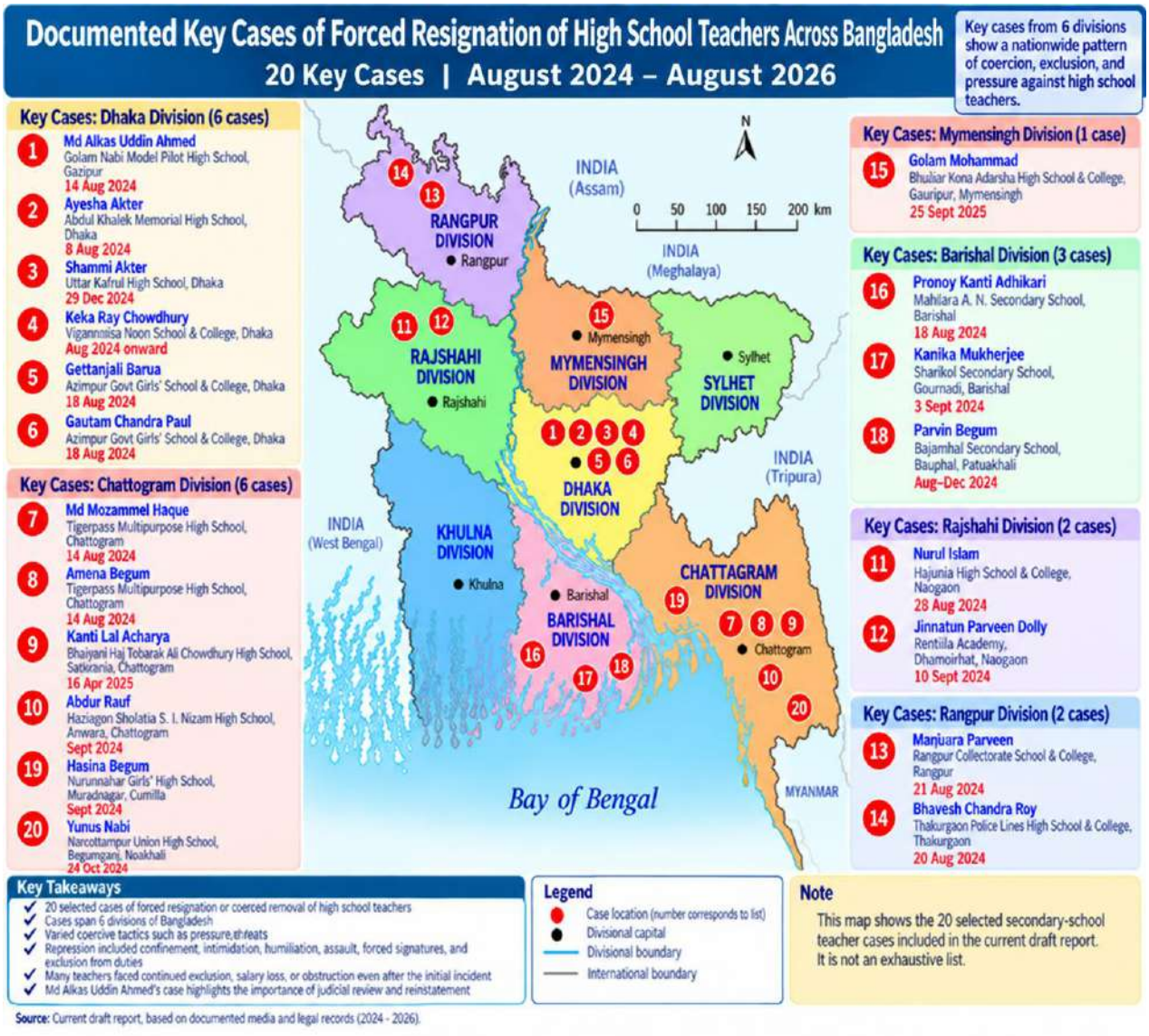
The labor-rights dimension is equally important. *ILO Convention No. 87 protects workers' organizational activ*ity, while *Convention No. 98 provides protection against certain forms of anti-union discrimination*, subject to its scope and public-service provisions. The 1966 ILO/UNESCO Recommendation further recognizes negotiation over teachers' remuneration and working conditions as a legitimate function of teachers' organizations. Accordingly, any disciplinary, employment or administrative action subsequently taken against identifiable secondary-school teachers because of lawful participation in the movement should be examined separately to determine whether it was based on specific misconduct or constituted retaliation for protected organizational activity.

The available evidence therefore supports a finding that secondary-level teachers participating in the 2025 MPO movement were subjected to police dispersal, restrictions on processions, temporary detention and, on 12 October, the use of water cannon, sound grenades and batons. It does not establish that every police intervention during the wider movement was unlawful. A definitive assessment requires examination of the extent of obstruction or disorder, warnings given, opportunities to comply, individual conduct, operational orders, detention records, medical evidence and whether less harmful measures were available. The central rights question is whether public-order regulation remained necessary and proportionate or whether it crossed into unjustified interference with teachers' peaceful assembly, expression, association and collective professional activity.

2.4 Secondary School Teachers' Case Studies: Coercion, Exclusion and Individual Experiences

The cases presented in this section illustrate a recurring pattern of pressure on secondary-school teachers following the political transition of August 2024. In several instances, teachers and institutional heads were reportedly compelled to resign, physically removed from their workplaces, prevented from returning to their institutions, or subjected to sustained pressure from students, guardians, local actors, or other groups. These cases do not all arise from identical circumstances, and the allegations against individual teachers vary. The central concern is therefore not whether such criticisms or complaints were true or false, but whether employment decisions based on them were made through lawful, fair, and institutionally authorized procedures rather than through coercion, intimidation, or collective pressure.

Figure 11. Geographic Distribution of Secondary School Teachers' (ST) Case Studies



2.4.1 Secondary School Teacher Case Studies

CASE STUDY: SST1. MD ALKAS UDDIN AHMED

Institution: Golam Nabi Model Pilot High School
Position: Head Teacher
District: Gazipur
Division: Dhaka
Initial incident: 14 August 2024
Nature of repression: Forced resignation, exclusion from office, and subsequent judicial intervention

Md Alkas Uddin Ahmed's case is among the most legally significant examples of forced resignation identified during the period under review. Ahmed was serving as head teacher of Golam Nabi Model Pilot High School in Kaliakair, Gazipur, when a group allegedly compelled him to sign a resignation letter on 14 August 2024. Ahmed maintained that he had not voluntarily relinquished his position. He documented his objection almost immediately by filing a general diary with Kaliakair Police Station and subsequently approaching the relevant education and administrative authorities (Energy Tribune, 2026).

The dispute later reached the High Court. The central question was whether a resignation apparently bearing a teacher's signature could lawfully terminate employment if the signature had been obtained through coercion. In 2026, the High Court concluded that Ahmed's resignation had not been voluntary and that his signature had been forcibly obtained. The Court held that a resignation procured through force or pressure did not acquire legal validity merely because it had been reduced to writing. It consequently ordered his reinstatement and indicated that the responsible educational authorities had obligations to implement the decision (Energy Tribune, 2026).

Ahmed's case is especially important because many other teachers examined in this book alleged coercion but lacked a final judicial determination concerning the validity of their resignations. Here, the legal process provided a clear distinction between a genuine voluntary resignation and a document obtained under duress.

Further progression and significance. The case offers an important legal benchmark for evaluating other forced-resignation incidents. It demonstrates that the existence of a signed document cannot by itself establish consent. It also illustrates the importance of prompt documentation through police reports, written administrative complaints, and judicial review. For this book, Ahmed's case should therefore be treated as one of the strongest documented examples of coerced resignation and as a potentially important precedent for assessing similar cases involving secondary-school teachers (ST).

CASE STUDY: SST2. AYESHA AKTER

Institution: Abdul Khalek Memorial High School
Position: Acting Head Teacher
District: Dhaka
Division: Dhaka
Date: 8 August 2024
Nature of repression: Confinement, coercion to resign, and public humiliation

Ayesha Akter's experience occurred during the earliest days of the post-5 August 2024 upheaval in Bangladesh's education sector. She was serving as acting head teacher of Abdul Khalek Memorial High School in Badda, Dhaka, when students and other individuals reportedly entered the institution and pressured her to resign. Later investigative reporting identified her among teachers who had been subjected to coercive treatment during the period in which large numbers of school and college teachers were forced or pressured from their positions (Daily Sun, 2026).

According to the reported account, Ayesha was confined inside a room and placed under sustained pressure to sign a resignation letter. The allegation of confinement is significant because it distinguishes the episode from an ordinary resignation submitted in response to criticism or institutional disagreement. If an individual cannot freely leave an environment or meaningfully refuse a demand, the voluntariness of any document signed in those circumstances is seriously compromised.

Her treatment reportedly continued beyond the act of signing. She was subjected to public humiliation after leaving the institution, adding a degrading dimension to the employment-related coercion. The case therefore contains elements that could also fall within a later section on physical or psychological harassment. In the present analysis, however, those acts are relevant because they formed part of the pressure surrounding her removal from office.

The broader context is important. By the end of August 2024, national reporting had identified at least 150 forced resignations of teachers across Bangladesh, while education authorities publicly warned against compelling teachers to leave their positions outside lawful disciplinary procedures (The Daily Star, 2024a, 2024b).

Further progression and significance. Ayesha's case illustrates how quickly student or community grievances could turn into direct control over a teacher's employment status. It should be classified as a reported coerced resignation involving confinement. The case also demonstrates why complaints against a teacher and the method used to remove that teacher must be analytically separated.

CASE STUDY: SST3. SHAMMI AKTER

Institution: Uttar Kafrul High School
Position: Head Teacher
District: Dhaka
Division: Dhaka
Date: 29 December 2024
Nature of repression: Physical pressure during signing, exclusion from school, and salary consequences

Shammi Akter's case is significant because it occurred several months after the intense August–September 2024 wave of forced resignations. She was the head teacher of Uttar Kafrul High School

in Dhaka and reportedly experienced repeated pressure connected to her position following the political transition. Later investigative reporting described how images of her participation in official programs under the previous political administration were used in the wider controversy surrounding her continued leadership of the institution (Daily Sun, 2026).

The most serious incident occurred on 29 December 2024 when Shammi returned to the school after a period away. Video evidence reportedly showed students surrounding her and physically pulling at her hands, clothing, and scarf while demanding that she sign a resignation letter. A pen was eventually placed in her hand, and she signed the document in circumstances she subsequently characterized as coercive (Daily Sun, 2026).

The longer-term consequences appear to have been substantial. Shammi reported that she was unable to resume her normal duties and that her salary and allowances were stopped. She also alleged that individuals later offered to facilitate her return in exchange for money. The latter allegation should remain explicitly attributed to her unless corroborated through further investigation.

Shammi's case demonstrates how a short episode of coercion can become institutionally entrenched. Once a disputed resignation is treated administratively as effective, subsequent denial of salary and access to the workplace can prolong the initial harm for months.

Further progression and significance. The reported video makes this a particularly valuable case because it provides direct evidence concerning the circumstances in which the signature was obtained. It illustrates the distinction between documentary form and genuine consent. The case also shows that repression can have an economic dimension: the consequences of a coerced signature may include loss of livelihood as well as professional status. It is therefore best understood as physical coercion leading to prolonged professional and financial exclusion (Daily Sun, 2026).

CASE STUDY: SST4. KEKA RAY CHOWDHURY

Institution: Viqarunnisa Noon School and College
Position: Acting Principal
District: Dhaka
Division: Dhaka
Period: August 2024 onward
Nature of repression: Forced resignation and subsequent institutional exclusion

Keka Ray Chowdhury was serving as acting principal of Viqarunnisa Noon School and College when she became one of the prominent institutional heads pressured to leave office following the August 2024 political transition. National reporting documented a wider pattern in which students and outside groups demanded immediate resignations from teachers and administrators, frequently without completion of formal investigations or disciplinary procedures (The Daily Star, 2024a, 2024b).

Keka maintained that her resignation was not voluntary. Later investigative reporting stated that CCTV footage was relevant to understanding the circumstances in which she was made to leave her position. She reportedly sought to continue at the institution as a regular teacher even if she could no longer remain acting principal, but was not permitted to do so (Daily Sun, 2026).

The distinction is important. An administrator may legitimately be removed from an acting leadership position through appropriate institutional procedures while retaining substantive employment as a teacher. Preventing Keka from returning in any capacity therefore raised a broader issue than merely changing institutional leadership.

The dispute reportedly continued long after the initial confrontation. Like several other educators identified in later investigations, she remained outside normal institutional life despite subsequent scrutiny of the manner in which her resignation had been obtained (Daily Sun, 2026).

Further progression and significance. Keka's case illustrates the movement from immediate resignation pressure to prolonged institutional exclusion. It shows why case studies of forced resignation should not stop at the moment a resignation paper is signed. Whether the affected teacher subsequently receives salary, is permitted to return to teaching, or obtains an effective administrative remedy may be equally important indicators of repression.

Her case also demonstrates that allegations against an institutional administrator should be investigated separately from the legality of the means used to remove that person. Even where grievances are substantial, bypassing formal processes risks replacing accountability with coercive collective action.

CASE STUDY: SST5. GEETANJALI BARUA

Institution: Azimpur Government Girls' School and College
Position: Principal
District: Dhaka
Division: Dhaka
Date: 18 August 2024
Nature of repression: Collective student pressure, humiliation, and compelled resignation

Geetanjali Barua was serving as principal of Azimpur Government Girls' School and College when approximately 50 students reportedly entered the institution on 18 August 2024 and demanded the resignations of several members of the school leadership. Barua, Assistant Head Teacher Gautam Chandra Paul, and Physical Education Teacher Shahnaza Akhter were among those targeted during the incident (The Daily Star, 2024a).

Barua described students entering her office and humiliating her before demanding that she relinquish her position. The circumstances therefore went beyond ordinary criticism or petitioning. The pressure culminated in her resigning.

Her case subsequently became complicated by misinformation. A widely circulated photograph claimed to show Barua tied to a tree. Fact-checking established that the woman depicted was not Barua and that the photograph had been wrongly associated with the incident. The genuine reporting instead showed Barua signing a resignation within the institutional setting while under pressure from students (The Business Standard, 2024).

This distinction is particularly important for human rights reporting. Genuine coercion should not be supported with false or misidentified evidence simply because the false material appears dramatic. The actual documented facts are sufficiently serious without embellishment.

Further progression and significance. Barua's case illustrates both coercive resignation and the evidentiary risks created by misinformation. It demonstrates the need to distinguish between substantiated incidents and exaggerated digital narratives. The case also highlights a broader procedural issue: students may lawfully complain against institutional leadership, but direct pressure to obtain immediate resignation bypasses the administrative mechanisms designed to investigate those complaints.

For this book, the genuine photograph of Barua signing the resignation should be preferred over the falsely captioned image, and the misinformation episode itself may be noted as an example of how genuine repression can become distorted through social media (The Business Standard, 2024).

CASE STUDY: SST6. GAUTAM CHANDRA PAUL

Institution: Azimpur Government Girls' School and College
Position: Assistant Head Teacher
District: Dhaka
Division: Dhaka
Date: 18 August 2024
Nature of repression: Collective pressure and compelled resignation

Gautam Chandra Paul was assistant head teacher of Azimpur Government Girls' School and College when he was compelled to resign during the same 18 August 2024 mobilization that affected Principal Geetanjali Barua. Contemporary English-language reporting identified Paul specifically among the members of the institution's leadership whose resignations students demanded that day (The Daily Star, 2024a).

Paul's inclusion is analytically important because it demonstrates that forced resignation was not confined to principals or heads of institutions. Assistant heads and other members of the teaching hierarchy could also be removed when protesters sought broad changes within an institution.

The available reporting provides less individual detail regarding Paul than it does for Barua. It would therefore be inappropriate to attribute physical assault, confinement, or specific threats to him without additional evidence. The well-supported conclusion is that he was among several educators compelled to resign during a coordinated institutional confrontation.

The episode occurred against the background of a nationwide wave of student and community actions against teachers accused of political bias, corruption, administrative misconduct, or other grievances. Education authorities repeatedly stressed that allegations should be investigated through appropriate institutional mechanisms rather than resolved by forced resignation (The Daily Star, 2024b).

Further progression and significance. Paul's case demonstrates the collective or institutional dimension of coercive resignation. In some schools, protesters did not focus only on one allegedly problematic administrator but demanded the removal of multiple personnel in a single episode. This pattern raises particular due-process concerns because it increases the likelihood that individual allegations and individual responsibility become secondary to broader demands for wholesale leadership change.

For the final report, Paul's case may be cross-referenced with Geetanjali Barua's while remaining a separate case because his professional position and consequences were distinct.

CASE STUDY: SST7. MD MOZAMMEL HAQUE

Institution: Tigerpass Multipurpose High School
Position: Head Teacher
District: Chattogram
Division: Chattogram
Initial incident: 14 August 2024
Nature of repression: Alleged forced resignation, removal from the institution, and obstruction of reinstatement

Md Mozammel Haque had a long professional association with Tigerpass Multipurpose High School in Chattogram and had served as head teacher for many years before the events of August

2024. On 14 August, a dispute at the institution resulted in both Mozammel and his wife, senior assistant teacher Amena Begum, leaving the school.

The school's governing body maintained that they had resigned. Mozammel disputed this account, alleging that a crowd entered the institution, subjected the couple to harassment, obtained signatures under pressure, and forced them to leave. The dispute later entered formal administrative proceedings before the Chattogram Education Board (bdnews24.com, 2026).

The case became particularly significant when Mozammel later attempted to return to the institution following an administrative process. Reports and video footage described another confrontation in which he was challenged, pushed, and ultimately removed from the premises. The opposing institutional side continued to maintain that he had previously resigned and therefore had no valid position to resume (bdnews24.com, 2026).

This competing account should be retained in the case study because the precise voluntariness of the original resignation remained disputed. Nevertheless, the fact that the matter proceeded through an education-board appeal mechanism demonstrates that Mozammel's claim was not simply an unexamined personal assertion.

Further progression and significance. The case demonstrates that formal administrative relief may not translate into effective reinstatement. Even when education authorities review a disputed resignation, hostile local actors or governing bodies may prevent a teacher from physically returning to work.

Mozammel's experience therefore illustrates a second stage of repression beyond the initial forced resignation: obstruction of remedy. This is particularly important in assessing whether teachers receive meaningful restoration rather than merely favorable decisions on paper.

CASE STUDY: SST8. AMENA BEGUM

Institution: Tigerpass Multipurpose High School
Position: Senior Assistant Teacher
District: Chattogram
Division: Chattogram
Initial incident: 14 August 2024
Nature of repression: Alleged forced resignation and continuing exclusion

Amena Begum was a senior assistant teacher at Tigerpass Multipurpose High School and the wife of Head Teacher Md Mozammel Haque. She became involved in the same disputed August 2024 resignation incident that led to the couple's exclusion from the institution.

According to their account, neither teacher voluntarily left employment. They alleged that a crowd subjected them to pressure and that signatures were obtained before they were compelled to leave. The governing authorities disputed this account and maintained that resignations had been submitted.

Amena's case is valuable because much of the public discussion about forced resignations has centered on principals and head teachers. Her experience suggests that teachers below the highest administrative level were also vulnerable when broader institutional conflicts emerged.

The couple subsequently approached the Chattogram Education Board. Their attempts to return to the institution became the subject of further dispute and later news reporting. The available English reporting focuses more extensively on Mozammel, and therefore claims concerning Amena should be kept narrower. There is sufficient basis to describe her as reporting an involuntary resignation

and subsequent exclusion, but not to infer additional acts of physical violence without stronger evidence (bdnews24.com, 2026).

Further progression and significance. Amena's case demonstrates that coerced institutional change may simultaneously affect several members of staff. It also illustrates the importance of recognizing individual teachers within what may otherwise be described merely as a dispute involving a head teacher.

The case raises the same procedural issue seen elsewhere in the dataset: where teachers contest the voluntariness of their resignations and pursue education-board remedies, continued exclusion from the workplace may function in practice like dismissal even in the absence of a completed lawful disciplinary process.

CASE STUDY: SST9. KANTI LAL ACHARYA

Institution: Bhatiyari Haji Tobarak Ali Chowdhury High School
Position: Acting Head Teacher
District: Chattogram
Division: Chattogram
Date: 16 April 2025
Nature of repression: Mob pressure, intimidation, and forced signing of resignation.

Kanti Lal Acharya's case is particularly important because it occurred in April 2025, well after the first wave of forced resignations. Acharya was serving as acting head teacher of Bhatiyari Haji Tobarak Ali Chowdhury High School in Sitakunda when a large group entered the institution and pressured him to step down.

According to Acharya, the group initially demanded that he sign a statement admitting corruption. When he refused, he was pressured to sign a resignation citing personal reasons. He later said he signed because he feared for his safety. Reporting also linked the incident to disagreements over the formation or leadership of the school's ad hoc managing committee (Prothom Alo, 2025; The Daily Star, 2025a).

The case contained significant competing narratives. Local political figures disputed Acharya's description and pointed to allegations of corruption and dissatisfaction with his administration. These allegations should be recorded but kept analytically separate from the question of whether his resignation was voluntarily given.

Education authorities subsequently investigated the incident. Acharya eventually returned to the institution in his substantive capacity as a senior teacher, although not necessarily in the same acting leadership position from which he had been removed (Prothom Alo, 2025).

Further progression and significance. Acharya's case shows that the practice of forced resignation continued into 2025 and was not merely a transient feature of the immediate political transition. It also illustrates a recurring tension between substantive allegations and procedural rights.

Even where corruption allegations exist, they do not themselves establish that a crowd should determine an educator's employment status. Acharya's partial return to professional duties further demonstrates that coerced removal can later be reversed without erasing the original violation.

CASE STUDY: SST10. ABDUR RAUF

Institution: Hajigaon Sholkata S. J. Nizam High School
Position: Head Teacher
District: Chattogram
Division: Chattogram
Date: September 2024
Nature of repression: Forced resignation during an ongoing official inquiry

Abdur Rauf's case is distinctive because the alleged coercion occurred while a formal inquiry mechanism was already examining complaints against him. Students and guardians had raised allegations concerning irregularities involving Rauf and an office assistant. In response, the authorities constituted an inquiry committee and sent officials to the school (Dainik Azadi, 2024).

During the inquiry visit, however, students, guardians, and other individuals reportedly surrounded or confined members of the committee. Within that atmosphere, Rauf and the office assistant were made to sign resignation documents. The responsible education official described the situation as undesirable and indicated that outsiders as well as members of the school community had participated (Dainik Azadi, 2024).

The background is important because allegations against Rauf apparently existed independently of the later resignation demand. Rauf, for his part, attributed the conflict to local interests seeking control of the institution. Neither interpretation should simply be accepted without investigation.

What makes the case especially relevant is that an authorized fact-finding process was already underway. The alleged coercion did not fill an institutional vacuum; rather, it interrupted or bypassed the mechanism designed to examine the complaints.

Further progression and significance. Rauf's case demonstrates how forced resignation can actually undermine accountability. Where serious allegations exist, investigation may establish misconduct and justify formal disciplinary action. A resignation extracted through confinement or crowd pressure can instead prevent a transparent determination of those allegations.

The case therefore illustrates both sides of the due-process problem. The teacher may be deprived of a fair opportunity to respond, while complainants may be deprived of an authoritative finding. It is a strong example of **mob-based action displacing formal educational governance**.

CASE STUDY: SST11. NURUL ISLAM

Institution: Hapania High School and College
Position: Principal
District: Naogaon
Division: Rajshahi
Date: 28 August 2024
Nature of repression: Physical pressure, forced resignation, and serious medical consequences

Nurul Islam's case is among the most serious in this dataset because the confrontation surrounding his resignation was followed immediately by a medical emergency. Students and others had raised allegations concerning recruitment and administrative irregularities at Hapania High School and College. The authorities initially attempted to address the conflict through arbitration (bdnews24.com, 2024a).

Despite that process, another confrontation occurred on 28 August 2024. Nurul was surrounded and pressured to sign a resignation. Reports indicate that the confrontation became physical. During the incident, he suddenly collapsed and lost consciousness. He was initially treated locally, subsequently admitted to Rajshahi Medical College Hospital, and later transferred to Dhaka for more advanced treatment (bdnews24.com, 2024a).

Video footage of the incident circulated publicly, providing stronger evidence than is available in many other forced-resignation cases. Although the precise medical diagnosis should be stated cautiously, contemporary reporting described the event as a suspected stroke or serious cardiovascular episode.

The allegations against Nurul concerning institutional irregularities are relevant and should remain in the case study. They do not, however, establish a lawful basis for compelling him to sign a resignation in an atmosphere of physical pressure.

Further progression and significance. Nurul's case sits at the intersection of forced resignation and physical repression. It belongs in this section because the physical confrontation was directly linked to the effort to obtain his resignation.

The case also demonstrates that institutional alternatives existed: an arbitration process had already been attempted. The subsequent escalation therefore highlights the failure of formal dispute-resolution mechanisms to restrain collective coercion. Because the incident was captured on video, it should be prioritized for inclusion with photographic or visual evidence in the final reporting.

CASE STUDY: SST12. JINNATUN PARVEEN DOLLY

Institution: Reritala Academy
Position: Headmistress
District: Naogaon
Division: Rajshahi
Date: 10 September 2024
Nature of repression: Confinement, physical restraint, torture, and pressure to resign

Jinnatun Parveen Dolly's case represents one of the highest-severity incidents documented in the secondary-education sector. Dolly, headmistress of Reritala Academy in Dhamoirhat, Naogaon, and her husband, teacher Ashraful Haque, were reportedly confined inside a classroom during a confrontation concerning demands for their resignations.

According to English-language reporting, the couple was tied up and subjected to physical abuse for an extended period. Police and army personnel eventually intervened and rescued them. They subsequently required medical treatment (bdnews24.com, 2024b).

The involvement of security personnel provides external confirmation that a serious incident occurred, although questions of individual criminal responsibility would still require investigation and adjudication. The coercive circumstances described in the reporting leave little resemblance to an ordinary employment resignation.

The case is particularly important because the teachers' physical liberty was allegedly removed. Where an employee is tied, confined, threatened, or assaulted while being asked to relinquish employment, any resulting resignation cannot plausibly be treated as freely given.

Further progression and significance. Dolly's case should be categorized among the most severe examples of forced-resignation-related repression. It is also appropriate for cross-reference in the later section on physical violence against teachers.

The case shows how institutional disputes can deteriorate into vigilante action when crowds assume authority over both disciplinary processes and personal liberty. It also demonstrates why the broader category used in this book should encompass not only completed resignations but coercive attempts to obtain resignation through detention or violence.

Because the incident involved physical restraint and eventual rescue by police and army personnel, any available contemporaneous photograph or verified image should be given priority in the final illustrated version.

CASE STUDY: SST13. MANJUARA PARVEEN

Institution: Rangpur Collectorate School and College
Position: Principal
District: Rangpur
Division: Rangpur
Date: 21 August 2024
Nature of repression: Prolonged pressure, confinement-like circumstances, and compelled resignation

Manjuara Parveen was principal of Rangpur Collectorate School and College when current and former students, guardians, and other members of the institutional community organized a protest against her leadership. Protesters raised multiple allegations concerning financial management, staff promotion, employment decisions, and institutional administration.

During the confrontation, Manjuara was asked to provide documentation responding to the allegations. She reportedly produced some material but sought additional time to answer the full range of complaints. Protesters refused to extend that time. The confrontation continued for several hours, during which she remained surrounded and subjected to intense pressure (News Door, 2024).

Reporting and video footage indicate that the situation culminated in female students entering her office and compelling her to sign a resignation. Objects including eggs were reportedly thrown during the broader confrontation. Army personnel were present in the area during part of the incident.

This case is particularly useful because it demonstrates that substantive allegations and coercive procedure can coexist. The presence of accusations against a school administrator should not automatically be treated as evidence that the administrator was unjustly criticized. Equally, the existence of complaints does not justify compelling a resignation before those complaints can be investigated through appropriate mechanisms.

Further progression and significance. Manjuara's case illustrates the difference between accountability and summary punishment. Students and guardians were entitled to seek answers and demand investigation. The procedural concern arises when a crowd determines the outcome itself.

The video documentation makes this a useful visual case for the book. It also provides an example from Rangpur Division, strengthening the geographic evidence that forced-resignation pressures were not confined to Dhaka and Chattogram.

CASE STUDY: SST14. BHAVESH CHANDRA ROY

Institution: Thakurgaon Police Lines High School and College
Position: Head Teacher
District: Thakurgaon
Division: Rangpur
Initial resignation: 20 August 2024
Nature of repression: Governing-body pressure, prolonged exclusion, and later student demand for reinstatement

Bhavesh Chandra Roy's case is unusual because student sentiment appears to have changed significantly after his resignation. On 19 August 2024, students demonstrated against the head teacher of Thakurgaon Police Lines High School and College. The following day, according to Roy, the institution's governing body compelled him to resign against his wishes (Ajker Patrika, 2025).

The consequences extended far beyond the immediate incident. Roy remained outside the institution for months and reportedly experienced serious financial difficulties affecting his family. He repeatedly approached relevant authorities seeking restoration of his position.

The case then took a notable turn. Approximately three months after the original protest, students again mobilized, but this time demanded Roy's reinstatement. They reportedly demonstrated and approached senior local authorities seeking his return to the school (Ajker Patrika, 2025).

This reversal is analytically significant. It suggests that the initial resignation did not necessarily represent a stable or considered institutional consensus. Immediate protest dynamics may have produced a personnel decision that students themselves later sought to reverse.

Further progression and significance. Roy's experience demonstrates the long-term consequences of employment decisions made during moments of intense collective pressure. Even when public or student opinion later changes, administrative restoration may be slow or ineffective.

The case also emphasizes the socioeconomic dimension of forced resignation. Loss of salary and professional position can affect not only the teacher but dependent family members, children's education, and household security.

Roy's case therefore provides a valuable example of coerced resignation followed by reversal of community sentiment but delayed institutional remedy. It supports the argument that employment decisions should be based on stable procedures rather than temporary mobilization.

CASE STUDY: SST15. GOLAM MOHAMMAD

Institution: Bhutiar Kona Adarsha High School and College
Position: Principal
District: Mymensingh
Division: Mymensingh
Major incident: 25 September 2025
Nature of repression: Forced physical removal, alleged threats, and prolonged exclusion

Golam Mohammad's case is especially important for the chronology of this study because it occurred in September 2025, more than a year after the August 2024 transition. He was principal of Bhutiar Kona Adarsha High School and College in Gauripur, Mymensingh, when an incident involving his physical removal from the institution was captured on video.

English and Bangla reporting described Golam being pushed and forced out of the school in front of teachers and students. The video generated strong criticism from former students, guardians, and local residents, some of whom later formed a human chain protesting the treatment of the principal (The Daily Star, 2025b).

Golam alleged that the September incident was part of a longer campaign against him. He claimed that he had been prevented from performing his duties, deprived of salary, and subjected to financial demands and threats. He later submitted a complaint naming several individuals. These allegations should remain clearly attributed unless independently established through judicial or investigative findings.

The importance of the case lies partly in the absence of a conventional signed resignation. Physical removal from the institution can effectively achieve the same result as forced resignation when an authorized principal is prevented from carrying out his duties.

Further progression and significance. Golam Mohammad's experience supports the broader category "forced resignation and coerced removal." Restricting the dataset only to signed resignation letters would overlook teachers who were expelled from their workplaces without valid disciplinary proceedings.

The case also provides evidence that coercive removal continued into late 2025. Its video documentation makes it particularly suitable for inclusion with a photograph or frame from the actual incident, provided the image is properly sourced and credited.

CASE STUDY: SST16. PRONOY KANTI ADHIKARI

Institution: Mahilara A. N. Secondary School
Position: Head Teacher
District: Barishal
Division: Barishal
Initial incident: 18 August 2024
Nature of repression: Attack on residence, threats to family, forced resignation, and displacement

Pronoy Kanti Adhikari's case is among the most serious examples because pressure over his professional position extended directly to his family and residence. On 18 August 2024, a large group reportedly surrounded and attacked the staff-quarter residence where Pronoy and members of his family were staying at Mahilara A. N. Secondary School in Gournadi.

Later investigative reporting described video footage showing attempts to force entry into the residence. Pronoy's daughter, a university student, used Facebook Live to broadcast the situation while the family remained inside. Members of the army eventually intervened and assisted them (Daily Sun, 2026).

Pronoy subsequently left the institution and was reported as having been forced to resign. He remained unable to return safely to the school for a prolonged period, even when some salary-related issues were later addressed.

The underlying institutional dispute included allegations against Pronoy concerning administration and financial matters. He denied wrongdoing and attributed the mobilization to opponents within or around the school. These competing claims require separate investigation.

Further progression and significance. Pronoy's case demonstrates how forced resignation can extend beyond a teacher's professional environment to threaten family security. The pressure was not confined to an office confrontation; it allegedly involved an attack on the place where the teacher's family was living.

This makes the case significant both for the forced-resignation section and for the later section on physical threats and harassment. It also provides useful visual evidence because the family's Facebook Live broadcast and later investigative footage documented aspects of the incident.

The case should therefore be categorized as severe coercive removal accompanied by threats to personal and family security (Daily Sun, 2026).

CASE STUDY: SST17. KANIKA MUKHERJEE

Institution: Sharikol Secondary School
Position: Biology Teacher
District: Barishal
Division: Barishal
Initial incident: 3 September 2024
Nature of repression: Repeated resignation pressure, threats at home, and effective exclusion from work

Kanika Mukherjee's case is important because it concerns a subject teacher rather than a principal or head teacher. She taught biology at Sharikol Secondary School in Gournadi, Barishal. According to later investigative reporting, a group entered her classroom on 3 September 2024, removed students, and demanded that she resign (Daily Sun, 2026).

Kanika attempted to return to the school on subsequent days but reportedly encountered repeated mobilization against her. The pressure then allegedly extended to her home. She stated that individuals arrived at approximately 3:00 a.m. and threatened that she and her husband would be killed unless she resigned. The couple subsequently left their home because of fears for their safety (Daily Sun, 2026).

A short resignation document was later reported, but questions arose regarding whether it complied with applicable service procedures and whether it represented a genuine voluntary resignation. Kanika subsequently attempted to return to school but again faced obstruction and humiliation. She remained unable to perform her duties normally and experienced salary-related consequences.

The controversy appears to have included allegations concerning remarks attributed to her during the politically sensitive period following the uprising. Those allegations should be investigated independently of the methods used to remove her.

Further progression and significance. Kanika's experience demonstrates the concept of effective expulsion without a clearly valid resignation. Even if the resignation document itself is defective or administratively unaccepted, sustained threats and obstruction may prevent a teacher from exercising her employment rights.

The case is also important because intimidation allegedly moved from the workplace into private life. It should therefore be cross-referenced in the book's section on threats and harassment while remaining in the forced-removal dataset because resignation was a central objective of the pressure.

CASE STUDY: SST18. PARVIN BEGUM

Institution: Bajemahal Secondary School
Position: Head Teacher
District: Patuakhali
Division: Barishal
Period: August–December 2024
Nature of repression: Repeated pressure to resign, assault, signatures on blank paper, and obstruction from duties

Parvin Begum was serving as head teacher of Bajemahal Secondary School in Bauphal, Patuakhali, when she reported sustained pressure from colleagues and other individuals to relinquish her position. Unlike some teachers in the dataset, Parvin repeatedly resisted signing a conventional resignation.

According to Bangla Tribune, a serious confrontation occurred on 19 August 2024. Parvin alleged that individuals entered her office, demanded that she resign, assaulted her when she refused, and obtained her signatures on blank sheets of paper. She further claimed that her office was locked and that she was prevented from entering the institution normally or signing the attendance register (Bangla Tribune, 2025).

The dispute continued for months. On 31 December 2024, Parvin was allegedly assaulted again when she went to the school. Her family members reportedly assisted her, and she required medical treatment. She subsequently submitted a written complaint to the police identifying school employees whom she accused of involvement. Those individual accusations remain allegations unless formally established.

The significance of this case lies partly in the fact that no straightforward voluntary resignation occurred. The alleged conduct instead sought to produce the practical effects of resignation through blank signatures, physical intimidation, locked offices, and obstruction from work.

Further progression and significance. Parvin's experience supports a broader understanding of coerced removal. Repression need not always culminate in a formally accepted resignation letter. If a teacher is prevented from entering her office, signing attendance, and carrying out duties after refusing to resign, the practical result may resemble dismissal.

The case is therefore best classified as attempted forced resignation combined with effective institutional exclusion.

CASE STUDY: SST19. HASINA BEGUM

Institution: Nurunnahar Girls' High School
Position: Head Teacher
District: Cumilla
Division: Chattogram
Date: September 2024
Nature of repression: Surrounding, sustained physical pressure, and compelled signature

Hasina Begum had served as head teacher of Nurunnahar Girls' High School in Muradnagar, Cumilla, for many years when students began demanding her resignation in September 2024. As the situation escalated, she sought assistance from the local administration.

Students learned that Hasina was present near the Upazila Parishad complex and gathered there. When she emerged, they surrounded her. Reporting and video footage showed an extended confrontation in which Hasina was subjected to pushing and sustained pressure before being presented with a resignation document. She ultimately signed it, after which students celebrated the outcome (Dhaka Post, 2024).

The available visual documentation is important because it allows the circumstances of the signing to be assessed rather than relying exclusively on retrospective testimony. The resignation appears to have occurred in an atmosphere in which Hasina faced an organized crowd and limited freedom to disengage.

Any substantive complaints against her should, of course, be presented where reliable evidence exists. The core procedural issue remains whether those complaints justified direct coercion rather than referral to the school's governing authority or education administration.

Further progression and significance. Hasina's case illustrates how a legitimate right to protest can cross into coercive decision-making. Students may demand investigation or express loss of confidence, but the formal status of a teacher should ordinarily be decided by authorized institutions.

The contemporaneous video also makes this one of the stronger candidates for inclusion with an incident photograph. A verified still frame showing the circumstances surrounding the signature would materially strengthen the evidentiary presentation of this case (Dhaka Post, 2024).

CASE STUDY: SST20. YUNUS NABI

Institution: Narottampur Union High School
Position: Head Teacher
District: Noakhali
Division: Chattogram
Initial incident: 24 October 2024
Subsequent incident: April 2025
Nature of repression: Forced resignation, continuing exclusion, and assault following attempted return

Yunus Nabi was head teacher of Narottampur Union High School in Begumganj, Noakhali, when he became involved in a prolonged dispute over his position. He alleged that on 24 October 2024 a group connected with the institution forced him to sign a resignation letter. Yunus maintained that he had never voluntarily relinquished his post.

The purported resignation was reportedly not accepted through the normal administrative process, partly because education authorities had already issued warnings concerning forced resignations. Nevertheless, Yunus remained effectively outside the school for an extended period.

When he later attempted to return to the institution in April 2025, he alleged that individuals entered his office and assaulted him. His clothing was reportedly torn during the confrontation. Reporting described the episode as part of the continuing dispute surrounding control of the institution and his attempted restoration to duty (Prothom Alo, 2025).

Authorities also acknowledged that complaints had been raised against Yunus. Those allegations should be investigated separately and should not be interpreted either as automatically proving misconduct or as justifying physical coercion.

Further progression and significance. Yunus Nabi's case provides one of the clearest examples of a continuing sequence: forced signature, prolonged exclusion, attempted return, and renewed

repression. It demonstrates that the consequences of forced resignation can persist even when the original document does not achieve unquestioned legal validity.

The case is also valuable for understanding the risks associated with reinstatement. Administrative recognition of a teacher's status may not be sufficient where local actors continue to prevent access to the institution.

2.4.2 Overall Assessment of the Secondary School Teachers' Case Studies

Taken together, the 20 selected secondary-school cases reveal a recurring pattern in which disputes over teachers' conduct, institutional leadership or continued employment were, in a number of instances, resolved through collective pressure rather than established administrative procedures. The cases differ substantially in severity and evidentiary strength, and they should not be treated as proof that every teacher concerned was free from legitimate complaint. Indeed, several cases involved allegations of corruption, administrative irregularity, political bias or other misconduct. The more consistent concern is procedural: even where complaints may have warranted investigation, the evidence repeatedly describes teachers being pressured to resign, prevented from entering institutions, physically removed, intimidated or otherwise deprived of a meaningful opportunity to respond through lawful institutional processes. Contemporary national reporting similarly documented forced resignations and harassment of teachers and recorded the Education Adviser's position that complaints should be dealt with by competent authorities rather than through coerced resignation.

The cases demonstrate that coercion took several forms and often went considerably beyond verbal demands for resignation. Ayesha Akter was reportedly confined while being pressured to sign a resignation and subsequently subjected to public humiliation. In the more serious case of Jinnatun Parveen Dolly, she and her husband were reportedly confined, tied up, and physically abused before police and army personnel intervened. Parvin Begum alleged assault, the taking of signatures on blank sheets of paper, locking of her office, and obstruction from performing her duties. Other cases describe surrounding, pushing, threats, humiliation, pressure on family members or physical removal from school premises. This evidence supports treating "coerced removal" as broader than the narrow category of a signed resignation letter.

A particularly important pattern is the distinction between formal documentation and genuine consent. Several teachers signed resignation documents, but the surrounding circumstances raise questions about whether those signatures represented voluntary decisions. Md Alkas Uddin Ahmed's case provides the clearest legal benchmark in the dataset. The High Court concluded that his resignation was not voluntary, found that his signature had been forcibly obtained and ordered his reinstatement. His case strengthens the analytical principle applicable to the wider dataset: the existence of a signed resignation cannot, by itself, establish that employment was voluntarily relinquished where credible evidence of coercion exists.

The secondary school cases also show that the consequences frequently continued long after the initial confrontation. Teachers reported remaining outside their institutions, losing salary or allowances, being prevented from teaching, experiencing financial hardship or facing renewed hostility when attempting to return. Parvin Begum's case demonstrates how exclusion from an office and attendance system could produce the practical effects of dismissal even without a formally accepted resignation. Bhavesh Chandra Roy's case further illustrates the socioeconomic consequences: he reportedly remained outside his institution for months and experienced financial difficulties, even though students later reversed their position and demanded his reinstatement.

These cases therefore support assessing repression through practical access to employment, not merely formal employment status.

A related concern is the gap between formal remedy and effective restoration. In several cases, administrative or judicial processes subsequently recognized the teacher's claim, reconsidered the resignation or created an avenue for return. Yet favorable decisions did not always restore actual access to the workplace. Md Mozammel Haque's experience illustrates this problem: even after an education-board process considered the dispute, opposition at the institutional level reportedly obstructed his physical return. Yunus Nabi's case follows a similar sequence of alleged forced signature, prolonged exclusion, attempted return, and renewed confrontation. The cases therefore suggest that an effective remedy must be measured by whether the teacher can actually resume professional duties safely, receive applicable salary and benefits, and exercise ordinary employment rights.

The evidence also indicates that professional pressure sometimes extended into teachers' private and family lives. Pronoy Kanti Adhikari's case allegedly involved an attack on the staff-quarter residence where he and his family were staying, illustrating how a dispute over educational employment could develop into a threat to personal and family security. Kanika Mukherjee similarly reported that demands for resignation moved from her workplace to threats at her home. Such cases are analytically significant because the consequences cannot be understood solely as employment disputes. Where pressure affects personal liberty, bodily integrity, residence or family safety, the relevant human rights concerns become considerably broader.

Another important finding is that coercive resignation could undermine accountability rather than strengthen it. Abdur Rauf's case is especially illustrative because an official inquiry into allegations against him was already underway when crowd pressure reportedly resulted in resignation documents being signed. In such circumstances, coercive action may deny the teacher procedural fairness while also preventing complainants from obtaining an authoritative finding about the underlying allegations. Nurul Islam's case similarly shows that formal dispute-resolution processes had been attempted before the confrontation escalated into physical pressure and a medical emergency. The book therefore need not choose between protecting teachers and investigating misconduct. Proper investigation and protection from coercion are complementary requirements.

The selected cases also suggest that the phenomenon was geographically dispersed and not confined to the immediate aftermath of August 2024. Cases appear across Dhaka, Chattogram, Rajshahi, Rangpur, Barishal, Mymensingh and other districts, and later incidents involving Kanti Lal Acharya and Golam Mohammad indicate that coercive removal or obstruction continued into 2025. The case-study selection, however, is purposive and cannot establish national prevalence or determine whether particular regions experienced higher levels of repression. The broader national record does provide relevant context: by the end of August 2024, *The Daily Star* had independently identified at least 150 teachers across different educational levels who had been forced to resign, while expressly cautioning that the actual number could be higher.

Overall, the strongest conclusion from these secondary-school cases is not that every disputed resignation constituted politically motivated repression, nor that every allegation against the affected teachers lacked substance. Rather, the cases demonstrate a recurring breakdown in the boundary between complaint and punishment. Students, guardians and community members may legitimately criticize teachers, demand investigation or seek institutional accountability. Those rights do not themselves confer authority to determine employment status through confinement,

physical force, threats, humiliation or coerced signatures. Equally, governing bodies and education authorities remain responsible for investigating credible allegations against teachers through fair and competent procedures.

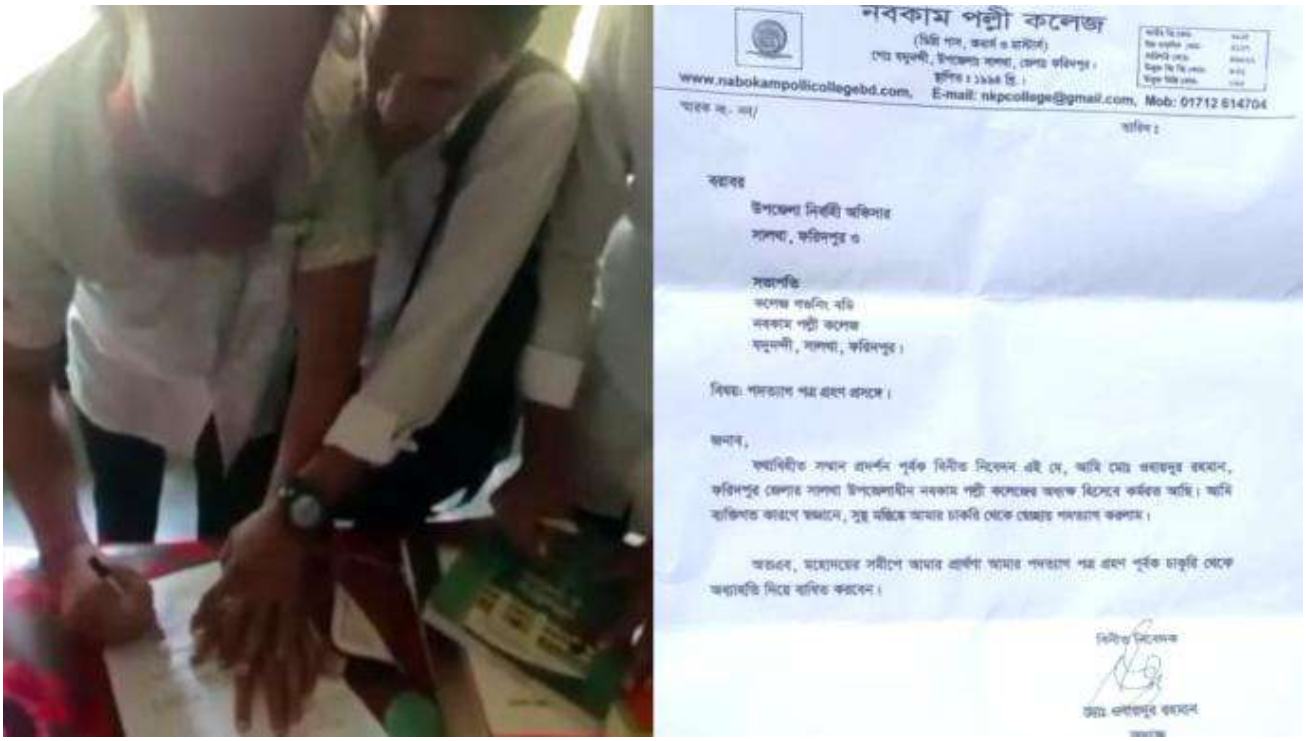
The central human rights concern is therefore the replacement of lawful institutional accountability with coercive decision-making, followed in some cases by prolonged exclusion and ineffective remedy. The evidence points to the need for three protections to operate simultaneously: teachers must be protected from violence and coerced removal; complaints against teachers must be investigated rather than suppressed; and any disciplinary or employment decision must be taken by an authorized body based on evidence, fair procedure and an effective opportunity for review. Where those safeguards fail, the result may be neither accountability nor educational stability, but continuing insecurity for teachers, students and institutions alike.

2.5 Higher Secondary Education: Forced Resignation and Academic Exclusion

2.5.1 Forced Resignation and Harassment of College Teachers

The pattern of coerced removal documented in secondary education also extended into colleges, where principals and other teaching personnel were, in some cases, surrounded and verbally abused, confined, physically assaulted or compelled to sign resignation letters before allegations against them had been determined through established institutional procedures. The wider scale of the problem became visible immediately after the political transition of August 2024. By the end of that month, *The Daily Star* reported that it had verified at least 150 forced resignations across educational institutions in Bangladesh, while acknowledging that the actual number could be substantially higher (The Daily Star, 2024a). That figure covers different levels of education and should not be presented as a college-specific total. Nevertheless, the newspaper documented several college principals and teachers within the broader pattern, while the Education Adviser publicly called for an immediate end to forced resignations and harassment and stated that allegations of corruption or misconduct should instead be investigated by the competent authorities (The Daily Star, 2024b).

Figure 12. College Principal Attacked with a Hammer and Forced to Resign in Faridpur


নবকাম পল্লী কলেজ
www.nabokampollicollegebd.com, E-mail: nkpcollege@gmail.com, Mob: 01712 614704

Source: *The Business Standard (5 September, 2024)*

The most severe documented college case during this period occurred at Nabokam Pally College in Saltha, Faridpur, on 5 September 2024. Principal Obaidur Rahman alleged that he and his son were forcibly taken to a nearby garden, assaulted with a hammer, and that he was subsequently compelled to sign a resignation paper. Video footage of the incident circulated publicly, and *Prothom Alo* published a still showing Rahman signing the document (Prothom Alo, 2024). *The Business Standard* independently reported the alleged hammer attack and forced resignation and reproduced images connected with the incident (The Business Standard, 2024). Students had previously raised allegations of corruption and accused the principal of using police against participants in the anti-

discrimination student movement. Significantly, the local Upazila Nirbahi Officer told *Prothom Alo* that earlier attempts to substantiate those allegations had not succeeded and described the subsequent physical attack and forced signature as unacceptable, stating that the incident would be investigated. The existence of allegations against the principal therefore did not remove the need for lawful investigation and procedural determination.

One of the clearest cases involved Professor Amina Abedin, then principal of Rajshahi Government City College, on 13 August 2024. *The Daily Star* reported that activists of Jatiyatabadi Chhatra Dal (JCD), the student organization affiliated with the BNP, demanded her resignation after an earlier discussion concerning political activities on campus. According to the report, Amina initially refused to resign; her husband and son were subsequently allegedly assaulted, and she ultimately signed a resignation document after pressure was exerted on her and her family (The Daily Star, 2024c). *New Age* independently reported the incident and similarly described allegations of physical assault and coercion, while recording Amina's statement that she signed because she feared for her husband and son (New Age, 2024). A BNP leader named in the reports disputed the characterization of his role, saying that he had gone to the college to resolve the situation and ensure her safety. These competing elements should be retained in any final account, but both reports provide substantial evidence that Amina did not regard the resignation as voluntary.

A similar episode was reported at Munshirhat College in Matlab, Chandpur, involving principal M. A. Malek. Malek told *The Daily Star* that on 15 August 2024 a group of people and some students entered his office, chanted against him, produced a resignation letter and instructed him to sign it. He said that he signed while being verbally abused and was given no meaningful opportunity to defend himself. Protesters reportedly accused him of supporting the former government and also criticized him for previously issuing show-cause notices to students involved in a Quran-recitation event (The Daily Star, 2024a). The significance of this case lies not in determining from newspaper reporting whether the allegations against Malek were justified, but in the apparent substitution of immediate crowd pressure for an investigation in which allegations and evidence could have been considered through an established process.

Figure 13. Principal Professor Amina Abedin Resigns under Pressure from Students

Source: *Kalbela (2024), "রাজশাহী সিটি কলেজের অধ্যক্ষের পদত্যাগ" [Resignation of Rajshahi City College Principal], 13 August 2024. Photo: Kalbela*

Coercive resignation was not confined to principals of conventional general colleges. *The Daily Star* reported that on 19 August 2024 Shahanara Khatun, principal of Holy Family Red Crescent Nursing College, and Sonali Rani Das, an assistant professor, were compelled to resign in the presence of a group of students. The same investigation reported that Keka Roy Chowdhury, acting principal of Viqarunnisa Noon School and College, and Farhana Khanam, an assistant professor, were also forced to resign. Farhana Khanam told the newspaper that she had been confined for approximately four hours before signing her resignation letter (The Daily Star, 2024a). These examples demonstrate that coercive resignation affected different types of post-secondary educational institutions and could involve teaching personnel below the level of principal as well as institutional heads.

The incidents require a distinction between legitimate accountability and coerced removal. Students and other members of an educational community are entitled to raise allegations concerning corruption, misconduct, discrimination or abuse of authority. Such allegations may warrant independent investigation and, where substantiated, disciplinary or criminal consequences. They do not, however, establish misconduct merely because they are widely supported, nor does collective pressure substitute for the competent authority's responsibility to assess evidence and provide the person concerned an opportunity to respond. Article 31 of the Constitution guarantees treatment in accordance with law and protects against detrimental action affecting life, liberty, body, reputation or property except in accordance with law (Government of Bangladesh, 1972). This protection is especially relevant where a resignation is obtained through physical violence, threats, confinement or intimidation rather than an institutional decision made under applicable service or governing-body rules.

Where teachers were physically prevented from leaving offices or other premises until they signed resignation documents, the analysis additionally raises concerns concerning personal liberty and security. *Article 9 of the ICCPR* protects liberty and security of the person and prohibits arbitrary deprivation of liberty (United Nations, 1966a). Importantly, the State's human rights obligations are not confined to conduct directly carried out by public officials. The Human Rights Committee has explained that States may be required to exercise due diligence to protect individuals against acts by private persons or entities that impair Covenant rights, including measures to prevent, investigate, punish and redress such harm (Human Rights Committee, 2004). Consequently, where students, political activists or other private actors allegedly assault, confine or compel a teacher to resign, the rights analysis should examine not only the conduct of those individuals but also whether police, education authorities and institutional governing bodies took reasonable steps to protect the teacher, investigate credible allegations and provide an effective remedy.

The political dimension of some removals requires particular caution. Several teachers were accused of affiliation with, support for, or favorable treatment by the previous government, while some teachers denied political involvement or maintained that such characterizations were being used to justify their removal. Where employment disadvantage is demonstrably based on actual or perceived political opinion rather than independently established misconduct or an inherent requirement of the position, *ILO Convention No. 111* becomes relevant. The Convention expressly includes political opinion among the prohibited grounds of discrimination in employment and occupation (ILO, 1958). This does not protect a teacher from accountability for proven misconduct committed in connection with political activity; rather, it requires the analysis to distinguish evidence of individual misconduct from an adverse employment decision based merely on political opinion or perceived affiliation.

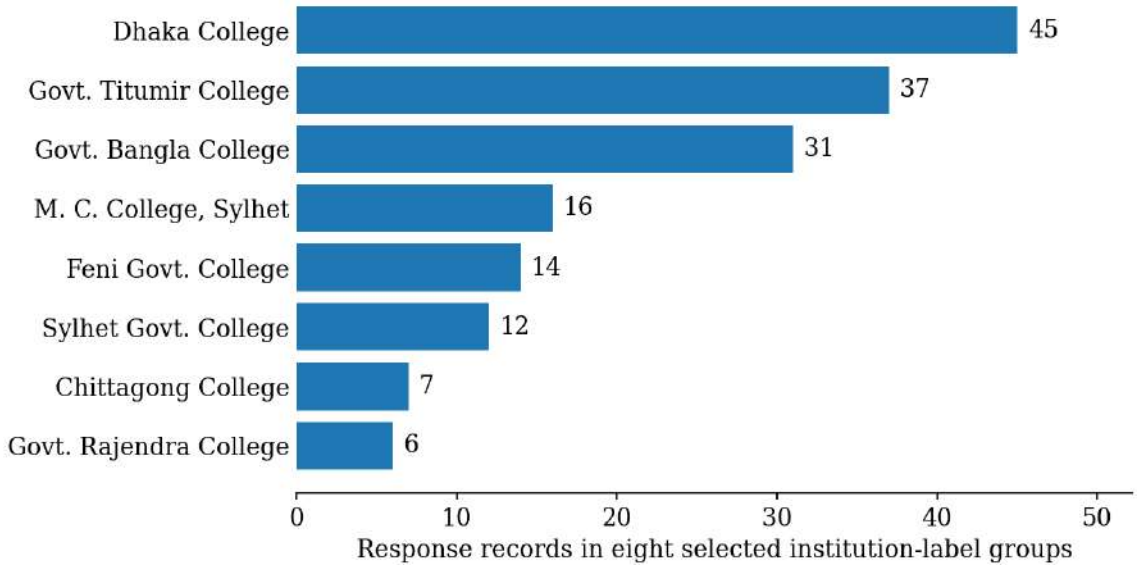
For college personnel whose positions fall within higher education, the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel provides an additional professional framework. UNESCO describes the 1997 Recommendation as the global standard-setting instrument addressing academic freedom, professional responsibilities, employment conditions and protections for higher-education teaching personnel (UNESCO, 1997). The Recommendation is non-binding, and its applicability should be determined according to whether the institution and the teacher's functions fall within higher education. Where applicable, however, it reinforces the importance of fair employment and disciplinary procedures rather than removal through intimidation, political pressure, or informal collective punishment.

Taken together, the documented cases indicate that forced resignation and harassment of college teachers constituted a recurring problem rather than a single institutional dispute. The factual circumstances varied considerably: some teachers faced corruption allegations, some were accused of political alignment, and others were criticized for administrative or professional decisions. Those differences matter and should be examined individually. The common rights concern arises where allegations were followed not by an orderly investigation but by threats, confinement, physical violence, humiliation, or compelled signatures. A rights-based assessment should therefore determine, in each case, whether the resignation was genuinely voluntary; whether accusations were independently investigated; whether the teacher had an opportunity to respond; whether violence or intimidation occurred; what the police and education authorities did to prevent or address coercion; and whether any eventual employment decision was taken by the legally competent authority through applicable procedures.

2.5.2 Academic Exclusion of College Students

The workbook contains many respondents naming general colleges. The eight selected label groups below account for 168 raw records. They include reported academic exclusion, suspension, show-cause notices, expulsion, credential consequences, hall exclusion, and forced institutional change. The file's academic-level entries include bachelor's and master's study – consequently, these college responses must not all be labeled higher secondary students. (*Contact Information (Responses)*

Figure 14. Student Response Records Naming Eight Selected General Colleges



Source: *(Contact Information (Responses) Note. The 168-record subtotal is illustrative, not the complete college total. Institution names and enrollment were not independently authenticated; duplicate candidates remain.*

These entries are best used to structure targeted verification. A student reporting informal exclusion should be asked whether classes, examinations, or administrative services were refused, whether a written order exists, what threats were made, and whether the institution offered a safe alternative. A request to transfer should be distinguished from an imposed transfer or a change undertaken because the student felt unsafe. The existing form does not answer these questions.

Higher secondary coverage remains less definite. A college name alone does not identify an HSC program, and the workbook has no dedicated HSC category. School-and-college records should therefore be linked to the person's actual program before calculating HSC-specific statistics. This distinction prevents both omission of college students and inflation of the higher secondary evidence.

2.6 Secondary and Higher Secondary Students' Case Studies: Educational Disruption and Repression

2.6.1 Secondary and Higher Secondary Students' Case Studies

The following eight cases concern students at the secondary and higher secondary stages. Minhajul Abedin is included provisionally in this group because his form identifies his stream as Humanities but does not expressly state whether he was enrolled at HSC or tertiary level. The cases are based on individual documentation forms and therefore represent first-person accounts rather than independently verified findings.

CASE STUDY SHS1. ERFAN AHMED FAGUN

Institution: Government Wazed Memorial Secondary School, Mollahat, Bagerhat
Level of Education: SSC, 2025 cohort
District: Bagerhat
Nature of repression: Criminal proceedings; obstruction of SSC examinations; threats and alleged abduction/physical assault; practical exclusion from school; lack of effective institutional protection.

Erfan Ahmed Fagun identified himself as a student of Government Wazed Memorial Secondary School in Mollahat, Bagerhat, and a member of the 2025 SSC cohort. According to his testimony, his educational difficulties began after 5 August 2024, when a criminal case was filed against him. He stated that the case was connected with a photograph taken at the grave of Sheikh Mujibur Rahman while he was wearing what he described as a "Mujib coat." Erfan reported that his school subsequently informed him that he would need anticipatory bail before he could safely return to the institution. Because he was unable to obtain such protection, he stated that his participation in the 2025 SSC examination was disrupted and that he was prevented from sitting two examinations. He further reported continuing difficulties when he attempted to complete the examinations in 2026.

The educational disruption occurred alongside broader allegations of insecurity. Erfan stated that after the July 2024 events, he received threats both online and offline and was subjected to harassment connected, in his account, with his perceived political identity. He alleged that persons associated with Chhatra Dal abducted and assaulted him and demanded Tk 40,000 from his family, threatening to kill him if the money was not provided. He further stated that his family became unable to return to their residence and that some family land had been occupied by individuals whom he identified as associated with BNP and Jamaat. These political affiliations and the motives attributed to the alleged perpetrators are respondent claims and require independent corroboration.

Erfan stated that he repeatedly attempted to obtain assistance from his educational institution. According to him, school authorities responded that they would not assume responsibility for him until the criminal case had been resolved. He also alleged that, when assistance was sought from the local police, an officer indicated that political recommendations would be necessary before the case could be resolved. The combined effect, in Erfan's account, was continuing separation from school, inability to complete his SSC examinations normally, prolonged separation from his parents and substantial anxiety concerning his future. He described difficulty sleeping and eating because of uncertainty about whether he would ever be able to resume his education.

The case therefore raises questions not only concerning the criminal proceedings but also about whether a school-age student's access to a public examination should effectively depend on the unresolved status of a criminal allegation. Verification would require the relevant case documents, school correspondence, examination registration records and any documentation showing why participation in particular examinations was prevented.

CASE STUDY SHS2. SHEIKH SOHAN

Institution: Baladanga S. M. Musa Secondary School
Level of Education: SSC
District: Gopalganj
Nature of repression: Criminal proceedings; arrest and prolonged detention; inability to sit SSC examinations; threats and family harassment; prolonged educational interruption.

Sheikh Sohan identified himself as an SSC student at Baladanga S. M. Musa Secondary School. He reported that two criminal cases were filed against him after 5 August 2024 and described both cases as false. According to Sohan, school authorities informed him that he would require anticipatory bail before he could return to the institution. He stated that he was unable to obtain such bail and consequently could not participate in the 2025 SSC examination. He further reported that, while preparing to make another attempt to sit the SSC examination in 2026, he was arrested and remained in detention for approximately eight months. Because he was detained during the relevant preparatory and test-examination period, he stated that he was again unable to participate in the SSC examination.

Sohan's account also describes substantial consequences beyond education. He reported repeated online and offline threats and stated that his family was subjected to harassment. According to his submission, members of his family became unable to return safely to their home and some family land was occupied by persons whom he identified with BNP and Jamaat. He also stated that his parents, and elder sister were made accused persons in criminal proceedings and that police periodically visited the family residence to determine whether they had returned. These allegations, including the claimed political affiliations of those responsible, remain respondent testimony unless supported by independent documentation.

Sohan reported seeking help from both the school and police. He stated that the school declined to assume responsibility until the criminal cases were resolved. He further alleged that a police officer told him that political recommendations would be required before the cases could be disposed of. According to Sohan, the result has been prolonged interruption of education, separation from his parents and increasing psychological distress. He described persistent concern that failure to obtain

an SSC qualification would substantially restrict his employment and future educational opportunities.

An evidentiary caution is necessary. Sohan's account contains substantial similarities in wording and chronology to Erfan Ahmed Fagun's submission. This does not establish that either account is inaccurate, but the two should not be treated as mutually corroborating evidence unless the original interview materials, criminal case numbers, school records and examination documentation establish that they concern distinct individuals and events.

CASE STUDY SHS3. ANIKET SAHA

Institution: Narail Government Victoria College
Level of Education: HSC
District: Narail
Nature of repression: Threats and harassment; displacement from home; alleged property damage and loss; practical interruption of education; lack of effective institutional assistance.

Aniket Saha identified himself as an HSC student at Narail Government Victoria College. He stated that his educational difficulties began during the second year of his higher secondary program. According to his testimony, he received repeated threats and experienced harassment which he attributed to individuals associated with BNP and the Anti-Discrimination Student Movement. He alleged that threats were also communicated to his parents at their home and included warnings of physical attack and criminal proceedings. Aniket stated that the resulting insecurity eventually forced him and his family to remain away from their normal residence, substantially disrupting both his education and family life.

His account describes several forms of material and psychological harm. Aniket reported repeated searches of his family residence and stated that he experienced physical and psychological harassment. He further alleged that an Android mobile telephone was taken from him, that books and notebooks contained in a bag were torn and burned, and that a laptop was deliberately damaged. According to his statement, threatening telephone calls were also made to members of his family late at night. He described the cumulative consequences as prolonged displacement, inability to study normally, and severe financial and emotional pressure.

Aniket stated that he attempted to approach college authorities for assistance and sent requests concerning his situation, but was informed that those requests had not been accepted. He reported that his inability to continue education also affected his own limited savings and left him increasingly dependent on family support. He described considerable uncertainty concerning whether he could complete his studies and establish a future career.

Aniket further reported that the continuing threats, harassment and insecurity affected his parents and placed considerable psychological pressure on the family. According to his account, his father suffered a stroke on 9 December 2024 and died approximately nine months later. While this sequence is chronologically consistent with the period under review, an appropriate medical report or other supporting evidence can substantiate the claim. The broader allegations concerning threats, police visits, displacement and property damage would similarly benefit from corroboration through police records, institutional correspondence, medical documentation, property records or contemporaneous communications.

CASE STUDY SHS4. ARIYAN MAHMUD

Institution: Narail Government Victoria College
Level of Education: HSC
District: Narail
Nature of repression: Physical obstruction from entering college; alleged abduction and physical assault; threats; practical exclusion from campus; lack of effective institutional protection.

Ariyan Mahmud identified himself as an HSC student at Narail Government Victoria College. According to his submission, his ability to attend college deteriorated substantially after the July 2024 movement. He stated that when he attempted to enter the college, persons whom he identified as BNP activists prevented him from entering through the gate. He alleged that on one occasion he was taken from the college entrance to a secluded location and physically assaulted by four or five individuals. Ariyan attributed the treatment to his association with Bangladesh Chhatra League. The alleged political identity of the perpetrators and their motive are not independently established by the form and should therefore remain clearly attributed to the respondent.

Ariyan stated that he reported the matter to college authorities but did not receive effective assistance. He further alleged that the principal's own political affiliation contributed to the lack of institutional protection. That explanation represents Ariyan's interpretation and requires independent verification. What the testimony does establish as his reported experience is that he regarded the campus as unsafe and, following the assault, stopped attending college. His educational loss therefore appears to have taken the form of practical exclusion rather than a documented formal expulsion.

The respondent also described consequences affecting his family. He alleged that his family home was attacked, property was damaged and threats were made to burn the house. He stated that members of his family subsequently experienced continuing fear and police harassment and that these events undermined his ability to concentrate on his studies. Ariyan described himself as falling progressively behind his classmates and expressed considerable uncertainty about completing his education and pursuing a future profession.

The case is therefore particularly relevant to the distinction between formal student status and effective access to education. No formal institutional order of exclusion is identified in the form, yet the respondent describes physical obstruction, alleged violence and lack of effective protection as making continued attendance practically impossible.

CASE STUDY SHS5. BAPPI MONDOL

Institution: Bangabandhu Sheikh Mujibur College, Tungipara
Level of Education: HSC
District: Gopalganj
Nature of repression: General educational disruption; interruption of classes; examination delays and uncertainty; psychological and academic consequences.

Bappi Mondol identified himself as an HSC student at Bangabandhu Sheikh Mujibur College in Tungipara. His account is materially different from most of the other submissions included in this case-study section. Rather than describing an individual expulsion, targeted assault, criminal case, or specific institutional punishment, Bappi focused primarily on the broader disruption to education

caused by the instability surrounding and following the July 2024 movement. He reported that normal educational activities remained disrupted for a prolonged period, limiting his ability to attend regular classes and maintain continuity in his studies.

Bappi stated that changes and delays in examination schedules created uncertainty about when he would be able to complete academic requirements. He also reported that closure or disruption of educational institutions reduced opportunities for regular communication with teachers and adversely affected preparation for examinations and publication of results. According to his submission, the cumulative effect was substantial academic uncertainty and psychological pressure, even though he was not personally subjected to a formal disciplinary measure.

He expressly stated that he had not personally experienced a direct physical assault or police case and that his personal property had not been destroyed, confiscated or lost. He similarly reported that members of his family had not experienced direct physical attack, criminal proceedings or property destruction. Bappi nevertheless described continuing anxiety regarding educational delay and his future opportunities, while also expressing determination to resume his studies once conditions allowed.

For the purposes of this book, the case should therefore not be treated as evidence of individualized academic repression without further material. Its value lies instead in illustrating the broader educational effects of instability and demonstrating why general disruption, however serious for students, must be analytically distinguished from targeted coercive or discriminatory action.

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CASE STUDY SHS6. SANJIB DEV JEET

Institution: Moulvibazar Government College
Level of Education: HSC, 2025 cohort
District: Moulvibazar
Nature of repression: Obstruction of HSC examination registration; alleged physical assault; criminal proceedings; displacement and security threats; approximately one year of educational delay.

Sanjib Dev Jeet identified himself as a student of Moulvibazar Government College and a member of the HSC-2025 cohort. He reported that he should have participated in the 2025 HSC board examination but was unable to complete the required form fill-up. According to his testimony, this occurred because of his association with Bangladesh Chhatra League. He further stated that when he attempted to participate in the college's selection examination, his family was warned that the college authorities might have him arrested. If verified, the inability to complete the examination registration process would represent a particularly direct form of interference with educational progression.

Sanjib also described a serious episode of violence on 18 July 2024. He alleged that he was attacked by persons whom he identified as associated with Jamaat-Shibir and suffered a substantial head injury requiring 26 stitches. He further reported that after 5 August 2024, a criminal case was filed against him and that he was compelled to leave his usual residence because of concerns for his safety. While he was receiving treatment for the earlier injury, he stated that his home was looted. The alleged assault on 18 July predates the book's principal post-5 August period and should therefore be used primarily as contextual evidence explaining his later vulnerability.

Sanjib stated that members of his family approached the college principal and vice-principal in an attempt to restore his access to education. According to the respondent, the authorities did not provide the requested assistance and instead warned of possible police consequences. He described subsequently living away from home for an extended period, experiencing severe psychological stress and watching his original HSC cohort progress without him.

His submission also records a later partial educational recovery. Sanjib stated that he was eventually able to sit the HSC examination as an irregular candidate in 2026 with assistance from people in his locality. This later development is significant because it shows that the original interruption did not permanently terminate his education, although it allegedly delayed his academic progression by approximately one year.

CASE STUDY SHS7. MINHAJUL ABEDIN

Institution: Uttara United College
Level of Education: Humanities; precise academic level not expressly stated
District: Dhaka
Nature of repression: Alleged assault and threats; criminal proceedings; approximately eight months' detention; property damage; inability to access examinations safely; practical academic exclusion.

Minhajul Abedin identified Uttara United College as his educational institution and Humanities as his academic stream. Minhaj stated that after the July 2024 movement, students who had supported the previous government faced threats and other forms of pressure. He reported that he personally experienced assault, threats, and criminal proceedings and stated that he spent approximately eight months in detention. He also described repeated searches of his family residence and alleged that his home was vandalized. These statements concern serious deprivation of liberty and security and would require police, court and detention records if they are to be presented as independently verified findings.

Minhaj further stated that he sought assistance from the head of his educational institution to participate in examinations. According to his account, the institutional authority indicated that it could not assume the risk involved because of the possibility of attack by political groups. He described the resulting situation as one in which his formal academic position may have continued, but he could not safely access examinations or normal college life.

His submission also contains broad claims about national political conditions and violence that extend beyond matters he could necessarily establish from personal knowledge. Those statements should not be incorporated as factual findings based on this interview alone. The case-study narrative should instead remain focused on Minhaj's reported detention, educational interruption, property damage, threats, inability to obtain institutional protection, and uncertainty concerning completion of his education.

CASE STUDY SHS8. SAKIB MOLLA

Institution: Belayet Hossain Degree College
Level of Education: HSC, session 2023–24
District: Bagerhat
Nature of repression: Alleged physical removal from college; obstruction of HSC examination participation; threats and insecurity; police-related pressure; practical academic exclusion without a confirmed formal expulsion order.

Sakib Molla identified himself as an HSC student at Belayet Hossain Degree College, session 2023–24. He stated that after July 2024, he was unable to sit his HSC examination. According to his account, when he attempted to return to college, a teacher from the English department physically assaulted him and pushed him out of the institution because of his association with Bangladesh Chhatra League. This is a serious allegation against a named institutional actor and should be independently verified before being presented as an established fact.

Sakib also described violence outside the immediate educational setting. He stated that during the July movement he had been present near an Awami League office in Bagerhat when a confrontation

occurred and alleged that his mobile telephone, wallet and money were taken. After 5 August, he reported repeated police visits to his family home, continuing fear for his personal safety and substantial psychological distress. He additionally alleged damage and looting of the family residence, occupation of land and removal of fish from a family project.

Sakib stated that he did not approach police for assistance because he did not believe the circumstances allowed him to do so safely. He described the interruption to his HSC education as having destroyed his immediate academic prospects and left him uncertain about whether he could resume a normal educational pathway.

There is, however, an important status issue requiring clarification. One portion of his submission refers to cancellation of his studentship, while the supporting-document section states that no formal expulsion order had been issued. Unless documentary evidence establishes otherwise, the case should therefore be described as one of reported physical exclusion and obstruction of academic participation, rather than confirmed formal expulsion.

CASE STUDY SHS9. MARJIA AKTAR BOISHAKHI

Institution: Barguna Government College
Level of Education: HSC, Humanities, session 2025–2026
District: Barguna
Nature of repression: Restrictions on educational and cultural participation; political labeling and threats; alleged physical intimidation; arrest; family intimidation; practical exclusion from college and absence of effective institutional protection.

Marjia Aktar Boishakhi identified herself as an HSC Humanities student at Barguna Government College, session 2025–2026. Her account describes educational disruption occurring alongside restrictions on participation in cultural and extracurricular activities. She stated that after the 2024 movement, attempts to participate in debates, poetry recitations, and other cultural programs became increasingly difficult. According to Marjia, individuals whom she associated with the NCP, Jamaat, and BNP labeled her a “cultural fascist” because of her expressed views concerning the Liberation War, Bangabandhu, and Bangladesh Chhatra League, as well as opinions she expressed on social media. She stated that these circumstances affected both her educational participation and access to cultural activities within the college environment. The political affiliations and motives attributed to the individuals involved are respondent allegations and are not independently established by the form.

Her account places these later educational difficulties within a broader history of threats affecting her family. Marjia stated that her family home had been attacked in 2024 and that her elder brother was threatened with serious violence because of his reported involvement with Bangladesh Chhatra League. She subsequently described a separate confrontation at Barguna Government College while she was helping Honors students campaign for a debate program. According to her testimony, an argument occurred with individuals she identified as members of the college Chhatra Dal. A Chhatra League-associated student who approached her was allegedly assaulted, and when Marjia protested, she was threatened with arrest.

Marjia reported that the confrontation subsequently moved to the Principal’s office. She stated that she telephoned her father, after which her father and elder brother came to the college. According to her account, the college Chhatra Dal Secretary grabbed her hand and pulled her in an apparent

attempt to assault her. When her brother intervened, he was allegedly beaten and his shirt was torn. She further stated that her father was verbally abused and threatened with loss of his government employment after being labeled an "Awami League agent." Shortly afterward, she reported that police officers and journalists arrived and that both she and her elder brother were handed over to police and arrested. She also stated that subsequent media reports contained information that she considered inaccurate. These descriptions are based on her testimony and require corroboration from police records, contemporaneous media reports, witnesses, and institutional records.

The consequences for Marjia's education appear to have been substantial even though the form does not identify a formal expulsion order. She stated that she could no longer safely attend college, participate in private tutoring, or remain in her own district. She expressed concern that the college might eventually expel her or prevent her from participating in examinations, but the available form does not establish that either measure had actually been imposed at the time of her statement. Her case should therefore presently be characterized as reported practical exclusion from education arising from insecurity and threats, rather than confirmed formal academic expulsion.

Marjia also reported attempting to obtain institutional protection. She stated that on 31 August 2024 she went to the Principal's office seeking assistance regarding her safety. According to her account, the Principal was unable to provide effective protection and a group attack subsequently occurred. Her elder brother, Imam Hasan Shihab, came to assist her and was allegedly assaulted. Of particular evidentiary importance, Marjia stated that the CCTV cameras in the Principal's office were functioning and that the incident was recorded. She further reported that DB Police officers arrived, heard the matter only partially, and subsequently arrested both her and her brother. According to her account, they were later released following intervention by their father, but no effective remedy followed.

The alleged events also affected the wider family. Marjia described repeated attacks on the family home, threats against her brother, threats of arrest, and warnings that her father could lose his government employment. She stated that her father was the family's sole income earner and that the continuing insecurity had caused substantial psychological and social distress. Her account further states that her brother had been attacked on several occasions, including an alleged attack on 5 August 2024, and had spent periods in hiding because of security concerns.

Marjia consequently described herself as lacking both a safe route to college and a secure environment in which to study at home. She stated that she and her brother had been forced to move between locations for safety and requested an independent and impartial investigation into the events. Unlike several other respondents, she expressly stated that none of her own personal property had been damaged, destroyed, lost or confiscated. This distinction should be preserved, as the principal harms reported in her case concern personal security, educational access, cultural participation, arrest, family intimidation and the absence of an effective remedy rather than property loss.

The case also presents a potentially important opportunity for verification. Marjia specifically identifies CCTV footage from the Principal's office as having recorded the relevant confrontation. If available, this footage, together with police custody records, college records, contemporaneous news reports and witness testimony, could materially strengthen or qualify the account.

2.6.2 Overall Assessment of the Secondary and Higher Secondary Student Cases

The nine SSC and HSC-level cases now reveal a wider range of mechanisms through which access to education may be interrupted than formal expulsion alone. Respondents describe being prevented from attending classes, being unable to participate in examinations, being denied or obstructed from examination registration, remaining away from institutions because of threats, and being unable to access ordinary private tuition or extracurricular activities. Several remained formally enrolled but reported that insecurity made meaningful participation in education practically impossible. Marjia's case reinforces this distinction: she does not report a completed formal expulsion, but states that she cannot safely attend college or private tutoring and fears future exclusion from examinations.

A recurring feature across the cases is therefore the gap between formal student status and effective educational access. For several respondents, the decisive obstacle was not a written disciplinary order but a combination of threats, physical violence, criminal proceedings, fear of arrest, and lack of institutional protection. Erfan and Sohan described difficulties participating in SSC examinations while criminal cases remained unresolved; Ariyan and Sakib reported physical obstruction or violence connected with attempts to attend their institutions; and Marjia described a college environment in which a confrontation, arrest and continuing threats ultimately made attendance unsafe. In assessing the right to education, the relevant question is consequently not only whether students remained formally enrolled, but whether they could realistically and safely attend classes, sit examinations and progress academically.

The new case also expands the analysis beyond classroom attendance and examinations to cultural and expressive participation within educational institutions. Marjia reports that debates, poetry recitation and other cultural activities became difficult because of her expressed political and historical views. If substantiated, such circumstances would require examination not only through the right-to-education framework but also through protections relating to freedom of expression, participation in academic life and non-discriminatory access to educational opportunities. At the same time, political affiliation or political expression does not exempt a student from lawful accountability for proven misconduct; the relevant distinction remains between individually established wrongdoing and adverse treatment based principally on political identity or association.

Another strong cross-case pattern is the intersection between educational disruption and physical security, policing and criminal proceedings. Several respondents describe criminal cases, police searches, detention, threats of arrest or actual arrest alongside educational exclusion. Marjia's account adds a particularly complex sequence because she reports seeking safety within the Principal's office, experiencing a confrontation there, and subsequently being arrested together with her brother. Such cases require careful separation of distinct questions: whether any criminal allegation had a lawful evidentiary basis, whether police action was procedurally proper, and whether the existence of criminal proceedings was then used, formally or informally, to restrict educational participation.

The cases also point repeatedly to concerns regarding institutional protection. Respondents frequently state that school or college authorities either could not guarantee their safety or declined responsibility while security or criminal issues remained unresolved. Marjia similarly reports approaching the Principal specifically for protection but states that effective protection was not provided. Her allegation that the incident occurred while CCTV cameras in the Principal's office were operating is especially relevant because institutional authorities may have possessed contemporaneous evidence capable of clarifying what occurred. Where institutions know of

credible threats to students, the human rights analysis should consider not only whether the institution itself imposed a sanction but also whether it took reasonable steps to preserve safe educational access.

The effect on families is another consistent feature. Respondents describe threats to parents and siblings, police visits to family homes, displacement, alleged property destruction, loss of livelihoods and psychological distress. Marjia's account adds alleged threats to her father's government employment and repeated physical threats against her brother. These experiences demonstrate how academic exclusion may be reinforced by pressures extending beyond the student personally. When a student or family is compelled to relocate or remain in hiding, continued enrollment on paper may offer little meaningful access to education.

The cases nevertheless vary considerably in evidentiary strength and should not be presented as uniformly verified. Bappi's account principally reflects broader educational disruption rather than targeted repression. Aniket's submission, by contrast, illustrates how alleged academic repression against a student may extend beyond the individual and affect the wider family through displacement, threats, psychological distress, economic pressure, and related consequences. Sakib's description of student-status cancellation is not supported by a formal expulsion order in his submitted form because, in many cases, students are not formally expelled rather obstructed from attending classes and exams through mob violence and assault. In Marjia's case, the political affiliations and motives attributed to the alleged perpetrators raise concern for further scrutiny. At the same time, her reference to potentially available CCTV footage provides a concrete avenue for corroboration. Across the nine cases reported here and for similar other cases, police and court records, institutional correspondence, examination records, medical documentation, and contemporaneous communications remain on file. Further, CCTV footage and original interview records would materially strengthen the assessment.

Taken together, the nine accounts therefore do not establish the national prevalence or magnitude of academic repression among SSC and HSC students. They do, however, provide qualitative evidence of several recurring mechanisms through which educational access can be disrupted: examination obstruction, informal exclusion, threats and violence, criminal proceedings, arrest or detention, failure of institutional protection, displacement and pressure on family members. The cases also underscore the importance of distinguishing legitimate, evidence-based accountability for individual misconduct from punishment or exclusion based primarily on political identity, perceived association or protected expression.

CHAPTER 3
GENERAL UNIVERSITY EDUCATION UNDER REPRESSION: EXCLUSION, SUSPENSION, DETENTION AND CONSTRAINED ACADEMIC FREEDOM

3.1 Public Universities: Mob-violence, Constrained Academic Freedom and Campus Insecurity

3.1.1 Repression on Public University Teachers

The post-July 2024 record concerning teachers at Bangladesh's general public universities reveals several distinct forms of institutional and coercive pressure. These include prolonged exclusion from teaching while investigations remained incomplete, temporary suspension and other disciplinary measures, inquiries initiated based on alleged political or "anti-state" activity, detention by students followed by police arrest, and formal university sanctions arising from allegations concerning conduct during the July uprising. These developments should not be treated as a single category of repression. Some proceedings concern specific allegations of threats, facilitation of violence or other misconduct that universities have a legitimate responsibility to investigate. Others raise questions about political association, protected expression, prolonged interim restrictions and whether collective accusation or political labeling has substituted for individually established evidence.

The appropriate human rights inquiry is therefore not whether an affected academic supported or opposed a particular government, political party or protest movement. It is whether adverse action was based on identifiable conduct, supported by evidence, determined through an independent and fair procedure, proportionate to the conduct established, and accompanied by an effective opportunity for review. This approach is consistent with UNESCO's framework for higher-education teaching personnel, which treats academic freedom, professional responsibility, institutional autonomy and employment conditions as interconnected rather than mutually exclusive concerns (UNESCO, 1997).

A. Student-led Mob Violence and Assault on Teachers

Physical intimidation and student-led mob-violence against teachers represent a distinct form of academic repression in the history of the University of Dhaka, where disagreements over a teacher's political affiliation, past conduct, or institutional status move beyond formal university procedures and into direct physical confrontation. A particularly tragic documented example in the history of Bangladesh was occurred at the University of Dhaka on 11 December 2025, when four Professors (i.e. Professor AKM Jamal Uddin, Professor Dr. Azmol Hossain Bhuiyan, Professor Dr. Zeenat Huda and Professor Dr. Towhida Rashid) of the University of Dhaka stepped in the University Campus, all of them were attacked by the mob-violence led by some of the students of the same university. More pertinently, two of the male Professors were physically assaulted.

Professor AKM Jamal Uddin of the Department of Sociology and three other teachers associated with the Awami League-aligned Blue Panel were confronted after visiting the university administration and the Faculty of Social Sciences. The teachers had submitted a

seven-point memorandum to the Vice-Chancellor's office, including a demand that teachers who had been barred from classes be permitted to resume academic duties. Shortly afterward, a group of students confronted the teachers inside the Faculty of Social Sciences building. Contemporary reporting described harassment and physical confrontation involving Professor Jamal and other teachers (The Daily Star, 2025a, 2025b). The Daily Star

Figure 15. Students, including a DUCSU Leader Chase Teacher in the Campus of the University of Dhaka

Source: *bdnews24.com. (2025, December 11). DUCSU leader leads chase as Prof Jamal leaves campus after harassment claims*

Video footage reported by both *The Daily Star* and bdnews24.com showed Dhaka University Central Students' Union (DUCSU) Social Welfare Secretary AB Zubair grabbing Professor Jamal by his clothing while the professor attempted to leave the building. Professor Jamal was subsequently pursued down the staircase toward a waiting vehicle, and Zubair was reported to have attempted to prevent the vehicle from leaving. Professor Jamal alleged that his sweater was pulled off during the confrontation and that a bag containing personal items was taken. The reporting therefore goes beyond a disagreement or verbal protest and documents physical interference with a teacher attempting to leave the premises (The Daily Star, 2025a; bdnews24.com, 2025a). The Daily Star

The students involved presented a different justification for their actions. Zubair alleged that Professor Jamal and other Blue Panel teachers had supported the previous government during the July 2024 uprising and stated that the students intended to hand them over to the police. Dhaka University's proctor also told bdnews24.com that Professor Jamal had earlier been asked not to come to campus following student protests against him. These circumstances provide relevant context but do not, by themselves, establish a lawful basis for students to physically restrain, pursue, assault, or attempt to detain a teacher. Allegations concerning political conduct, participation in past events, or other misconduct ordinarily require investigation and action through competent university authorities or the criminal justice system rather than enforcement by groups of students (bdnews24.com, 2025a). bdnews24.com

The incident was subsequently condemned by several academic bodies. The Dhaka University Teachers' Association described the episode as a criminal attack involving physical harassment and threats and called for an impartial investigation. The Blue Panel similarly characterized the incident as an assault and called on the university administration to take measures against what it described as "mob violence" on campus (The Daily Star, 2025a, 2025c). More significantly for a non-partisan assessment, the University Teachers' Network also condemned the treatment of Professor Jamal. It stressed that allegations against a teacher must be handled by the university administration or, where criminal conduct is alleged, by the police and courts, rather than through physical action by students (bdnews24.com, 2025b).

From a human rights and academic-governance perspective, the incident illustrates the difference between institutional accountability and coercive collective action. Students are entitled to protest, criticize teachers, demand investigations, and seek institutional accountability. Those freedoms do not extend to physical assault, forced confinement, intimidation, or preventing a person from leaving. Conversely, describing an incident as student mob violence does not determine whether the underlying allegations against a teacher are unfounded. Those allegations require their own independent evidentiary and procedural assessment. The central concern is that disciplinary responsibility should be determined through established procedures rather than through physical coercion or informal punishment.

The incident is particularly significant because it occurred within the teacher's own university and involved interference with his ability to move safely through the campus. When teachers risk physical confrontation because of their actual or perceived political affiliation, past statements, or participation in institutional advocacy, the consequences may extend beyond the individual teacher. Such incidents may create a wider chilling effect on academic participation, expression, association, and the willingness of other academics to enter the campus or engage in institutional debate. A university's responsibility therefore extends not only to investigating allegations against teachers but also to protecting teachers and students from violence, intimidation, and retaliatory collective action while those investigations proceed. Subsequent reporting continued to cite the December incident as an example of teacher harassment at public universities, indicating that it had become part of a broader discussion concerning campus safety and the boundaries of student activism (The Daily Star, 2026). The Daily Star

B. Forced Resignation and Exclusion from Campus

Following the political transition of August 2024, Bangladesh's public universities experienced a substantial wave of pressure on academic and administrative office-holders, including demands for resignation, physical or practical exclusion from university premises, and restrictions on teaching. Contemporary reporting documented the resignation of vice-chancellors and other senior officials at several public universities amid student protests; by 11 August 2024, *The Daily Star* reported that vice-chancellors of at least five public universities had resigned in the face of such protests, while subsequent reports documented similar resignations at Chittagong University, KUET and DUET (The Daily Star, 2024a, 2024b).

At Dhaka University, the pressure extended below the vice-chancellor level: two faculty deans resigned following student demonstrations in August 2024, with *The Daily Star* describing the resignations as occurring "in the face of protests"; the office of another dean was reportedly sealed when protesters demanded his departure (The Daily Star, 2024c).

Figure 16. Forced Resignation of the Dean of Dhaka University's Faculty of Arts amid Student Protest

Source: The Daily Campus (2024), "ঢাবি কলা অনুষদের ডিনের পদত্যাগ, মোনাজাত দিয়ে বিদায় জানালেন শিক্ষার্থীরা" [DU Faculty of Arts' Dean resigns forcefully, students bid farewell with prayers] 19 August 2024

Exclusion did not always take the form of formal dismissal or resignation. By April 2026, bdnews24.com reported that at least 68 Dhaka University teachers accused of opposing the July 2024 student movement remained barred from academic activities, while the official investigations against many of them had made little progress (bdnews24.com, 2026). The practical consequences of such measures were also visible in December 2025, when several

teachers seeking the return of colleagues barred from teaching were themselves confronted and allegedly assaulted on campus after submitting a memorandum to the university administration (The Daily Star, 2025).

Taken together, these developments illustrate that post-July pressure in public universities operated through several mechanisms: demands for resignation, collective pressure on office-holders, restrictions on entry or academic participation, and prolonged exclusion from teaching before completion of disciplinary proceedings. Such cases require a distinction between legitimate institutional accountability and coercive or indefinite exclusion: credible allegations of misconduct may properly be investigated, but resignation obtained through intimidation or collective pressure, or prolonged removal from academic functions without timely, individualized, and procedurally fair determination, raises concerns regarding academic freedom, employment security, and due process.

C. Prolonged Exclusion of Teachers during Investigations

The most extensive documented case of prolonged interim academic exclusion concerns Dhaka University. In April 2026, Arfatul Islam Naim reported that at least 68 teachers remained barred from academic activities approximately 20 months after the July uprising, while the investigations associated with their exclusion had made little or no progress. The article reported that many of those affected were associated with the Awami League-backed Blue Panel, although the individual allegations varied and some teachers disputed that any misconduct had been established against them (Naim, 2026; The Financial Express, 2026).

The existence of serious allegations can justify interim restrictions where necessary to protect students, witnesses, evidence or the integrity of an investigation. The rights concern arises when an interim measure continues for an extended period without a clear timetable, periodic review or completed determination. In each case, the appropriate inquiry should therefore establish the date on which the restriction began, the specific allegation, the evidence requiring temporary exclusion, the applicable university rule, the dates on which necessity was reviewed, and whether less restrictive alternatives were available.

Prolonged exclusion also illustrates the distinction between formal employment status and practical academic participation that runs throughout this book. A teacher may remain employed and salaried while being unable to teach courses, supervise research, participate in examinations or exercise ordinary professional functions. Such a situation should be recorded separately from dismissal but should not be regarded as having no academic consequence merely because salary continues to be paid.

D. Formal Suspension and Adverse Administrative Measures

The Dhaka University record subsequently moved from prolonged informal or interim exclusion to more formal disciplinary action. On 22 June 2026, the university Syndicate took action against several teachers following inquiries concerning alleged conduct during the July uprising. *The Daily Star*, bdnews24.com and *Prothom Alo* reported that Professors Nazmul Ahsan Kalimullah, AKM Jamal Uddin and Shibli Rubayat-Ul-Islam were temporarily suspended, while Professor Mohammad Azmal Hossain Bhuiyan was temporarily removed from academic duties over separate July-related allegations. Professor

Tashrik-e-Habib was also removed from academic duties following complaints concerning other conduct (The Daily Star, 2026; bdnews24.com, 2026; Prothom Alo, 2026).

The official Dhaka University notice and BSS reporting categorized the decision somewhat differently. The university's own announcement listed four teachers as temporarily suspended from service, namely Nazmul Ahsan Kalimullah, AKM Jamal Uddin, Shibli Rubayat-Ul-Islam and Tashrik-e-Habib. BSS reproduced the same four-teacher formulation (Dhaka University, 2026; Bangladesh Sangbad Sangstha, 2026). This discrepancy is analytically important. It should not be resolved by simply choosing whichever source produces the larger or smaller number. The book should distinguish suspension from university service, temporary exclusion from academic duties, and other administrative measures, and should identify the operative university order wherever possible.

A further round of decisions was reported in September 2026. Dhaka University suspended four additional teachers – Professor M. Wahiduzzaman, Professor Muhammad Mahbubur Rahman and Professor Mashiur Rahman - who were referred to a tribunal following an investigation concerning allegations relating to their conduct during the July uprising. A fourth teacher, Associate Professor Md Ziaur Rahman, was suspended in a separate matter concerning the qualifications required for his appointment. The two categories should not be conflated: the first concerns alleged conduct during a political and protest-related crisis; the fourth concerns an employment-qualification issue (Dhaka Tribune, 2026).

Table 10. Selected Dhaka University Teacher Measures and Necessary Distinctions

Reported development	What the evidence supports
April 2026 prolonged exclusion	At least 68 teachers were reported as barred from academic activities, although the article later referred to a 66-name list. Investigations had made limited progress. Salaries and benefits reportedly continued. (Naim, 2026)
June 2026 disciplinary decisions	Multiple sources identify three July-related full suspensions and additional restrictions on academic duties, while the official DU notice lists four teachers as temporarily suspended from service. The classification should follow the operative institutional order rather than aggregate news headlines. (Dhaka University, 2026; The Daily Star, 2026)
August 2026 inquiry concerning 58 teachers	The university identified 58 teachers for investigation following media allegations concerning "secret anti-state activities." Identification or investigation is not a finding of guilt or a dismissal total. (The Daily Star, 2026; Naim, 2026)
September 2026 four-teacher decision	Three teachers faced July-related proceedings and a tribunal; a fourth faced a separate qualification-related inquiry. These grounds should remain analytically separate. (Dhaka Tribune, 2026)

Source: *Authors' compilation from Dhaka University (2026), Naim (2026a, 2026b),* The Daily Star *(2026a, 2026b), and* Dhaka Tribune *(2026), based on official university records and contemporaneous reporting.*

Note. The decision series may overlap and should not be added together to produce a total number of distinct affected Dhaka University teachers.

E. Investigations Concerning Alleged 'Anti-State' Activities

A broader development in August 2026 extended beyond individual disciplinary cases. Dhaka University formed a three-member committee to examine allegations that teachers were engaged in "*secret activities against the state.*" The university stated that media reports had alleged involvement by 92 Dhaka University teachers, of whom 58 had been identified by the university at that stage (see, Appendix). The names were not publicly disclosed in the university statement (The Daily Star, 2026; bdnews24.com, 2026).

Later reporting raised questions about the provenance and purpose of the list. bdnews24.com reported that the vice-chancellor said information concerning the 58 teachers had been supplied following a request from the National Security Intelligence, while legal experts interviewed by the outlet questioned whether political ideology alone could provide a lawful basis for university action (Naim, 2026). This does not establish that the committee itself acted unlawfully or that none of the named individuals engaged in actionable conduct. It does reinforce the need to identify the specific act attributed to each teacher rather than use inclusion on a list as a substitute for evidence.

The development was not confined to Dhaka University. In August 2026, Chittagong University, Jagannath University, Islamic University and Patuakhali Science and Technology University also formed committees following media allegations concerning teachers' involvement in activities described as "anti-state" or supportive of the Awami League. Jagannath University reportedly opened inquiries concerning 68 teachers, while Islamic University formed a committee concerning 44 teachers; Chittagong University established a fact-finding committee, and PSTU formed a separate inquiry body (The Daily Star, 2026; bdnews24.com, 2026; Bangladesh Sangbad Sangstha, 2026).

The process subsequently attracted scrutiny concerning how the lists had been compiled and what evidentiary standard was being applied. *Dhaka Tribune* reported concerns among academics and legal commentators about possible political bias, personal grievances, and inadequate transparency surrounding the source lists. These are attributed concerns rather than established findings of improper motive, but they make provenance, evidence and individualized review central to any later disciplinary decision (Dhaka Tribune, 2026).

The appropriate classification at this stage is therefore teachers under investigation, not teachers proven to have engaged in unlawful activity and not automatically victims of political repression. The human rights concern would become stronger where adverse employment or academic action is imposed primarily because of lawful political association or opinion, or where a teacher is unable to know and answer the specific evidence relied upon.

BOX 1: Fear and Intimidation in the Faculties: A Senior Educator's Testimony on How "Mob-violence" is Destroying Academic Freedom and Congeniality in Education Sectors

The interview sheds light on the deepening crisis in Bangladesh's education sector, particularly within public universities, where the once-respectful relationship between students and teachers has been severely undermined by rising incidents of mob-violence, public humiliation, and political targeting of educators. A senior academic, with over 30 years of teaching experience at leading institutions, including the University of Dhaka, BUET, and other reputed institutions, expressed alarm at the current state of affairs, describing it as unprecedented in the country's academic history. The interviewee emphasized that universities, historically known as spaces for intellectual freedom and critical thinking, have increasingly become sites of fear and intimidation. Following the political transition in August 2024, more than a hundred teachers were boycotted by students for their alleged affiliations with the previous government.

In response, university administrations, most notably at the University of Dhaka, formed *"non-functional fact-finding and inquiry committees"* to assess these allegations. However, these committees largely failed to function as intended. The interviewee pointed out that they were formed without following proper legal procedures, including required Syndicate approval under the *Dhaka University Order of 1973*. As a result, many of the alleged accused teachers were removed from their duties *"without due process"*, and the committees were seen as mechanisms to delay justice rather than uphold it.

This administrative failure has contributed to a climate of uncertainty, fear, and demoralization among educators. Teachers have been denied access to their workplaces, stripped of academic and administrative roles, and subjected to financial hardship and psychological trauma, all without formal charges or proven misconduct. Across the country, similar patterns have emerged, including forced resignations, politically motivated dismissals, and restrictions on professional advancement.

Source: *Interview conducted by one of the authors with the General Secretary (GS) of Dhaka University Teachers' Association (DUTA), a Senior Professor of Sociology, University of Dhaka.*

F. Campus Detention, Arrest and Coercive Administrative Actions

Among all other public universities, Jahangirnagar University presents a more complex sequence of events, in which allegations of misconduct were followed by student-led informal detention or confinement, police intervention, criminal proceedings, and, subsequently, formal institutional coercive measures. The case therefore illustrates how informal student action, state law-enforcement processes, and university disciplinary mechanisms may operate successively or in parallel, raising distinct questions about due process, institutional authority, and the protection of individual rights.

For instance, on 3 October 2024, Professor Farid Ahmad of the Department of Philosophy was detained by a group of Jagannath University students while visiting the JnU campus and handed over to police. Students accused him of involvement in or encouragement of attacks on protesting students at Jahangirnagar University during July. Police confirmed that he was an accused in a case filed in relation to those events. Contemporary reports also recorded a student's claim that Farid was handed to police without being physically harmed by those who detained him (The Daily Star, 2024a; Dhaka Tribune, 2024).

The following day, police formally showed Farid Ahmad as arrested in the case. The case statement alleged that he had encouraged law-enforcement personnel and Chhatra League members to attack protesting students. These remained criminal allegations requiring adjudication; the existence of the case and arrest did not establish guilt (The Daily Star, 2024b). Jahangirnagar University subsequently suspended Farid Ahmad in November 2024

over allegations that he had instigated attacks on students during the uprising (The Business Standard, 2024; Dhaka Tribune, 2024).

The sequence illustrates why different actors and stages must be separated. Student restraint of an individual, police detention, criminal prosecution, and university disciplinary action are not interchangeable. A criminal complaint cannot retrospectively establish that an earlier non-state detention was lawful, while the fact that students handed a teacher to police does not establish that the criminal allegations were unfounded. Each stage requires its own legal and evidentiary assessment.

G. Suspension on Alleged Opposition to Student-led July 2024 Movement

The institutional response at Jahangirnagar University later expanded well beyond Professor Farid Ahmad. In March 2025, the university announced the suspension of nine teachers for allegedly assisting or abetting attacks on protesting students during the July uprising. The university also stated that a further committee would gather evidence regarding other teachers who might have been involved (The Daily Star, 2025; Bangladesh Sangbad Sangstha, 2025; United News of Bangladesh, 2025).

By June 2026, the proceedings had produced substantially more differentiated outcomes. The Syndicate reviewed allegations against 19 teachers and two officials arising from the events of 14, 15 and 17 July 2024. It imposed disciplinary measures on 12 teachers (see Appendix for details) and one official, while seven teachers and one official were cleared for lack of sufficient evidence. The sanctions ranged from compulsory retirement and demotion to salary reductions, temporary restrictions on increments, administrative disqualification, and warnings. The university stated that hearings, testimony and verification of evidence had been undertaken before the decisions were reached (Naim, 2026; The Business Standard, 2026).

The fact that some teachers were cleared is analytically important. It demonstrates that the final proceedings did not produce identical adverse outcomes for every person initially accused. That is relevant evidence of differentiation, although it does not by itself establish that every punishment imposed was procedurally or substantively correct. Conversely, the presence of political context does not establish that sanctions were retaliatory where the university found individual evidence of participation in violence or facilitation of attacks.

The Jahangirnagar series therefore provides a useful model for how this book should classify institutional disciplinary action including initial allegation, interim suspension, investigation, individual hearing, final sanction or clearance, and any subsequent appeal should be recorded as separate stages. A similar pattern was observed in several other public universities in Bangladesh, including the University of Dhaka, the University of Chittagong, Jagannath University, Rajshahi University, and Islamic University, Kushtia, to mention a few (see Appendix for details).

H. Cross-Cutting Human rights Violations and Due-Process Concerns

The public-university teacher (UT) record raises several recurring concerns that extend beyond individual disciplinary cases. Across the institutions examined, the evidence points to questions involving political affiliation and protected expression, prolonged exclusion from academic duties, reliance on collective or media-generated allegations, the fairness and

timeliness of disciplinary procedures, the relationship between university sanctions and criminal proceedings, and the availability of effective review and remedy.

First, political affiliation and individual misconduct must remain distinct. A teacher's membership in a political panel, participation in a lawful political gathering, or expression of a controversial political opinion does not itself establish participation in threats, violence, or suppression of students. Equally, academic freedom does not protect teachers from accountability where credible evidence establishes their participation in violence, intimidation or other serious misconduct.

Second, interim restrictions require timely review. The Dhaka University exclusion series demonstrates that an academic can experience substantial professional consequences without a final dismissal. Where exclusion continues for many months, the university should be able to explain why it remains necessary, what investigative progress has occurred, and when a reasoned determination will be made.

Third, collective or media-generated lists should not replace individual evidence. The 2026 inquiries at Dhaka, Jagannath, Chittagong, Islamic University and other public universities began in part from media reports alleging coordinated political or "anti-state" activity. A list may justify verification; it cannot by itself establish culpability. The source of the allegation, the specific conduct, supporting evidence, and the affected academic's response should be documented before adverse action is imposed (The Daily Star, 2026; Dhaka Tribune, 2026).

BOX 2: Fear and Intimidation in the Faculties: A Senior Educator's Testimony on How "Mob-violence" is Destroying Academic Freedom and Congeniality in Bangladesh

The interview sheds light on the deepening crisis in Bangladesh's education sector, particularly within public universities, where the once-respectful relationship between students and teachers has been severely undermined by rising incidents of mob-violence, public humiliation, and political targeting of educators. A senior academic, with over 30 years of teaching experience at leading institutions, including the University of Dhaka, BUET, and other reputed institutions, expressed alarm at the current state of affairs, describing it as unprecedented in the country's academic history. The interviewee emphasized that universities, historically known as spaces for intellectual freedom and critical thinking, have increasingly become sites of fear and intimidation. Following the political transition in August 2024, more than a hundred teachers were boycotted by students for their alleged affiliations with the previous government.

In response, university administrations, most notably at University of Dhaka, formed *"non-functional fact-finding and inquiry committees"* to assess these allegations. However, these committees largely failed to function as intended. The interviewee pointed out that they were formed without following proper legal procedures, including required Syndicate approval under the *Dhaka University Order of 1973*. As a result, many of the alleged accused teachers were removed from their duties *"without due process"*, and the committees were seen as mechanisms to delay justice rather than uphold it.

This administrative failure has contributed to a climate of uncertainty, fear, and demoralization among educators. Teachers have been denied access to their workplaces, stripped of academic and administrative roles, and subjected to financial hardship and psychological trauma, all without formal charges or proven misconduct. Across the country, similar patterns have emerged, including forced resignations, politically motivated dismissals, and restrictions on professional advancement.

Source: *Interview conducted by one of the authors or with a Senior Professor, Department of Peace and Conflict, University of Dhaka.*

Fourth, university disciplinary processes and criminal proceedings should not be conflated. A university may investigate professional misconduct independently of a criminal prosecution, but a criminal accusation should not automatically determine an employment outcome, and an institutional sanction should not be presented as proof of criminal guilt. Professor Farid Ahmad's case demonstrates the importance of preserving that distinction.

Finally, academic freedom and accountability should be understood as complementary rather than competing principles. UNESCO's 1997 Recommendation recognizes both the freedom necessary for higher-education teaching and research and the professional responsibilities of academic personnel. The relevant question is therefore whether a teacher was held accountable for individually substantiated misconduct through fair procedures, or subjected to adverse treatment principally because of political identity, protected expression, association, or an allegation that was never adequately tested (UNESCO, 1997).

3.1.2 Repression on Public University Students

The July 2024 movement placed university students at the center of Bangladesh's political transition, but it also exposed them to an exceptional level of violence, coercion, and disruption of academic life. During July and early August 2024, students participating in the quota-reform movement were subjected to attacks by members of the then-ruling party's student wing and to extensive use of force by law-enforcement agencies. The Office of the United Nations High Commissioner for Human Rights subsequently documented killings, arbitrary detention, torture, and other serious violations associated with the suppression of the protests. It also recorded retaliatory violence after the political transition against persons perceived to be associated with the former ruling party (OHCHR, 2025).

The position of university students after August 2024 therefore requires a more complex assessment than a simple continuation of the pre-August pattern. The principal targets and perpetrators changed, while coercive practices did not disappear completely. The post-uprising period has included large-scale university disciplinary proceedings against students accused of participating in the July attacks, but it has also produced incidents in which students were physically assaulted, detained by other students before being handed to police, prevented or impeded from taking examinations, disciplined for social-media expression, excluded from university political participation, or injured during protests concerning academic and institutional demands. These developments raise concerns relating to equality before the law, protection of life and liberty, freedom from ill-treatment, freedom of expression, peaceful assembly and association, access to education, and fair and individualized disciplinary procedures. These protections arise under, among others, Articles 27, 31, 32, 35, 37, 38 and 39 of the Constitution of Bangladesh, Articles 19, 21 and 22 of the ICCPR, and Article 13 of the ICESCR.

A. Post-July Coercive Administrative Measures: From Accountability towards Repression

One of the most visible post-July developments has been the use of university disciplinary mechanisms against large numbers of students accused of participating in attacks on protesters during July and August 2024. At Dhaka University, the Syndicate temporarily suspended 128 students in March 2025 after a fact-finding process identified alleged involvement in attacks between 15 July and 5 August 2024. The university simultaneously established a further investigation committee, indicating that the initial suspension preceded the final determination of individual responsibility (The Daily Star, 2025a). By November 2025, the investigation had expanded considerably, and the university issued show-cause

notices to 403 students, requiring them to explain why they should not be permanently expelled (The Daily Star, 2025b).

Comparable measures were adopted elsewhere. Jahangirnagar University ultimately expelled 64 current students, suspended another 46 for different periods, and canceled the academic certificates of 73 former students in connection with attacks on protesters in July 2024. The university stated that the decisions followed an investigation based on evidence, while 40 accused current and former students were acquitted because sufficient evidence was not found (The Daily Star, 2025c). Shahjalal University of Science and Technology suspended 29 students in January 2025 over alleged involvement in attacks on the anti-discrimination movement, while Begum Rokeya University suspended 56 students for different periods over alleged involvement in attacks and events surrounding the killing of Abu Sayed (The Daily Star, 2025d, 2025e).

These cases should not automatically be classified as academic repression. Universities have both the authority and the responsibility to investigate serious violence against students, and participation in assault, intimidation or other criminal conduct is not protected merely because it occurred in a political context. The analytical question is therefore whether liability was individualized and evidence-based, whether the accused student received notice of the specific allegations and a meaningful opportunity to respond, whether the decision was made by an impartial body, and whether the sanction was proportionate to the proved misconduct. Political affiliation by itself should not substitute for proof of individual conduct.

This distinction is particularly important because some post-July measures combined allegations of personal wrongdoing with organizational or political identity. At Dhaka University, for example, nearly 500 students were excluded from the 2025 DUCSU voter list, including students named in a criminal case over the 15 July attack and others suspended following the university investigation. University officials referred to both pending investigations and affiliation with the banned Bangladesh Chhatra League when explaining the decision, while stating that affected students could appeal to the election commission (The Daily Star, 2025f). Where allegations remain unresolved, restrictions on academic or representative participation require particularly careful procedural safeguards so that responsibility is not inferred solely from membership, association, or political identity.

B. Mob-violence and Assault against Students Accused of Political Affiliation

A more direct form of repression emerged where accusations of past political affiliation were followed not by formal disciplinary proceedings but by physical violence or informal detention by other students. Several incidents demonstrate the danger of political labeling becoming a substitute for investigation.

At Chittagong University in February 2025, former university Chhatra League leader Samiul Ahsan was assaulted while returning from an examination. A classmate alleged that he was beaten outside the faculty and again inside the proctorial office before being handed over to police. The university branch of Islami Chhatra Shibir denied responsibility for the assault. The same report noted that another CU student, Sajjad Hossain, had earlier been detained while attending an examination and handed to police in connection with a case arising from the July violence (The Daily Star, 2025g).

At Jagannath University in July 2025, management student Rafik Bin Sadek was reportedly picked up and assaulted over suspected links with the former Chhatra League. Two teachers who attempted to intervene and three leaders of Ganatantrik Chhatra Sangsad were also allegedly assaulted. The incident consequently extended beyond an interpersonal confrontation and raised broader questions about the ability of university authorities to protect students and teachers from politically associated campus violence (The Daily Star, 2025h).

The pattern continued into 2026. In March, Dhaka University philosophy student Rahid Khan Pavel alleged that activists associated with Jatiya Chhatra Shakti detained and beat him for several hours after identifying him as a Chhatra League member. Significantly, university officials reportedly stated that his name did not appear on the university's list of students show-caused over the 2024 attacks. He alleged that he was assaulted at several locations and eventually left injured near Shahbagh Police Station (The Daily Star, 2026a).

In July 2026, three Rajshahi University students were severely beaten in separate stages of an incident involving leaders and activists associated with the university students' union and Islami Chhatra Shibir. One of the victims was described by those involved as a former BCL activist. Video footage reported by the press subsequently showed violence against the students, including inside university premises. Two students were later shown arrested in a case under the *Anti-Terrorism Act, 2009* (The Daily Star, 2026b, 2026c).

Whether an individual is suspected of earlier violence is relevant to a lawful investigation but does not authorize other students or political organizations to punish, interrogate, or physically assault that person. Where university authorities fail to prevent such treatment, or where proctorial and administrative spaces become locations through which informal detention or assault is facilitated, the distinction between institutional discipline and mob coercion becomes dangerously blurred. Such incidents can also produce a wider chilling effect, because students may avoid classes, examinations, halls or campus activities out of fear that a political label will expose them to violence.

C. Interference with Examinations and Continuation of Education

Some post-July incidents have directly affected students' ability to continue their studies. Islamic University provides a particularly clear example. In January 2025, Mamun-ur-Rashid, a master's student and vice-president of the university's former BCL unit, came to campus to sit a retake examination. Other students protested his presence and asserted that individuals associated with the banned organization or accused of opposing the student movement should not be permitted to take examinations. University officials ultimately handed him over to police (The Business Standard, 2025).

A similar incident occurred in February 2025 when Mahmudur Rahman Masum, a former convener of the Comilla University BCL unit, attempted to sit his final law examination at Cumilla Victoria College. A group of students reportedly entered the examination hall approximately 30 minutes after the examination began, removed him, assaulted him, and subsequently handed him to the police. Police stated that cases relating to attacks during the July-August uprising were pending against him (The Daily Star, 2025i).

These cases illustrate an important distinction. A student against whom a valid arrest warrant or lawful criminal process exists is not immune from arrest because an examination is taking

place. However, decisions about arrest belong to lawful authorities, while decisions concerning examination eligibility ordinarily belong to the relevant academic institution. Fellow students removing an examinee from an examination hall, preventing participation because of alleged political affiliation, or subjecting the student to violence before transfer to police introduces a form of extrajudicial punishment into the academic process. It can affect not only physical security but also continuation of study, completion of examinations, and eventual graduation.

Article 13 of the ICESCR requires higher education to be equally accessible based on capacity, while the UN Committee on Economic, Social and Cultural Rights has emphasized non-discriminatory access to public educational institutions and programs. This does not prevent lawful disciplinary exclusion for proved misconduct, but exclusion or interruption should result from established legal or university procedures rather than political pressure or mob intervention.

D. Repression following Student Expression on Social Media

Post-July university discipline has also extended to expression unrelated to physical violence. In March 2025, Pabna University of Science and Technology suspended two students, Pronoy Kundu and Bikorno Das Dibbo, after a Facebook post and a reaction to the post were alleged to have hurt religious sentiments. Seven other students reportedly stayed away from campus because they feared being attacked after material from a private Messenger group was circulated. The university issued show-cause notices and established investigation committees, while university officials acknowledged serious concerns about student safety (The Daily Star, 2025j).

At Jahangirnagar University in June 2025, Tawfiq Islam Nabil was suspended after a social-media post was alleged to contain derogatory comments concerning the Prophet Muhammad, with the university invoking both the Penal Code and its Students' Discipline Ordinance (bdnews24.com, 2025). A further case occurred at the same university on 6 August 2026, when archaeology student Sharafat Sharik was temporarily suspended and a police case was filed after a Facebook post criticizing the July uprising and expressing political slogans associated with the previous political order. Students had initially detained him in his hall and taken him to the university proctor's office before he was handed to police. The university subsequently established an investigation committee (The Business Standard, 2026).

Universities may legitimately respond to direct threats, harassment, incitement to violence, or other conduct that falls outside protected expression. However, controversial, offensive, or politically unpopular opinion does not automatically lose protection. Article 39 of the Constitution protects freedom of thought and expression, while Article 19 of the ICCPR protects the right to hold opinions without interference and permits restrictions on expression only under specified legal and necessity requirements. The Human Rights Committee has emphasized the central role of freedom of expression in democratic accountability. Disciplinary action imposed principally because speech attracts political or public hostility therefore requires careful scrutiny of legality, necessity, proportionality and procedural fairness.

E. Police Force against Student Mobilization

Academic repression has also occurred beyond internal disciplinary proceedings. Public university students continued after August 2024 to mobilize around institutional funding, housing, governance, minority rights and other educational or social demands, and some of these demonstrations encountered coercive policing.

On 14 May 2025, Jagannath University students and teachers marched toward the Chief Adviser's residence seeking housing allowances, increased budget allocation and improved academic facilities. Police used batons and tear gas to disperse the procession, and approximately 50 students, teachers, and others were reported injured. Students subsequently continued a sit-in at Kakrail (The Daily Star, 2025k). The direct connection between the protest and educational conditions makes this incident particularly relevant to a study of academic repression.

Similarly, in January 2025, police used water cannon, sound grenades, and baton charges during a Dhaka University-area demonstration demanding accountability for an earlier attack involving Indigenous and minority students. At least six students were reported injured. Scholars at Risk classified the incident as an attack affecting higher education and expressed concern that excessive force against peaceful student mobilization can produce a chilling effect on academic freedom (Scholars at Risk, 2025a).

The right to peaceful assembly does not protect violence and permits necessary restrictions for legitimate public-order purposes. Nevertheless, both *Article 37 of the Bangladesh Constitution* and *Article 21 of the ICCPR* protect peaceful assembly, and the UN Human Rights Committee has stated that restrictions should generally be content-neutral and should not depend on the identity or political relationship of participants. Force used against student demonstrators therefore requires examination of whether the gathering remained peaceful, whether less intrusive means were available, and whether the degree of force was necessary and proportionate to an identifiable threat.

F. Campus Insecurity and Political Labeling

Taken together, these events demonstrate that the political transition following July 2024 did not automatically produce campuses free from coercion. The pre-August period was characterized by severe state repression and violence against anti-quota protesters, documented extensively by the United Nations and other human rights organizations. After the change of government, some of the institutional environment changed, and universities began investigations intended to establish accountability for the earlier attacks. At the same time, new forms of vulnerability emerged for students perceived to belong to the defeated political order, for students expressing controversial political or religious opinions, and for students participating in later protest movements. Scholars at Risk similarly observed that although some measures of academic freedom improved after 2024, violence among student groups and attacks involving students continued to damage campus safety and academic freedom (Scholars at Risk, 2025b).

The central human rights concern is therefore not whether universities should investigate violence committed during the July uprising. They should. Rather, accountability must remain distinguishable from political retaliation. A rights-respecting university should determine responsibility through individual evidence rather than organizational identity;

provide notice, hearing and review before serious academic sanctions; protect accused students from mob violence regardless of the allegations against them; preserve access to classes and examinations unless restriction is lawfully justified; protect peaceful expression and association; and call on law-enforcement agencies rather than informal student groups to execute any legitimate criminal process.

Without these safeguards, political labeling can itself become a mechanism of academic exclusion. A student who fears assault while attending an examination, avoids campus because of social-media expression, loses academic or representative rights before allegations have been finally determined, or is physically punished by other students instead of being subjected to lawful investigation experiences consequences extending directly into education. The resulting chilling effect is wider than the individual cases. It affects whether students with unpopular political, ideological or religious positions feel able to attend university, participate in debate, contest student elections, organize peacefully and complete their education without fear of violence or arbitrary exclusion.

3.2 Private Universities: Dismissal, Expulsion, and Political Labeling

Private universities require separate consideration within the post-July academic-repression analysis because their governance structure differs from that of public universities. They operate under the *Private University Act 2010* and are subject to oversight by the University Grants Commission, while institutional authority is exercised through boards of trustees, vice-chancellors, syndicates and university-specific disciplinary and employment rules. The post-July evidence reviewed for this book is not sufficiently comprehensive to estimate the prevalence of repression across Bangladesh's private-university sector. It nevertheless identifies several significant episodes involving the dismissal of teachers under intense collective pressure, severe disciplinary action against students, disruption of academic activities, restrictions associated with student mobilization, and police use of force. (Government of Bangladesh, 2010; University Grants Commission of Bangladesh).

The report's student-response dataset also contains respondents naming private institutions, including Stamford University Bangladesh, World University of Bangladesh, Southeast University and Northern University Bangladesh. These entries demonstrate that private-university students are present in the underlying evidence base, but they are self-reported leads rather than verified institutional findings and should not be converted into institution-specific prevalence estimates.

3.2.1 Teacher Dismissal under Collective Pressure

A particularly instructive private-university case occurred at North Bengal International University (NBIU) in Rajshahi in August 2025. The controversy concerned A. J. M. Nur-e-Alam, an assistant professor of law who was then serving as proctor. An audio recording circulated on social media purporting to capture a conversation in which he threatened cancellation of studentship for students who participated actively in a movement. Nur-e-Alam disputed the authenticity of the recording, maintaining that it had been edited and asserting that he had himself supported students during the July movement. (Prothom Alo, 2025a; Jugantor, 2025).

Following circulation of the recording, students blocked the Dhaka-Rajshahi highway outside the university and demanded the proctor's removal. The university initially suspended him temporarily on 26 August and established a seven-member review committee, including three student

representatives, with instructions to report within three working days. At this stage, the existence of an inquiry was an important procedural safeguard, particularly given the seriousness of the allegation and Nur-e-Alam's challenge to the authenticity and interpretation of the recording. (Prothom Alo, 2025a; Jugantor, 2025).

The subsequent process, however, raises a more direct due-process concern. On 29 August, *Prothom Alo* reported that Nur-e-Alam had been permanently removed from all university positions. He stated that he first received an email listing 11 allegations on the afternoon before the decision and was initially given only two hours to respond. Although the deadline was subsequently extended until the following morning, he sought additional time. The acting vice-chancellor acknowledged to *Prothom Alo* that the university had acted hurriedly because of the pressure created by the assembled students and said an earlier announcement of permanent dismissal had been made to calm the crowd. (Prothom Alo, 2025b).

This case should be analyzed in two directions. If a university official genuinely threatened students with loss of studentship merely for participating in protected protest activity, the allegation itself raises serious concerns regarding freedom of expression, association and access to education. At the same time, accountability for that allegation should be determined through a fair procedure. The seriousness of an accusation does not remove the affected teacher's entitlement to adequate notice, reasonable time to respond and an impartial determination based on evidence. The acting vice-chancellor's own acknowledgment of accelerated decision-making under collective pressure makes the procedural aspect of this case particularly important.

3.2.2 Dismissal Following Political and Religious Labelling

A second significant private-university episode occurred at the University of Asia Pacific (UAP) in January 2026. UAP terminated Assistant Professor Layeqa Bashir and Associate Professor ASM Mohsin, head of the Department of Basic Sciences and Humanities, amid sustained student and alumni protests. Protesters accused Bashir of making remarks hostile to Islamic dress and accused Mohsin of supporting her or, in some accounts, of political sympathies associated with the former governing party. Both teachers disputed the allegations or the characterizations attached to them. (The Daily Star, 2026a; Prothom Alo, 2026; Dhaka Tribune, 2026).

The dismissal process generated substantial procedural controversy. *The Daily Star* reported that the university's termination notice referred to the “prevailing situation resulting from student protests” but did not identify findings of misconduct or the conclusion of an inquiry. Bashir stated that an inquiry committee had been constituted and that she had been given until 22 January to submit a response, yet her employment was terminated on 18 January. Mohsin stated that no written allegation had been formally communicated to him, no inquiry had been conducted into his case, and he learned of his termination through social media. These accounts were disputed in part by university authorities, who told *Prothom Alo* that Bashir's dismissal was based principally on alleged classroom conduct rather than merely her Facebook expression and described Mohsin's dismissal as an internal administrative matter. (The Daily Star, 2026a; Prothom Alo, 2026).

The University Teachers' Network subsequently demanded reinstatement of both faculty members, alleging that the university had yielded to collective intimidation and failed to observe due process. The UGC also became involved: a UGC member told *The Daily Star* that the Commission had established committees concerning the teachers' complaints, employment rights and separate sexual-harassment matters. Scholars at Risk later recorded the UAP dismissals within its Academic

Freedom Monitoring Project as cases involving loss of position. These external responses do not themselves determine that the dismissals were unlawful, but they reinforce the need for independent scrutiny of the procedures employed. (The Daily Star, 2026a, 2026b; bdnews24.com, 2026; Scholars at Risk, 2026).

The UAP episode demonstrates why religious disagreement, political labeling, and professional misconduct must remain analytically distinct. Universities have obligations to investigate credible complaints that students have been harassed or discriminated against because of religious dress. At the same time, disagreement with religious practices, controversial personal expression or an allegation of political sympathy cannot by themselves establish professional misconduct. Where dismissal occurs before a pending inquiry is completed or without a clearly communicated allegation and opportunity to respond, a separate concern arises regarding academic freedom and professional security. Following the dispute, UAP also suspended all classes indefinitely, illustrating how unresolved pressure directed at individual academics can expand into institution-wide disruption affecting students who were not parties to the original controversy. (The Daily Star, 2026a; bdnews24.com, 2026a).

3.2.3 Student Expulsion and Governance Conflict

The most substantial verified post-July private-university student disciplinary episode identified for this book occurred at United International University (UIU). A governance dispute developed in April 2025 around examination arrangements, fees and broader administrative demands. During escalating protests, Vice-Chancellor Abul Kashem Mia and a number of department heads and other senior academic office-holders resigned. The university was subsequently declared closed indefinitely, suspending academic and administrative activities. Students later demanded that most department heads withdraw their resignations while continuing their demand for changes in university leadership and administration. (bdnews24.com, 2025a, 2025b).

The dispute later developed into disciplinary proceedings. Contemporary reporting states that punitive action was taken against 41 students, of whom 26 received permanent expulsion orders. The relationship between those sanctions and earlier student activism was contested. Protesters maintained that the disciplinary action targeted students involved in the reform movement and, in some accounts, students who had participated in the July uprising. UIU's disciplinary process, however, characterized the measures as arising from violations of the university's Code of Conduct. These competing descriptions should be retained rather than resolving motive by assertion alone. (bdnews24.com, 2025c; The Daily Star, 2025; The Business Standard, 2025a).

On 21 June 2025, UIU students launched a lengthy road blockade at Natun Bazar demanding withdrawal of the 26 expulsion orders. Students from other private universities joined the protest. Protesters alleged that those permanently expelled had not received adequate prior notice or explanation and described the measures as arbitrary; the university's disciplinary justification remained that the students had breached institutional rules. Following the day-long mobilization, UIU's Disciplinary Committee reconsidered the cases and withdrew the permanent expulsions. Some students were placed under suspended-expulsion conditions, while others received two-trimester exclusions with a subsequent right to return. (The Daily Star, 2025; The Business Standard, 2025a, 2025b; New Age, 2025).

The reversal is analytically important. It does not itself prove that the original decisions were unlawful; disciplinary bodies may legitimately modify sanctions on appeal or reconsideration. It

does, however, demonstrate why an initial headline describing 26 “permanent expulsions” should not be treated as their final academic status. The later differentiated outcomes should replace the earlier figure when assessing continuing exclusion.

3.2.4 Police Action against Private-University Student Mobilization

The UIU episode also moved beyond internal university discipline. Students blocked a major road in Dhaka on 21 June 2025, substantially disrupting traffic between Badda, Kuril and Rampura. Police had a legitimate public-order interest in restoring movement, and police accounts stated that officers repeatedly asked the protesters to leave the roadway. When police attempted to disperse the blockade, however, students alleged that officers used batons and caused injuries. *Dhaka Tribune* reported baton use and several injured students, some requiring hospital treatment; bdnews24.com reported a student claim that up to nine protesters were injured. (Dhaka Tribune, 2025; bdnews24.com, 2025c).

The official account differed. DMP stated that police sought to resolve the situation without force and described the encounter as a brief scuffle when officers attempted to clear the road. *The Business Standard* similarly reported police denial that students had been beaten, while recording that both students and police personnel were injured. (The Daily Star, 2025b; The Business Standard, 2025a).

The appropriate human rights analysis therefore should not assume either that the blockade was unrestricted protected activity or that police dispersal was necessarily proportionate. Occupation of a major public road affected the rights and movement of third parties and provided a legitimate basis for intervention. The remaining questions concern warning, opportunities for voluntary dispersal, the degree of resistance encountered, whether baton use occurred and, if so, whether the amount of force employed was necessary and proportionate.

3.2.5 Restrained Freedom of Expression, and Threat of Future Academic Consequences

Taken together, the NBIU, UAP, and UIU cases demonstrate three different mechanisms through which academic freedom and educational participation can become vulnerable in private universities.

For instance, at NBIU, the original allegation concerned an academic administrator allegedly threatening students with academic consequences for protest participation, while the subsequent concern concerned whether the teacher himself received adequate procedural protection. At UAP, political and religious labels became intertwined with demands to remove faculty members, generating questions about academic freedom, professional security and fair procedure. At UIU, a governance dispute culminated in student disciplinary action, institutional closure, road mobilization and eventual modification of the sanctions.

These distinctions matter because private universities must protect students from genuine intimidation and teachers from coercive removal at the same time. Academic freedom does not authorize a teacher to threaten a student for protected expression; student rights do not authorize collective pressure to substitute for a fair employment process. Similarly, universities may maintain codes of conduct and impose sanctions for substantiated misconduct, but severe measures such as permanent expulsion should be based on identified acts, adequate notice, meaningful opportunity to respond, reasoned decisions, and accessible review.

The sector's broader political environment has also changed. Private-university students were prominently involved in the July 2024 movement, while post-July student political organizations

subsequently expanded their activities in private universities. For example, *The Daily Star* reported in June 2025 that Jatiyatabadi Chhatra Dal had announced committees at 19 additional private universities, including BRAC University, Ahsanullah University of Science and Technology, UAP, Southeast University, Northern University Bangladesh, World University of Bangladesh and ULAB. That organizational development is not evidence of repression, but it reinforces the importance of distinguishing lawful political association from coercion, intimidation, or violence when universities formulate or enforce campus rules. (The Daily Star, 2025c).

3.2.6 Evidentiary Limitations and Overall Assessment

The available evidence does not justify a national estimate of how many private-university teachers or students experienced repression after July 2024. Unlike the large disciplinary series documented at several public universities, no comparable verified sector-wide dataset of private-university sanctions was located. The Attachment 13 entries identifying Stamford University Bangladesh, World University of Bangladesh, Southeast University and Northern University Bangladesh should therefore remain verification leads rather than institutional findings.

What the verified cases do establish is that post-July concerns within private universities have included teacher dismissal under intense student pressure, political and religious labeling, severe student disciplinary measures, institutional closure, collective governance disputes, and police intervention in student mobilization. The evidence also demonstrates that accountability and repression cannot be separated simply according to whether the affected person is a teacher or student. Each case requires examination of the underlying conduct, evidence, procedural safeguards, proportionality of the response, and whether an effective remedy was available.

The NBIU and UAP cases are particularly significant for academic freedom because available reporting raises concrete questions about the amount of time and opportunity afforded to teachers to defend themselves before loss of employment. The UIU case, conversely, illustrates the importance of tracking disciplinary measures through appeal or reconsideration rather than presenting an initial permanent-expulsion figure as the outcome. Together, these cases justify retaining private universities as a distinct component of the national academic-repression assessment while avoiding unsupported generalization from a small number of intensively reported institutions.

3.3 Case Studies on Legal Harassment: Arrest, Detention and Criminal Prosecution involving Public University Teachers

3.3.1 Criminal Proceedings on Individual Teachers

This brief does not presume that every prosecution is politically motivated. Rather, it documents the sequence of arrest, detention, bail, fresh prosecution, and institutional disciplinary action so that the broader implications for academic freedom, freedom of political expression, due process, and protection against arbitrary detention can be independently assessed.

Table 11. Documented Cases Involving Public-University Teachers in the Post-July 2024 Period

Teacher and designation	Institution	Arrest/detention	Principal case or action	Latest verified position
Prof. Sheikh Hafizur Rahman Karzon, Professor of Law	University of Dhaka	28 Aug 2025	*Anti-Terrorism Act, 2009* case following Mancha 71 roundtable	Released on bail on 28 Nov 2025; the Appellate Division of the Supreme Court subsequently left the High Court Division's bail order in force.
Prof. Dr. AKM Jamal Uddin, Professor of Sociology	University of Dhaka	11 Mar 2026	*Anti-Terrorism Act, 2009* case; later ICT crimes-against-humanity proceedings concerning alleged attacks during the July uprising	In custody; formal charges were submitted to ICT-1 on 16 Sep 2026.
Prof. Dr. Nazmul Ahsan Kalimullah, Professor of Public Administration; former Vice-Chancellor, BRUR	University of Dhaka	7 Aug 2025	Initially ACC proceedings; subsequently shown arrested in July-uprising criminal cases	Remained in custody after being shown arrested in an additional July-uprising murder case on 10 Sep 2026.
Prof. Shibli Rubayat-Ul-Islam, Professor of Banking and Insurance; former BSEC Chairman	University of Dhaka	4 Feb 2025	ACC corruption, bribery and fraud proceedings	Bail was rejected in reported proceedings; remains in custody.

Teacher and designation	Institution	Arrest/detention	Principal case or action	Latest verified position
Prof. Dr. Abul Barkat, Professor of Economics; former Chairman, Janata Bank	University of Dhaka	10 Jul 2025	ACC proceedings; later shown arrested in a July-uprising murder case	Released on bail; separate ACC asset-related proceedings continued in Sep 2026.
Prof SM Anwara Begum, retired Professor of Political Science; former BPSC member	Jagannath University	28 May 2025	Attempted-murder case arising from the July uprising	Granted bail on 2 Jun 2025.
Prof Farid Ahmed, Professor of Philosophy	Jahangirnagar University	3–4 Oct 2024	Case alleging involvement in or assistance to attacks on protesting students; later university suspension	Formally shown as arrested; subsequently suspended by Jahangirnagar University. Later custodial status was not established in the sources reviewed.
Mahmudur Rahman Jony, former Assistant Professor of Public Health and Informatics; former Assistant Proctor	Jahangirnagar University	23 Aug 2025	July-uprising murder case and related proceedings	Bail was denied, and he was sent to jail; no reliable later release report was identified in the reviewed sources.
Md Shariful Islam, Associate Professor of Political Science; former Proctor	Begum Rokeya University	Nov 2024	Abu Sayed crimes-against-humanity case before ICT-2	Convicted on 9 Apr 2026 and sentenced to five years' imprisonment.
Md. Mahmudul Haque, Assistant Professor of Mass Communication and Journalism	Begum Rokeya University	19 Jun 2025	Murder case concerning a death during the July uprising	Granted bail and released on 22 Jun 2025.

CASE STUDY PUT1. PROFESSOR SHEIKH HAFIZUR RAHMAN KARZON

Institution: University of Dhaka
Designation: Professor
Department: Department of Law
Nature of repression: Arrest and detention following participation in a public discussion; prosecution under the Anti-Terrorism Act, 2009; prolonged custody before release on bail. Dhaka University identifies him as a Professor in the Department of Law, while contemporary reporting confirms his detention and subsequent bail in the Anti-Terrorism Act case.

Professor Sheikh Hafizur Rahman Karzon was detained on 28 August 2025 after attending a roundtable discussion organized by *Mancha 71* at Dhaka Reporters Unity. The program concerned the Liberation War and the Constitution of Bangladesh.

Reports state that a group entered the venue, disrupted the meeting, accused participants of being Awami League loyalists, and confined or confronted participants before police arrived. Professor Karzon and others were subsequently taken into police custody. Police filed an *Anti-Terrorism Act, 2009* case alleging, among other things, a conspiracy to destabilize or overthrow the government. On 29 August 2025, Karzon and other accused persons were sent to jail. (BSS)

After unsuccessful attempts to obtain bail, the High Court granted Professor Karzon six months' ad-interim bail on 24 November 2025. He was physically released from Dhaka Central Jail on 28 November 2025 at approximately 7:00 pm. (The Daily Star)

On 30 November 2025, the Appellate Division declined to interfere with the High Court order, meaning that his bail remained effective. (The Daily Star)

Current documented status: Released on bail since 28 November 2025. No disposition of the underlying *Anti-Terrorism Act, 2009* prosecution.

CASE STUDY PUT2. PROFESSOR AKM JAMAL UDDIN

Institution: University of Dhaka
Designation: Professor
Department: Department of Sociology
Nature of repression: Arrest and detention under the Anti-Terrorism Act, 2009; subsequent ICT proceedings relating to alleged crimes during the July uprising; temporary suspension from Dhaka University. Dhaka University records identify him as a Professor of Sociology; reporting confirms his March 2026 arrest and subsequent university suspension.

Professor AKM Jamal Uddin was arrested on 11 March 2026 at Gulistan Zero Point while associated with a programme called the “Bangabandhu Peace March-2026.” Police filed proceedings under the *Anti-Terrorism Act, 2009*. Reports describe him as associated with the pro-Awami League Blue Panel of Dhaka University teachers. (bdnews24.com) Police alleged that he was organising activities on behalf of the Awami League and participating in anti-government or anti-state activity.

On 12 March 2026, a Dhaka court rejected Professor Jamal Uddin's application for bail and sent him to jail. (bdnews24.com)

His legal position subsequently expanded beyond the *Anti-Terrorism Act, 2009* case. In April 2026, the International Crimes Tribunal showed him arrested in a crimes against humanity case relating

to the July 2024 uprising. On 27 April 2026, ICT-1 authorised investigators to interrogate him for one day. (The Business Standard)

On 6 August 2026, the ICT investigation agency submitted an investigation report to the Chief Prosecutor's Office naming Jamal Uddin together with former DU Vice-Chancellor ASM Maksud Kamal and others in connection with alleged attacks on students during the July uprising. The Chief Prosecutor's Office was reviewing the report before submission of formal charges. (The Business Standard)

Separately, Dhaka University temporarily suspended Professor Jamal Uddin in June 2026 following university inquiries concerning alleged conduct during the 2024 uprising. (Dhaka University)

Current documented status: He remained detained while proceedings, including the ICT process, continued. No release on bail was located.

CASE STUDY PUT3. PROFESSOR NAZMUL AHSAN KALIMULLAH

Institution: University of Dhaka
Designation: Professor; former Vice-Chancellor, Begum Rokeya University, Rangpur
Department: Department of Public Administration
Nature of repression: Arrest, remand and detention in an ACC corruption case; continued custody through a subsequent shown-arrest order in a July-uprising attempted-murder case; temporary suspension from Dhaka University. Dhaka University lists him as a Professor in the Department of Public Administration, and contemporary reporting confirms both the ACC case and the later shown-arrest proceedings.

Professor Dr. Nazmul Ahsan Kalimullah was arrested by Detective Branch police on 6 August 2025 in connection with an Anti-Corruption Commission case concerning alleged irregularities in development projects at Begum Rokeya University. He was subsequently placed on a five-day remand. (The Business Standard)

The High Court granted him permanent bail on 14 June 2026 in that corruption case and ordered him to surrender his passport. At the time, his lawyer stated that no other pending case constituted a legal barrier to his release. (The Daily Star)

His position subsequently changed.

On 28 July 2026, police applied to have him shown arrested in a separate case concerning the alleged attempted murder of Mustain Billah Sabbir, who participated in the July movement. The alleged incident occurred in Uttara during the July 2024 uprising. (The Business Standard)

On 30 July 2026, a Dhaka court granted the application and showed Professor Kalimullah arrested in the attempted-murder case, thereby keeping him in custody notwithstanding the bail previously obtained in the ACC case. (The Business Standard)

Professor Kalimullah disputed the implication that he had opposed the July movement. During the court proceedings he reportedly stated that he had protested the killing of Begum Rokeya University student Abu Sayeed and had supported the movement. (The Business Standard)

Dhaka University also suspended him in June 2026 in connection with allegations regarding his conduct during the July uprising. (The Daily Star)

Current documented status: Professor Kalimullah was sent to jail following the 30 July 2026 shown-arrest order. No reliable subsequent report granting him bail in the attempted-murder case was located.

CASE STUDY PUT4. PROFESSOR SHIBLI RUBAYAT-UL-ISLAM

Institution: University of Dhaka
Designation: Professor; former Chairman, Bangladesh Securities and Exchange Commission
Department: Department of Banking and Insurance
Nature of repression: Arrest and prolonged detention in ACC corruption and bribery proceedings; continued criminal proceedings; temporary suspension from Dhaka University in connection with allegations concerning the July uprising. Dhaka University identifies him as a Professor in the Department of Banking and Insurance; contemporary reports confirm his February 2025 arrest and later university suspension.

Professor Shibli Rubayat-Ul-Islam was arrested by Detective Branch police on 4 February 2025. His initial detention concerned Anti-Corruption Commission investigations rather than a criminal case directly arising from his political expression or participation in the July movement.

The ACC subsequently filed cases alleging that he had received approximately Tk 3.76 crore through allegedly unlawful transactions. The allegations include purported bribery disguised through a rental agreement and transactions involving another company. They remain criminal allegations and should not be presented as established findings of guilt in the absence of a final judicial determination. (BSS)

More importantly, on 8 September 2025, a Dhaka court ordered that he be shown arrested in another ACC case and remain in custody. On 30 October 2025, a Dhaka court rejected his bail petition in the bribery and fraud case.

His case is therefore materially different from cases against Professor Karzon and Professor Jamal Uddin. Nevertheless, it is relevant to the broader post-July situation because Professor Shibli was subsequently subjected to Dhaka University disciplinary action connected with allegations concerning the July uprising.

On 22 June 2026, the Dhaka University Syndicate decided to suspend him together with Professors Kalimullah and Professor Jamal Uddin. The university's own notice confirms that four teachers and three officials were temporarily suspended following various allegations. (Dhaka University)

As of 9 September 2026, two criminal miscellaneous matters on *Shibli Rubayat Ul Islam v The State*, numbered 40646/2026 and 40648/2026, appeared in the High Court cause list. (Supreme Court of Bangladesh)

Current documented status: No reliable evidence of release located; legal proceedings remained ongoing.

CASE STUDY PUT5. PROFESSOR DR. ABUL BARKAT

Institution: University of Dhaka
Designation: Professor; former Chairman, Department of Economics; Founding Chairman, Department of Japanese Studies
Department: Department of Japanese Studies
Nature of repression: Arrest and prolonged detention in an ACC corruption case; shown arrested in a separate July-uprising murder case immediately before anticipated release; continued detention until bail and eventual release. Dhaka University currently lists him as a Professor in the Department of Japanese Studies and records his earlier academic leadership roles. Contemporary reporting confirms that the fresh murder-case arrest delayed his release before he later obtained bail.

Professor Dr. Abul Barkat was arrested by Detective Branch police on 10 July 2025 in connection with an ACC case alleging financial irregularities involving AnonTex Group. He remained in jail while challenging his detention.

The High Court subsequently granted him bail in the corruption proceeding, and the bail was upheld at the appellate level. (The Daily Star)

However, immediately before his expected release, Professor Barkat was shown arrested on 14 June 2026 in another criminal case, this time concerning the killing of businessman Abdul Wadud in the New Market/Nilkhet area on 19 July 2024 during the quota-reform protests. This prevented his release despite his bail in the original proceedings. (The Daily Star)

A court rejected his first application for bail in the July-Uprising murder case on 15 June 2026. (The Daily Star)

On 16 June 2026, however, the Chief Metropolitan Magistrate granted Professor Barkat bail in that case, removing the remaining reported legal obstacle to release. (The Business Standard)

Prison authorities subsequently confirmed that Professor Barkat walked out of Dhaka Central Jail on Thursday, 18 June 2026, after receiving the bail order. (Dhaka Tribune)

Current documented status: Released on bail since 18 June 2026. The granting of bail does not terminate the underlying proceedings.

3.3.2 Administrative Measures by Universities against Alleged Teachers

Criminal prosecution has been accompanied by institutional action within Dhaka University.

At its meeting on 22 June 2026, the Dhaka University Syndicate temporarily suspended Professors:

- Nazmul Ahsan Kalimullah
- AKM Jamal Uddin
- Shibli Rubayat-Ul-Islam

The University's official notice records broader disciplinary action against four teachers and three officials. Contemporary reporting indicates that some of these measures followed university inquiries concerning allegations of threatening or acting against students during the July 2024 uprising. (Dhaka University)

Other Dhaka University academics were subjected to restrictions on academic duties without necessarily being arrested. These cases should be examined separately from custodial cases in any comprehensive assessment of post-July academic freedom.

3.3.3 Matters Warranting Particular Human Rights Scrutiny

A. Arrest Arising Directly from Political Expression and Assembly

Professor Karzon and Professor Jamal Uddin cases raise especially direct questions concerning the boundary between legitimate criminal-law enforcement and protected political expression, peaceful assembly, academic freedom, and association.

Professor Karzon was detained after attending and speaking at a discussion on the Liberation War and Constitution, while Jamal Uddin was arrested in connection with an explicitly political march. Both were prosecuted under the *Anti-Terrorism Act 2009*. (Prothom Alo)

Whether the particular conduct alleged in each case satisfies the statutory requirements of terrorism is ultimately a matter for the courts. Nevertheless, the use of counter-terrorism legislation against academics in connection with political gatherings deserves close scrutiny because of its potential chilling effect on political and academic expression.

B. Continued Detention through Fresh 'Shown-Arrest' Proceedings

A particularly significant feature is visible in the cases of Professor Abul Barkat and Professor Nazmul Ahsan Kalimullah.

Both obtained bail in the proceedings that had originally kept them in prison. Yet before release could be completed, they became subject to fresh arrest or "shown-arrest" proceedings in cases arising from the July uprising. (The Daily Star)

In Professor Barkat's case, the additional detention was comparatively short because he obtained bail in the fresh case two days later and was released on 18 June 2026. Professor Kalimullah, however, was shown arrested on 30 July 2026 after having obtained permanent bail in his original ACC case, and no subsequent release has been identified in the sources examined. (Dhaka Tribune)

The practice merits examination from the standpoint of the practical effectiveness of judicial bail, the right to liberty and security of person, and safeguards against arbitrary or unnecessarily prolonged pre-trial detention.

C. Criminal Proceedings at Courts and University Punishment Operating Simultaneously

In several cases, academics have faced both criminal proceedings and university disciplinary sanctions. This creates a separate academic-freedom issue.

A university is entitled to investigate serious allegations of misconduct by its employees. At the same time, disciplinary action based principally on a teacher's political opinion, association, or lawful expression would raise substantial academic-freedom and freedom-of-expression concerns.

3.4 Summary Observation

The documented cases do not establish a single uniform pattern and should not be conflated. Corruption allegations against some academics may involve issues distinct from freedom of expression or political persecution. Likewise, allegations that particular teachers participated in or encouraged violence during July 2024 require independent investigation and adjudication.

Nevertheless, the overall post-July record raises legitimate questions regarding the use of counter-terrorism legislation in relation to political activities, prolonged pre-trial detention, fresh "shown-arrest" orders following successful bail applications, the simultaneous use of criminal and university

disciplinary proceedings, and the potential impact of these measures on academic freedom and political pluralism within public universities.

These concerns become particularly important where adverse action rests on political association, participation in peaceful gatherings, expression of controversial political views, or allegations that remain untested before a competent and independent court. A human rights assessment should therefore focus not on whether the academics supported or opposed any particular political party or government, but on whether each restriction on liberty, expression, association, employment, and academic activity was lawful, necessary, proportionate, individually substantiated, and accompanied by adequate procedural safeguards.

3.5 Case Studies on General University Students (GUS): Exclusion and Educational Consequences

3.5.1 Academic Repression on Individual Students

CASE STUDY: GUS1. ANAS AHMED

Institution: Government Titumir College
Department: Not specified in the case record
Nature of repression: Threats and mob intimidation; alleged extortion; inability to return safely to college; lack of effective institutional protection; informal academic exclusion without formal expulsion.

Anas Ahmed identified himself as a tertiary-level student of Government Titumir College, session 2020–21. The response form does not specify his department or precise degree programme. Nevertheless, based on the recorded academic session and assuming normal progression through a four-year undergraduate program, he would have been in approximately his fourth year of study at the time of the July 2024 events. Anas stated that after the July 2024 movement, students who had taken a position in support of the former government faced threats and increasing difficulty accessing their educational institutions. According to his account, students who nevertheless attempted to return to college were exposed to threats, mob violence, and demands for money.

He described a particular incident in which he went to the college with two friends and the group was surrounded. Anas stated that one of his friends was severely beaten and that a demand for Tk 200,000 was made, while he and another student managed to escape. He also alleged that belongings of students staying in college residential facilities were burned. These allegations require independent verification, particularly where they concern acts committed against other students rather than the respondent personally.

Anas stated that he approached college authorities seeking assistance and protection but was informed that they could not guarantee his safety. His submission also describes police-related difficulties which, in his account, further discouraged him from returning to normal academic life.

Importantly, Anas stated that he had not received any formal institutional notice of expulsion. Instead, he described remaining unable to attend because of threats and the absence of effective protection. The case is therefore better understood as reported informal academic exclusion, in which formal enrolment may have remained intact while practical access to the institution became unavailable.

CASE STUDY: GUS2. SAJEDUR RAHMAM SUHAN

Institution: Gopalganj Science and Technology University
Department: Political Science
Nature of repression: Reported certificate cancellation; exclusion from classes and examinations; death threats and intimidation; alleged destruction of property; practical exclusion from university and lack of effective institutional protection.

Sajedur Rahmam Suhan identified himself as a Political Science student at Gopalganj Science and Technology University, session 2017–18. He reported that following the July movement, he was prevented from returning normally to his department and became the target of collective pressure from other students. According to Suhan, his academic certificate was subsequently cancelled, and he was prevented from participating in classes and examinations. If substantiated, cancellation of an academic certificate would represent one of the more consequential measures documented in the student case studies because it directly affects both completion of education and future employment.

Suhan further described repeated death threats communicated through social-media platforms, including Messenger and Instagram. He alleged that he was warned that returning to his department could lead to abduction, disappearance, or physical assault. He also stated that his room near the department was attacked, that his laptop was stolen, personal belongings were destroyed, academic documents were lost, and certificates kept in the room were burned.

He stated that he approached both university authorities and police seeking assistance. According to Suhan, the university administration said that it could not provide personal security if he returned to classes, while his interactions with police did not result in the protection he sought. He consequently regarded himself as effectively unable to resume his studies.

The reported consequences extended to his family and livelihood. Suhan alleged that his family home was attacked, relatives were assaulted, and two businesses operated by his father were vandalized or destroyed. He also described severe financial hardship, difficulty obtaining adequate food, and continuing legal harassment. The alleged certificate cancellation should be checked against the relevant university order, including its legal basis, grounds, procedure and any available appeal mechanism.

CASE STUDY: GUS3. MOHAMMAD YOUSUF

Institution: University of Dhaka
Department: Law
Nature of repression: Criminal proceedings; formal expulsion from the university; threats and obstruction of academic access; prolonged educational interruption and associated livelihood consequences.

Mohammad Yousuf identified himself as a Law student at the University of Dhaka, session 2020–21. He reported that after 5 August 2024, two criminal cases were filed against him and that on 17 March 2025 he was expelled from the university. According to his account, the combination of the criminal cases and academic exclusion has delayed his undergraduate education by approximately three years and left him uncertain as to whether or when he will be permitted to resume his studies.

Yousuf's account places the later expulsion within a longer sequence of events. He stated that on 14 July 2024 he and several other students were prevented by a group from reaching their department and were threatened. He further reported that his family home was attacked on 5 August and that police subsequently made repeated visits to the residence. Yousuf described the criminal cases against him as false and politically motivated. That assessment remains his allegation and should not be adopted as an independent finding without examination of the relevant case records.

The interruption also affected his livelihood. Yousuf stated that he previously supported himself through private tutoring but lost those opportunities after leaving Dhaka because of security concerns. He reported becoming dependent on his father, whom he described as a marginal farmer, and incurring debt to meet ordinary living expenses. He also stated that prolonged separation and repeated police visits generated fear and uncertainty within his family.

Significantly, Yousuf framed his requested remedy in procedural rather than retaliatory terms. He stated that he wished to complete his education and have any allegations against him addressed through a fair, impartial, and transparent process. For the final determination, the expulsion order, underlying allegations, disciplinary record, and any appeal proceedings would determine whether the university action represented lawful accountability or disproportionate exclusion.

CASE STUDY: GUS4. NAMIUL HOQUE TOFIL

Institution: University of Chittagong
Department: Economics
Nature of repression: Physical assault; multiple criminal proceedings; repeated police visits; inability to participate in examinations and academic activities; practical academic exclusion without a formal expulsion order.

Namiul Hoque Tofil identified himself as an Economics student at the University of Chittagong, session 2018–19. He reported that after the July–August 2024 events he was unable to participate normally in academic activities and could not sit important examinations. He described the resulting interruption as having cost him substantial academic time and impaired his plans to complete his degree and enter professional employment.

Tofil further stated that he had been physically assaulted on two separate occasions. He reported repeated police visits to his home and said that approximately four or five criminal cases had been filed against him. He characterized those cases as false and politically motivated and stated that, although he had not been arrested, he feared arrest or detention on more than one occasion. These descriptions should remain attributed to the respondent unless supported by police, court or medical documentation.

Notably, Tofil expressly declined to make a specific claim concerning property damage because he did not believe he had sufficient supporting evidence. He instead identified his principal losses as educational interruption, physical insecurity, damage to livelihood and reduced professional opportunity. This caution enhances the evidentiary usefulness of the interview by showing that the respondent distinguished between matters he wished to assert and those he did not believe he could substantiate.

According to Tofil, repeated police visits and the existence of criminal proceedings made him reluctant to seek assistance from authorities because he feared that doing so could expose him to

further legal pressure. His family was also reportedly affected by continuing uncertainty about his safety and future. No formal expulsion order is identified in the form, making the case primarily one of reported disruption and practical exclusion rather than documented institutional dismissal.

CASE STUDY: GUS5. TAHA BIN ISLAM DHRUV

Institution: University of Rajshahi
Department: Urdu
Nature of repression: Threats and online death threats; obstruction of examination participation; alleged destruction of admit card; pressure to remain away from the department; informal academic exclusion without formal disciplinary proceedings.

Taha bin Islam Dhruv identified himself as an Urdu student at the University of Rajshahi, session 2020–21. He stated that approximately two months after the July movement he returned to campus in order to sit an examination. According to his account, he received threats and was instructed not to return to his department. He further alleged that he was compelled to sign a written undertaking stating that, if he suffered harm, neither the department nor the university administration would be responsible. If such a document exists, it would be particularly important evidence because it could illuminate how the institution understood and responded to the security risks faced by the student.

Dhruv also reported repeated online death threats from fake accounts. During one attempt to sit an examination, he stated that a senior student, whom he identified as a Shibir cadre, led a group that took his admit card and tore it up. The political identification of the alleged perpetrator is the respondent's characterization and requires corroboration.

Unlike several other cases, Dhruv's account also documents a degree of subsequent institutional support. He stated that two teachers from his home district, whom he described as having different political affiliations, assisted him. With their intervention, he was able to sit an examination in a later semester as a non-collegiate student despite having been unable to attend regular classes.

The supporting-document section states that Dhruv was never served with a formal show-cause notice. His account therefore does not describe a conventional formal disciplinary proceeding. Rather, it illustrates how threats and informal obstruction can interfere with academic participation while individual teachers may nevertheless provide partial pathways back into the examination process.

CASE STUDY: GUS6. FARHAN HOSSAIN CHOWDHURY

Institution: Shahjalal University of Science and Technology
Department: Anthropology
Nature of repression: Prolonged academic exclusion and uncertainty; alleged political labeling; interruption of education without a reported show-cause notice or clearly identified formal expulsion order; threats affecting the family.

Farhan Hossain Chowdhury identified himself as an Anthropology student at Shahjalal University of Science and Technology, session 2020–21. He stated that since the July 2024 movement his academic life had effectively come to a standstill. Farhan attributed this primarily to his political

identity and association with Bangladesh Chhatra League. He maintained that, to his knowledge, the university had not established a specific criminal act or other individual misconduct sufficient to justify permanently preventing him from completing his education.

His submission differs from cases involving a clearly identified expulsion order. Farhan did not describe a particular act of property destruction and instead focused on continuing uncertainty regarding whether he would be permitted to complete his degree. He stated that he had attempted to understand his academic status through institutional channels but had not received, in his view, a clear individualized determination specifying the misconduct for which his education was being interrupted.

Farhan also stated that his parents received threatening telephone calls and that uncertainty concerning his educational future had placed emotional and financial pressure on his family. He described university education as central to his plan to establish a profession and achieve financial independence, and expressed concern that prolonged interruption was undermining both objectives.

The form specifically states that he was not served with a show-cause notice. Until further institutional records are obtained, this case should therefore be described as one of reported prolonged academic exclusion or uncertainty, rather than a confirmed formal expulsion. The key evidentiary question is whether any institutional decision exists, what grounds it contains, and what procedure preceded it.

CASE STUDY: GUS7. MOHIBUL ISLAM HRIDOY

Institution: Government Syed Hatem Ali College, Barishal
Department: Not specified; BA Degree student
Nature of repression: Threats to life and personal safety; repeated police visits and family harassment; criminal-case involvement; inability to return to campus; approximately two years of practical academic exclusion without formal expulsion.

Mohibul Islam Hridoy identified himself as a BA Degree student at Government Syed Hatem Ali College in Barishal, session 2022–23. He stated that from his second year onward he had been unable to return to campus because of continuing threats to his life and physical safety. He attributed those threats to his association with Bangladesh Chhatra League and reported that classmates received messages from persons attempting to locate him.

Hridoy stated that police visited his residence repeatedly after the July movement and that, when he could not be found, members of his family were questioned or harassed. He also reported that he had been included as an accused person in an older criminal case. Because of these circumstances, he stated that he avoided police assistance and remained away from both the campus and his family residence.

The educational consequences described are substantial. Hridoy stated that approximately two years of academic time had been lost while his classmates continued their programmes. He also alleged that personal belongings and his higher secondary certificate had been burned. His parents, both of whom he described as being unwell, reportedly experienced repeated pressure from authorities attempting to locate him.

Importantly, his supporting section expressly states that no formal expulsion order was issued. He explains his absence from campus primarily in terms of perceived threats to his safety. The case

therefore demonstrates the book's distinction between formal academic status and practical educational accessibility: a student may technically retain enrolment while nevertheless being unable to make meaningful use of it.

CASE STUDY: GUS8. NAIM HOSSEN

Institution: Mohammadpur Central College, Dhaka
Department: Economics
Nature of repression: Obstruction of classes and examinations; withholding of academic certificates; alleged physical assault, threats and online harassment; police-related pressure; property damage; practical academic exclusion without formal expulsion.

Naim Hossen identified himself as an Economics student at Mohammadpur Central College in Dhaka, session 2024–25. He reported that following the July 2024 movement, he was prevented from participating normally in classes and examinations and that academic certificates were withheld. He described the continuing interruption as producing severe anxiety regarding both completion of his degree and future employment.

His testimony describes a wider pattern of alleged harm. Naim stated that he had experienced physical assault, threats, online harassment and police operations. He further alleged that personal property, including books, a laptop, tuition-related cash and academic certificates, was damaged or burned. The seriousness of those allegations makes documentary corroboration particularly important.

Naim also reported substantial consequences for his family. According to his form, family members experienced threats and intimidation, property-related interference, destruction of business assets, and repeated police harassment. He stated that he approached the educational institution for assistance but that the authorities declined to intervene in what they regarded as matters affecting his personal security and losses. He also reported being threatened with social boycott.

The respondent described himself as progressively falling behind his classmates in what he identified as a four-year bachelor's program. He feared that continued interruption would result in years of lost academic progression. At the same time, his supporting section states that no formal expulsion order had been issued. The case should therefore be treated as one of reported obstruction, non-participation, and withholding of academic access pending verification of the institutional records.

CASE STUDY: GUS9. SAIMUN ISLAM SAKIB

Institution: Pirojpur Government Suhrawardy College
Department: Islamic History and Culture
Nature of repression: Obstruction of classes and examinations; alleged mob violence, threats and online harassment; multiple criminal cases; inability to return safely to college; informal academic exclusion without documented formal expulsion.

Saimun Islam Sakib identified himself as a student of Islamic History and Culture at Pirojpur Government Suhrawardy College, session 2022–23. Although the form does not expressly state the title of his degree, the subject and academic session support provisional treatment as a tertiary-level case. He reported that after the July 2024 events he was prevented from attending classes and sitting examinations.

Sakib described several additional forms of alleged pressure. He stated that his home had been attacked and that, while participating in an announced Bangladesh Chhatra League program, he became the target of mob violence. He also reported receiving threats and online harassment and being named in multiple criminal cases. These criminal allegations and political attributions would require separate verification.

According to Sakib, he approached the head of his college seeking assistance to participate in examinations. He stated that the official told him that the institution could not assume the risk because of the possibility of violence from political actors. He described the resulting circumstances as forcing him to remain away from both his educational institution and family, with consequences for income, security and psychological wellbeing.

The supporting section records that Sakib possessed no formal written documentation concerning an expulsion. His case is therefore more appropriately classified as reported informal exclusion and inability to participate safely in education, unless later institutional records establish the existence of a formal disciplinary decision.

3.5.2 Academic Exclusion beyond Formal Expulsion: Threats, Violence and Educational Disruption among Tertiary Students

The nine selected tertiary-level cases reveal a recurring distinction between formal institutional sanctions and practical exclusion from education. Only some respondents described identifiable formal measures, such as certificate cancellation or expulsion. Others remained formally enrolled but reported being unable to attend classes, sit examinations, enter their departments, or return safely to campus because of threats, physical violence, collective pressure, or the absence of effective institutional protection. Anas Ahmed, for example, reported no formal expulsion but described being unable to return to college after threats and an incident involving alleged mob violence, while Mohibul Islam Hridoy and Saimun Islam Sakib similarly stated that they had received no formal expulsion orders despite remaining effectively unable to participate in academic life.

The cases also show that academic disruption frequently intersected with physical insecurity, online threats and criminal proceedings. Sajedur Rahmam Suhan reported certificate cancellation, exclusion from classes and examinations, death threats, destruction of belongings and attacks affecting his family, while Mohammad Yousuf described expulsion from Dhaka University alongside two criminal cases and substantial delay to his undergraduate education. Namiul Hoque

Tofil similarly reported physical assaults, repeated police visits and several criminal cases, although no formal expulsion order was identified in his submission.

A further pattern concerns informal obstruction of examinations and academic participation. Taha bin Islam Dhruv reported being threatened when he returned to sit an examination, being instructed not to return to his department and having his admit card allegedly taken and torn up; he nevertheless later obtained limited academic access through the intervention of individual teachers. Farhan Hossain Chowdhury described prolonged uncertainty about whether he would be permitted to complete his degree despite, according to his submission, receiving no show-cause notice or clear individualized institutional determination.

Across the cases, the consequences extended beyond interrupted education to loss of livelihood, family insecurity, property damage, displacement and diminished future employment opportunities. Several respondents reported that their families were also subjected to threats, police visits, attacks, or economic pressure. At the same time, the evidentiary strength of the individual accounts varies: some allegations are supported by identifiable institutional actions, while others remain first-person accounts requiring corroboration through university orders, examination records, police or court documents, medical records and other contemporaneous evidence. The collective significance of these cases therefore lies not in establishing a national prevalence rate, but in demonstrating the different mechanisms through which tertiary students may lose meaningful access to education even when their formal enrolment remains technically intact.

CHAPTER 4
SPECIALIZED UNIVERSITY EDUCATION UNDER REPRESSION: ENGINEERING, MEDICAL AND AGRICULTURAL INSTITUTIONS

4.1 Engineering Education: Governance Pressure, Coercive Administrative Measures and Protest Policing

4.1.1 Engineering University Teachers under Academic Repression and Coercive Pressure

The political transition following the July–August 2024 uprising was accompanied by significant changes in the governance and working environment of Bangladesh's public engineering universities. Vice-chancellors and other senior academics resigned following demands from students or teachers, while some faculty members subsequently faced suspension or dismissal. Several universities also prohibited teachers from engaging in political organizations or activities.

These developments do not establish that every resignation, suspension, or dismissal constituted academic repression. Some universities identified specific allegations, including obstruction of the July movement, harassment, unauthorized absence, irregular appointment or promotion, and misuse of political influence. The human rights concern therefore lies not simply in the existence of disciplinary action, but in whether academics were targeted because of political identity, opinion, or perceived affiliation; whether identifiable misconduct was established; whether comparable standards were applied consistently; and whether adequate procedural safeguards were available.

Table 12. Reported Post-July Administrative and Coercive Measures Involving Engineering University Teachers in Bangladesh

University and date	Academic(s) affected	Reported action	Circumstances reported
KUET 12 August 2024	Prof. Mihir Ranjan Halder, VC; Prof. Sobhan Mia, Pro-VC	Resigned from administrative positions	Students had demanded their resignation, and teachers subsequently demonstrated in support of those demands. Halder formally cited personal reasons, while Mia referred to illness and personal reasons (The Daily Star, 2024d).
KUET November 2024	Professors Mihir Ranjan Halder, Muhammed Alamgir, Shivendra Shekhar Shikder, Sobhan Mia and Pintu Chandra Sheel	Temporarily suspended	KUET reported that a preliminary investigation supported allegations of obstruction of the Anti-Discrimination Student Movement, student-teacher harassment, exercise of political influence, and violation of the KUET Act. The university stated that further investigation would continue (The Daily Star, 2024c).
KUET 5 December 2024	Five additional teachers	Temporarily suspended	The university stated that preliminary evidence supported allegations that the five teachers had obtained

University and date	Academic(s) affected	Reported action	Circumstances reported
			appointments or promotions through irregular means. These allegations were not reported as arising directly from their conduct during the July movement (The Daily Campus, 2024).
DUET 12 August 2024	Prof. Md Habibur Rahman, VC; Prof. Abdur Rashid, Pro-VC	Resigned from administrative positions	Their resignations followed student protests demanding the departure of senior university administrators. The registrar and two directors also resigned (The Daily Star, 2024b).
CUET 14 August 2024	Prof. Mohammad Rafiqul Alam, VC	Resigned	Students demanded the resignation of the VC and several senior officials within 48 hours. Alam formally cited personal reasons but also said that students did not want him and that he was resigning for the university's interest (Dhaka Tribune, 2024a).
BUET 18 August 2024	Prof. Satya Prasad Majumder, VC	Resigned	Majumder cited personal reasons. Contemporary reporting nevertheless placed the resignation in the context of student demands following the political transition. The report concerned resignation from the vice-chancellorship rather than dismissal from his substantive academic position (bdnews24.com, 2024).
RUET 31 August 2024	Prof. Md Jahangir Alam, VC	Resigned	Jahangir Alam submitted his resignation citing family/personal reasons (Bangladesh Sangbad Sangstha, 2024).
RUET 2025	Assistant Professor Siddhartha Shankar Saha, Department of Chemistry	Dismissed	RUET cited allegations that he had taken a position against protesting students during the July–August uprising and had been involved in activities connected with suppression of the movement. The university also relied on his prolonged unauthorized absence after 5 August. Students had previously demanded his removal (Prothom Alo, 2025).

University and date	Academic(s) affected	Reported action	Circumstances reported
BUTEX 3 October 2024	Prof. Shah Alimuzzaman, VC	Resigned	Sections of teachers, officers and employees had campaigned for his resignation. Teachers raised allegations including corruption and discriminatory promotion practices, while Alimuzzaman rejected allegations against him as false or defamatory (Daily Country Today, 2024; The Daily Ittefaq, 2024).

Source: *Authors' compilation based on contemporary newspaper reports, including The Daily Star (2024a–e), Dhaka Tribune (2024a–b), bdnews24.com (2024), Bangladesh Sangbad Sangstha (2024), Daily Country Today (2024), The Daily Ittefaq (2024), The Daily Campus (2024), Prothom Alo (2025), and The Business Standard (2025, 2026).*

A. Resignation under Sustained Pressure

One of the most immediate post-July developments was a rapid change in academic leadership. Across KUET, DUET, CUET, BUET, RUET and BUTEX, at least eight vice-chancellors or pro-vice-chancellors covered by the sources reviewed above relinquished senior administrative offices between August and October 2024. In several instances, formal resignation letters referred to personal, family, or health reasons, while contemporary reporting simultaneously documented student or faculty campaigns demanding their departure. (The Daily Star, 2024b; The Daily Star, 2024d; Dhaka Tribune, 2024a; bdnews24.com, 2024).

These cases require careful classification. Loss of a vice-chancellorship is not necessarily loss of academic employment**.** For example, reporting on BUET concerned Satya Prasad Majumder's resignation as vice-chancellor rather than termination of his faculty appointment. Nevertheless, where resignation follows an ultimatum, continuing mobilization, exclusion from administrative functions, or sustained demands directed at a particular academic, the circumstances are relevant to assessing the independence of university governance and the degree of coercive pressure operating within the institution.

The BUTEX case demonstrates why competing accounts must also be retained. Sections of teachers alleged corruption and discriminatory administrative practices against Vice-Chancellor Shah Alimuzzaman, while Alimuzzaman publicly disputed the allegations and characterized aspects of the campaign against him as false and defamatory. The available news record therefore establishes the pressure and eventual resignation, but does not independently establish the truth of all allegations advanced by either side (Daily Country Today, 2024; The Daily Ittefaq, 2024).

B. Administrative Measures against Teachers

Across a number of public universities in Bangladesh, teachers faced disciplinary and coercive administrative measures over allegations relating to their opposition to, or conduct during, the July 2024 movement. KUET, one of the country's specialized engineering

universities, experienced particularly extensive post-July administrative action against faculty members. Five professors were temporarily suspended following a preliminary investigation into allegations that included actively obstructing the Anti-Discrimination Student Movement, involvement in harassment of students and teachers, exercise of political influence, and violation of section 44(5) of the KUET Act. The university indicated that further investigation would be undertaken before subsequent legal or disciplinary measures (The Daily Star, 2024c). This procedural sequence is significant. A preliminary finding followed by temporary suspension is not equivalent to a final determination of individual culpability. Any assessment of these cases should therefore establish what evidence was subsequently considered, whether the teachers received the allegations and supporting evidence, whether they were allowed to respond effectively, whether the decision-making body was impartial, and what ultimately happened to the proceedings.

A second set of five KUET teachers was temporarily suspended following allegations of irregular appointments or promotions. KUET reported that preliminary evidence supporting those allegations had been found before the decision at the 95th Syndicate meeting on 5 December 2024 (The Daily Campus, 2024). These cases should be distinguished from the five July-related suspensions. Their occurrence during the post-July restructuring period may be contextually relevant, but the reported allegations concerned appointment and promotion irregularities rather than participation in, or opposition to, the July movement. The timing alone does not establish political retaliation, but neither does it rule out the possibility that disciplinary mechanisms may have been applied selectively in the post-July context**.**

C. Combined Political and Employment Grounds for Exclusion

The dismissal of Assistant Professor Siddhartha Shankar Saha at RUET presents a different pattern. The university's reported grounds combined allegations relating to his position and conduct during the July–August movement with a separate employment issue: prolonged absence from his workplace without authorization after 5 August. Students had earlier declared him unwelcome on campus and demanded his removal (Prothom Alo, 2025). For human rights analysis, the combination of different grounds requires particular scrutiny. Political opinion or expression should be distinguished from conduct involving violence, intimidation, or other legitimate disciplinary offenses, while prolonged unauthorized absence may constitute an independently applicable employment matter. Determining whether the dismissal was proportionate and procedurally fair would therefore require access to the charge, evidence, applicable service rules, the teacher's response, the syndicate decision, and any appeal or review mechanism.

D. Restrictions on Freedom of Assembly

The post-July transformation also extended beyond individual disciplinary cases. Several engineering universities restricted political participation by faculty members. At CUET, the university's emergency syndicate prohibited political involvement by teachers, students, officials, and employees and stated that violations could result in disciplinary action (The Daily Star, 2024a). At KUET, an emergency syndicate similarly prohibited involvement by teachers, officers, employees and students in political organizations and their affiliated bodies (Dhaka Tribune, 2024b). At RUET, the university reiterated sections 44(4) and 44(5) of the RUET Act, stating that teachers, officers and employees could not be involved with

political organizations; a separate order prohibited student involvement in political organizations (The Daily Star, 2024e). These restrictions should be analytically separated from rules directed at violence, coercion or abuse of official authority. A university may regulate partisan activity under applicable law and institutional rules, but the consequences for academic freedom, professional association, public commentary, research, teaching and expression on matters of public concern require separate consideration.

E. Post-July Governance Instability in Engineering Universities

Institutional pressure at KUET continued beyond the first months following the uprising. In April 2025, the government removed Vice-Chancellor Prof. Mohammad Mashud and Pro-Vice-Chancellor Prof. Sheikh Shariful Alam following prolonged student protests. One of the students' allegations was that the university administration had failed to act adequately on evidence allegedly implicating Chhatra Dal activists and local BNP leaders and activists in the violence of 18 February 2025. The ministry's notifications returned them to their respective academic departments rather than terminating their university employment (The Business Standard, 2025). The later course of events is noteworthy. Despite his removal following student protest in April 2025, Mashud was reappointed as KUET vice-chancellor in March 2026 (The Business Standard, 2026). It is pertinent to mention here that the BNP-led government took power on 17 February 2026. This sequence illustrates the fluidity of university governance and possible political considerations in the dismissal of teachers following the July 2024 movement.

F. Procedural Safeguards Requiring Further Scrutiny

The available reports raise questions concerning notice of allegations, access to evidence, opportunity to respond, impartial decision-making, proportionality, consistency of disciplinary standards, and availability of appeal or review. Newspaper reporting can establish that actions occurred and can record the reasons publicly advanced by universities or protesters, but it is generally insufficient to determine whether the complete disciplinary process complied with applicable institutional rules and human rights standards. The UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel identifies academic freedom, institutional autonomy, professional rights and responsibilities, and conditions of employment as central elements of the international framework governing higher-education teaching personnel (UNESCO, 1997). Accountability and academic freedom are not mutually exclusive. Universities may legitimately investigate credible allegations of violence, harassment, corruption, improper appointment, abuse of authority or unauthorized absence. Human rights concerns become particularly significant, however, where sanctions are imposed principally because of political identity, affiliation or protected expression, where concrete misconduct is not individually established, or where procedures do not provide an affected teacher with a meaningful opportunity to defend against the allegations.

G. Overall Human rights Observations

The engineering-university record examined here indicates at least three distinguishable forms of post-July pressure on academics: resignation from senior administrative posts following organized demands; formal suspension or dismissal through institutional

disciplinary mechanisms; and restrictions on political association affecting teachers generally. The evidence is particularly concrete in relation to five KUET professors suspended over allegations expressly linked to the Anti-Discrimination Student Movement and the RUET dismissal of Siddhartha Shankar Saha, where July-related allegations were combined with allegations of unauthorized absence. A separate five KUET teachers were suspended on appointment and promotion-related grounds rather than reported July-movement conduct.

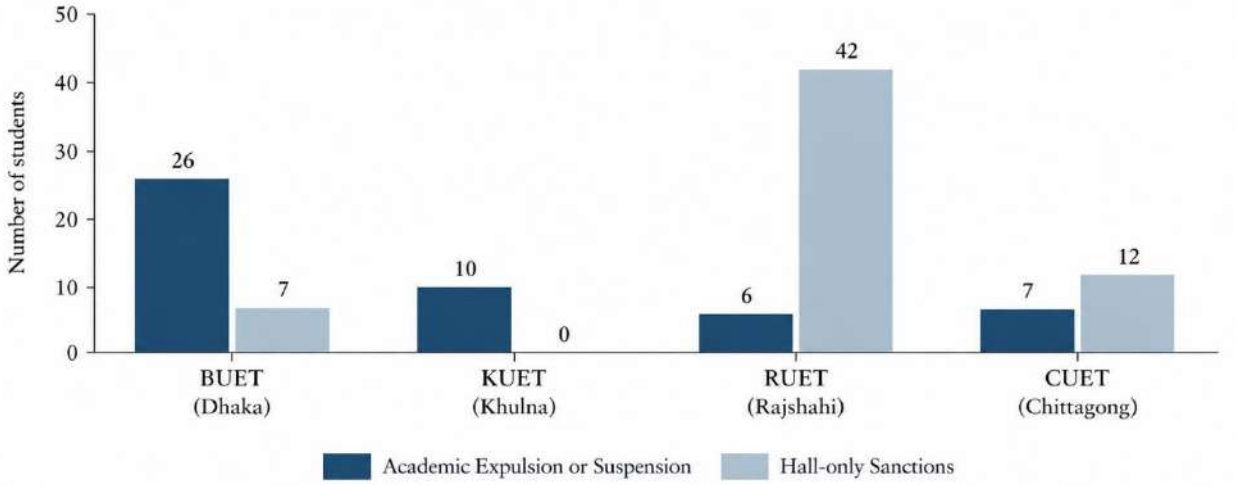
The broader series of resignations demonstrates substantial redistribution of administrative authority after the political transition, but it should not automatically be characterized as academic repression in every case. Some academics faced serious allegations advanced by students, faculty members or university authorities, while several affected academics disputed allegations or formally attributed their departure to personal circumstances. Accordingly, the available evidence supports further examination of possible selective, politically influenced, or coercive disciplinary practices, while individual findings should depend upon the evidence against each teacher, the applicable rules, procedural safeguards, consistency of treatment across political affiliations, and the existence of effective review or appeal.

4.1.2 Student Expulsion and Coercive Administrative Measures in Engineering Universities

Following the July–August 2024 political transition, several public engineering universities in Bangladesh initiated or concluded disciplinary proceedings against substantial numbers of students. Newspaper reports reviewed for this book identify significant actions at Bangladesh University of Engineering and Technology (BUET), Khulna University of Engineering and Technology (KUET), Rajshahi University of Engineering and Technology (RUET), Chittagong University of Engineering and Technology (CUET), and Dhaka University of Engineering and Technology (DUET), all of which are public engineering universities in Bangladesh (Dhaka University of Engineering & Technology, n.d.; The Daily Campus, 2025; Bangla Tribune, 2025; The Daily Star, 2025a; The Business Standard, 2025; Jugantor, 2024)..

The cases, however, should not all be described simply as “student expulsions.” As demonstrated in Table 14 below, the sanctions ranged from permanent cancellation of studentship and lengthy exclusion from academic activities to removal from residential halls, cancellation or withholding of academic certificates, warnings, and show-cause proceedings. Moreover, the relationship of the underlying allegations to the July 2024 movement varies considerably between institutions (Bangla Tribune, 2025; The Daily Star, 2025a; The Business Standard, 2025; Jugantor, 2024).

Figure 17. Administrative Measures against Public Engineering University Students



Source: *Compiled from various newspaper reports*

A. Scale of the Coercive Administrative Measures at Public Engineering Universities

Across BUET, KUET, RUET and CUET, the newspaper reports identify 142 students subjected to finalized disciplinary measures. Of these, approximately 49 received some form of academic expulsion or suspension: 26 at BUET, 10 at KUET, 6 at RUET and 7 at CUET. Another 61 received hall-only sanctions: 7 at BUET, 42 at RUET, and 12 at CUET. The remainder received warnings or other forms of disciplinary punishment (The Daily Campus, 2025; Bangla Tribune, 2025; The Daily Star, 2025a; The Business Standard, 2025).

These categories should not be added indiscriminately. In particular, KUET's certificate and studentship cancellations were additional consequences imposed on students already included among the 10 permanently expelled. Similarly, CUET's seven academically suspended students were also permanently excluded from residential halls (Bangla Tribune, 2025; The Business Standard, 2025).

DUET, another public engineering university considered in this book, adds another 14 students to the population subjected to disciplinary proceedings, but the available December 2024 reports record a show-cause process. The notices expressly provided seven working days to respond and stated that the proposed punishment would become effective if a student failed to respond, while a satisfactory response could prevent disciplinary action. The notices also provided for an appeal to the Academic Council. Accordingly, these 14 cases should be classified as proposed or pending disciplinary sanctions unless subsequent documentation establishes the final outcome (Jugantor, 2024).

Table 13. Reported Disciplinary Measures against Students at Public Engineering Universities

University and date	Total affected	Lifetime/permanent academic expulsion	Fixed-term academic expulsion/suspension	Hall-related sanction	Certificate/studentship sanction	Other action/qualification
BUET 4 Feb 2025	60	8	18: 12 for varying terms + 6 for two terms	Hall seats canceled for 7	—	27 warned. These categories total 60.
KUET 27 Jan 2025	13	10	—	—	Among the 10 permanently expelled: 4 had BSc Engineering certificates canceled; 6 had studentship canceled.	Another 3 received certificate/testimonial-related sanctions. The 4+6 are subsets of the 10, not additional students.
RUET 26 Feb 2025	48	4	2 suspended for four semesters	42 permanently expelled from residential halls	—	The 4 lifetime expulsions were connected to attacks on July-uprising protesters; the 2 fixed-term suspensions concerned examination misconduct, while the 42 hall expulsions arose from a separate investigation concerning prohibited items in halls.
CUET 17 Mar 2025	21	—	7: 4 for two years + 3 for one year	12 temporarily expelled from halls	—	2 warned. The one-year sanctions against 3

University and date	Total affected	Lifetime/permanent academic expulsion	Fixed-term academic expulsion/suspension	Hall-related sanction	Certificate/studentship sanction	Other action/qualification
				only; the 7 academically suspended students were also permanently barred from halls		students could be stayed upon submission of the required undertaking.
DUET 12 Dec 2024	14	Not clearly reported as lifetime academic expulsion	Reports describe one academic year / varying academic sanctions	14 proposed/decided for lifetime hall expulsion	Reports also mention certificate seizure, studentship cancellation, and recording punishment on character certificates.	This requires a caution: these were show-cause notices. DUET stated that sanctions would be implemented if responses were absent or unsatisfactory. Three of the named persons were already former students, so it would be unsafe to count all 14 as one-year academic expulsions.

Source: *Authors' compilation from The Daily Campus (2025), Bangla Tribune (2025), The Daily Star (2025), and The Business Standard (2025).*

B. Severity and Diversity of Sanctions

The reviewed cases demonstrate substantial differences in the severity and legal or academic consequences of disciplinary measures. Permanent cancellation of studentship, as reported at KUET, effectively terminates the student's relationship with the institution. Cancellation of an already obtained BSc Engineering certificate, reported for four KUET students, potentially has consequences extending beyond continued study to employment and professional opportunities (Bangla Tribune, 2025).

Fixed-term academic exclusions also varied substantially. BUET imposed sanctions extending from two terms to longer periods, while CUET imposed one- and two-year suspensions. RUET imposed a four-semester sanction on two students for examination misconduct. By contrast, hall expulsion does not itself necessarily terminate a student's academic enrollment, although permanent loss of university accommodation can still materially affect the student's ability to continue education (The Daily Campus, 2025; The Business Standard, 2025; The Daily Star, 2025a).

C. Procedural Safeguards Requiring Further Scrutiny

The reporting also indicates differences in procedure. CUET reportedly considered written complaints, responses to show-cause notices, and other evidence before imposing its March 2025 sanctions (The Business Standard, 2025). DUET's December 2024 notices, on the other hand, expressly provided students with seven working days to respond and referred to a right of appeal to the Academic Council (Jugantor, 2024). Newspaper reports alone, however, generally do not provide enough information to determine whether each disciplinary proceeding satisfied all requirements of notice, access to evidence, an opportunity to respond, impartial decision-making, proportionality of sanction and effective appeal. Those questions would require examination of the universities' disciplinary rules, investigation reports, individual notices and any subsequent appeals or court proceedings.

D. Disciplinary Measures at Other Engineering and Technology Institutions

A separate search was conducted for comparable post-July mass disciplinary-expulsion cases involving other engineering and technology institutions such as Ahsanullah University of Science and Technology (AUST), Islamic University of Technology (IUT), Military Institute of Science and Technology (MIST), Bangladesh Army University of Engineering and Technology (BAUET), and Bangladesh Army International University of Science and Technology (BAIUST). However, sufficiently reliable newspaper reporting was not available for establishing a comparable mass-expulsion episode at these institutions during the period reviewed. This should be treated as a limitation of the available reporting, rather than evidence that no disciplinary action occurred. Further empirical study may clarify the issue.

E. Overall Human rights Observations

The available record points to a substantial wave of disciplinary action in Bangladesh's major public engineering universities after July 2024, but the cases are heterogeneous. At least 142 students at four institutions were subjected to finalized measures, including approximately 49 academic expulsions or suspensions, while 14 additional students at DUET, itself a public

engineering university, faced potentially severe sanctions through a show-cause process (The Daily Campus, 2025; Bangla Tribune, 2025; The Daily Star, 2025a; The Business Standard, 2025; Jugantor, 2024).

Some actions directly concerned alleged violence during the July uprising; others concerned earlier political or disciplinary incidents, residential-hall misconduct, examination offenses or violations of campus rules. For human rights or academic-freedom analysis, these distinctions are essential. Permanent academic expulsion, cancellation of studentship or degrees, temporary academic suspension, removal from residential accommodation, and warnings should be analyzed separately, and the existence of a political association should not by itself be treated as proof either of misconduct or of politically motivated punishment. Assessment of individual cases requires attention to the alleged conduct, evidence relied upon, procedural safeguards, proportionality of the sanction, and availability of an effective review or appeal.

4.1.3 Violence, Intimidation and Other Restrictions Affecting Engineering University Teachers and Students

Repression and coercive pressure affecting teachers and students of engineering universities extended beyond formal academic exclusion, suspension, or expulsion. The post-July record also contains reported incidents of physical assault, intimidation, threats, pressure surrounding university governance, police use of force, disruption of academic activities, and digital harassment or defamatory online campaigns. While students were particularly exposed during clashes and protest-policing episodes, teachers also reported physical harassment, cyberbullying, social humiliation, and pressure affecting their ability to perform academic and administrative functions. These incidents therefore require consideration not only as disciplinary matters, but also in relation to physical security, freedom of expression and peaceful assembly, institutional autonomy, and the ability of teachers and students to participate in university life without intimidation.

The most extensive evidence concerning both teachers and students comes from KUET. During the violence of 18 February 2025, clashes arising in the context of opposition to partisan student politics left numerous students injured. *The Daily Star* subsequently reported that a local Jubo Dal leader was expelled from the organization after being seen brandishing a sharp weapon during the confrontation. The book constitutes evidence of a case-specific party connection and a recorded organizational response, but does not establish responsibility of the party as a whole. Nor should an internal party expulsion substitute for investigation of possible criminal responsibility (The Daily Star, 2025b).

Teachers were also affected by the KUET unrest. The university reported that faculty members, including the vice-chancellor, sustained injuries during the February violence, while subsequent reporting described physical assault and harassment of teachers. The KUET Teachers' Association later refused to resume normal academic activities until the incidents were investigated and those responsible were identified. By May 2025, the Association was demanding investigation not only of physical harassment but also of alleged cyberbullying, spreading of rumors, defamatory remarks, social humiliation and psychological harassment directed against faculty members. It sought action against social-media pages, groups and individuals allegedly involved in such conduct (The Daily Star, 2025d; Prothom Alo, 2025a). These are allegations reported by the teachers' organization and should not be treated as independently established findings against particular individuals, but they

demonstrate that faculty concerns extended well beyond formal employment or disciplinary measures.

The consequences for teachers became institutionally significant. KUET teachers boycotted classes and later administrative activities while demanding accountability for alleged assaults on faculty members. The university subsequently served show-cause notices on 37 students over allegations that included misconduct toward teachers; later in September 2025, five students were suspended for varying periods and 32 received warnings in relation to reported faculty harassment (Dhaka Tribune, 2025b; Dhaka Tribune, 2025c). This sequence illustrates the interaction between alleged violence against teachers and subsequent disciplinary measures against students. It also reinforces the need for individualized evidence and fair procedure on both sides: teachers have a legitimate interest in protection from assault and intimidation, while accused students remain entitled to a fair determination of responsibility.

Students themselves also reported intimidation outside formal university proceedings. On 25 April 2025, four KUET students involved in the movement demanding the vice-chancellor's resignation were assaulted by unidentified persons near the campus. One of the injured students said that the attackers accused them of leading the campaign to remove the vice-chancellor before beating them. The identities and motivations of the attackers had not been established in the book, so the incident should be recorded as an alleged retaliatory assault rather than attributed to any organization without further evidence (The Daily Star, 2025e).

A different form of coercive pressure appeared at RUET. Before Assistant Professor Siddhartha Shankar Saha was formally dismissed, students had reportedly declared him unwelcome on campus and organized demands for his removal over allegations concerning his position and conduct during the July uprising. RUET later relied on both movement-related allegations and prolonged unauthorized absence in taking employment action against him (Prothom Alo, 2025b). Whatever the eventual merits of the disciplinary grounds, organized exclusion of a teacher from campus before completion of a formal process is relevant when assessing whether institutional procedures can operate independently of external or collective pressure.

In August 2025, violence affecting engineering students moved beyond individual campuses. Students from BUET and other engineering institutions attempted to march toward the Chief Adviser's residence in Dhaka over employment-related demands. Police used batons, tear gas, sound grenades and water cannon to disperse the march. Protest organisers reported at least 50 students injured, while the Home Ministry reported injuries to eight police personnel. The Dhaka Metropolitan Police commissioner later apologized for the incident and announced an investigation (The Daily Star, 2025c; The Daily Star, 2025f). BUET formally condemned the police action and called for an investigation. The incident subsequently produced protests and academic disruption across engineering institutions, including boycotts at CUET and postponement of BUET examinations (The Daily Star, 2025g; The Daily Star, 2025h).

Violence associated with university governance also continued at DUET. In May 2026, the appointment of Prof. Mohammad Iqbal as vice-chancellor generated opposition from a section of students and teacher leaders who argued that the head of the specialized engineering university should be selected from DUET's own senior faculty. On 17 May 2026, supporters and opponents of the appointment became involved in prolonged clashes, with DUET officials reporting 23 injured students. The newly appointed vice-chancellor was unable to enter the campus for several days because of continuing protests, and police subsequently filed a case naming approximately 200–

250 unidentified persons (The Daily Star, 2026a; The Daily Star, 2026b). The large number of unidentified accused does not by itself establish arbitrary prosecution, but subsequent identification of suspects, evidentiary standards and protection against indiscriminate inclusion require scrutiny.

Taken together, these incidents demonstrate that the post-July experience of engineering universities cannot be assessed solely through lists of expulsions, suspensions or employment sanctions. For students, the record includes physical violence, off-campus intimidation, police force, criminal proceedings and interruption of education. For teachers, it includes reported physical assault, harassment, cyberbullying and defamatory online material, campaigns for removal and pressure affecting the exercise of academic or administrative responsibilities. The UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel identifies academic freedom and institutional autonomy as central protections for higher-education teachers (UNESCO, 1997). For student protest, the Human Rights Committee has emphasized that force used in policing assemblies must satisfy necessity and proportionality requirements and that allegations of unlawful force require effective, impartial and timely investigation (Human Rights Committee, 2020). These standards support separate examination of each episode, including the identity of perpetrators, nature of the conduct, institutional response, procedural safeguards and availability of effective remedies.

4.2 Engineering Students' Case Studies: Expulsion, Exclusion and Educational Loss

Academic Repression on Individual Students

CASE STUDY SUS1. MOSTAK AHMED

Institution: Khulna University of Engineering and Technology (KUET)
Department: Computer Science and Engineering
Nature of repression: Mob pressure and intimidation; formal expulsion; interruption of studies; lack of effective institutional protection; adverse consequences for future professional qualification and livelihood.

Mostak Ahmed identified himself as a Computer Science and Engineering student at Khulna University of Engineering and Technology, session 2018–19. He stated that his education was severely disrupted following the July 2024 events and that he was subjected to mob pressure and intimidation before being expelled from KUET. According to Mostak, the expulsion prevented him from continuing his degree normally and caused him to lose academic time at a critical stage of his academic career.

Mostak's account is comparatively restrained in relation to property allegations. Although he described serious insecurity, he expressly stated that he did not wish to claim that personal property had been damaged, lost or confiscated unless such a claim could be supported by evidence. He identified his principal losses instead as interruption of education, personal insecurity and damage to future professional opportunities.

He reported that the expulsion affected not only his immediate academic status but also his ability to obtain the professional qualification necessary for an engineering career. According to his submission, the resulting uncertainty created serious financial concerns and made it difficult to plan an independent future. He also stated that he sought assistance concerning his circumstances but did not receive effective institutional protection.

Mostak further reported that his family experienced emotional and financial pressure as a result of his exclusion. He emphasized that he wished to regain a fair opportunity to complete his studies rather than obtain immunity from legitimate disciplinary responsibility. The form itself does not identify the specific misconduct alleged by KUET, the evidence relied upon, or the disciplinary procedure followed. Those materials would therefore be necessary before we reach any conclusion regarding whether the expulsion was justified or constituted disproportionate academic repression.

CASE STUDY SUS2. MD ASIKUL ALAM

Institution: Bangladesh University of Engineering and Technology (BUET)
Department: Chemical Engineering
Nature of repression: Threats and intimidation; cancellation of residential-hall seat; prolonged exclusion from classes and examinations; permanent expulsion; alleged property loss and destruction; lack of effective institutional protection.

Md Asikul Alam identified himself as a Chemical Engineering student at Bangladesh University of Engineering and Technology, session 2020–21. His testimony describes a sequence beginning with fear of returning to campus because of threats allegedly connected with his involvement in cultural and secular activities. He stated that he received threatening telephone calls and messages and that university authorities did not provide the protection he sought. He further alleged that his residential-hall seat was canceled without prior notice, after which the belongings left in his room were looted or destroyed.

Asikul reported that he was unable to participate in classes or examinations for approximately six months. He stated that he then received notice that he had been permanently expelled from the university. According to his account, the university listed allegations against him but did not provide evidence that he considered sufficient to justify permanent exclusion. One of the matters referred to by Asikul concerned his involvement in providing free educational assistance to disadvantaged persons. These statements reflect the respondent's description of the allegations; the actual disciplinary documents must be examined before their content or adequacy can be independently assessed.

He also reported continuing threats, fear of criminal cases, loss of academic certificates, vandalism of his room, destruction of books and artworks, and loss of money. According to Asikul, the resulting insecurity forced him to move repeatedly and substantially affected his ability to earn a livelihood. He further stated that members of his family experienced threats, police harassment, and psychological pressure.

This case has potentially stronger documentary support than several others because the respondent states that he possesses the permanent-expulsion notice, screenshots of threats, and documents setting out the allegations against him. Those materials should be examined alongside BUET's disciplinary regulations, any notice of charges, opportunity to respond, hearing record, and available appeal mechanism.

4.3 Medical and Dental Education: Discipline, Coercion and Criminal Process

Medical education occupies a distinctive position within the broader assessment of academic repression because medical teachers may simultaneously exercise academic, clinical, administrative

and public-service functions, while interns and postgraduate trainees combine education with professional responsibilities. Measures such as suspension from teaching, exclusion from campus, interruption of internship, forced or pressured resignation, removal from administrative responsibilities, transfer, or recommendations affecting professional registration may therefore have consequences extending beyond immediate academic participation to employment, professional reputation and future medical practice.

The relevant inquiry is consequently not merely whether an institution possessed disciplinary authority. It is whether adverse action was based on individually established conduct, applied without discrimination, imposed through fair procedures, proportionate to the misconduct established, and subject to meaningful review. Articles 31 and 32 of the Constitution of Bangladesh protect treatment according to law and personal liberty; Article 35(5) prohibits torture and cruel, inhuman or degrading treatment; and Articles 37–39 protect peaceful assembly, association, thought, conscience and expression subject to constitutionally permissible restrictions. (Government of Bangladesh, 1972) For higher-education personnel, the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel provides an additional framework concerning academic freedom, institutional autonomy, professional responsibilities, employment conditions and disciplinary protection. (UNESCO, 1997)

4.3.1 Academic Repression on Teachers in Medical Colleges and Medical Universities

The political transition following the July–August 2024 movement was accompanied by substantial disruption within public medical colleges and medical universities. Professors, department heads, principals and other academic office-holders faced suspension from academic and administrative activities, recommendations for transfer, show-cause notices, demands for resignation, office blockades and, in some cases, effective exclusion from their institutions. A nationwide investigation by *The Daily Star* found that between 5 August and 2 October 2024, at least 86 physicians and 136 medical students (subsequently the student figure increased to 377 (see, Appendix) in eight public medical colleges and hospitals faced punitive measures. Among the physicians were five professors, three associate professors, and two assistant professors. Reported grounds ranged from violence, threats, extortion, ragging and abuse to opposition to the quota-reform movement, participation in Awami League politics and other political activities. (Deepto, 2024b)

These grounds should not be treated as interchangeable. Credible allegations that an academic threatened students, participated in violence, supplied information for unlawful retaliation, engaged in extortion or otherwise abused professional authority may warrant investigation and proportionate sanction. Political affiliation, peaceful political activity, lawful expression or disagreement with a protest movement cannot by themselves establish professional misconduct. Public-health expert Professor Rashid-E-Mahbub similarly cautioned that some post-July allegations appeared political rather than academic and required proper institutional verification before punitive measures were imposed. (Deepto, 2024b)

This distinction also engages ILO Convention No. 111 on Discrimination in Employment and Occupation. Bangladesh ratified Convention No. 111 on 22 June 1972, and it remains in force. The Convention expressly includes political opinion among the grounds on which distinctions or exclusions impairing equality of opportunity or treatment in employment or occupation may constitute discrimination. (International Labour Organization [ILO], 1958) Political opinion does not immunize a teacher from accountability for proven misconduct; equally, actual or perceived political affiliation cannot substitute for evidence that misconduct occurred.

A. Suspension, Transfer and Exclusion from Academic Functions

At Sylhet MAG Osmani Medical College, the disciplinary measures directly affected teaching functions. In early September 2024, six teachers were removed from educational activities, and steps were initiated for their transfer on the reported ground that they had directly opposed students during the anti-discrimination movement. Three other teachers received show-cause notices on similar grounds, while two additional teachers were asked to explain allegations concerning the removal of female students from a hall during the movement. (Prothom Alo, 2024c)

Subsequent reporting showed that disciplinary action eventually covered 11 teachers at Osmani Medical College. Six were suspended from all academic and administrative activities and five received show-cause notices. The principal stated that complaints had been investigated, that the Academic Council made recommendations, and that affected persons could appeal. At the same time, he described the relevant teachers and medical personnel as having "taken a stance against" the movement. (Deepto, 2024b) The existence of an investigation and appeal mechanism is relevant, but the substantive basis of each sanction remains crucial. A disciplinary finding based on threats or abuse is materially different from punishment based on political position.

At Sher-e-Bangla Medical College in Barishal, students demanded punitive measures against doctors, teachers and interns whom they accused of opposing the movement, passing the names of protesters to intelligence agencies, intimidating participants and engaging in Awami League-associated professional politics. Following the demonstrations, the authorities forwarded recommendations to transfer four hospital doctors and two medical-college teachers, while six interns were suspended for two years. (Prothom Alo, 2024b) (bdnews24.com, 2024) Later nationwide reporting also recorded six physicians at Sher-e-Bangla as having been declared *persona non grata* for life. (Deepto, 2024b)

At Mymensingh Medical College, the College Council adopted an especially broad formulation on 24 August 2024. In addition to prohibiting student and teacher politics on campus, it decided that teachers who had directly opposed the July movement, threatened participants, or organized "peace rallies" should resign, be transferred, or submit written apologies. (Prothom Alo, 2024a) This formulation raises a particular academic-freedom concern because potentially actionable conduct such as threats was grouped together with conduct that may consist only of political opinion or peaceful expression. Participation in or organization of a peaceful political event does not, without additional unlawful conduct, establish professional misconduct.

B. Pressure on Academic Leadership and Coerced Resignation

Pressure also extended to medical-college and medical-university leadership. At Dhaka Medical College, Principal Professor Md Shafiqul Alam Chowdhury and Vice-Principal Professor Debesh Chandra Talukdar resigned on 22 August 2024. The principal's written resignation described the decision as voluntary and stated that he had lost the confidence of students and the public because of his position against the anti-discrimination movement. (Star Digital Report, 2024b)

Later reporting, however, documented materially different surrounding circumstances. *The Daily Star* reported that the principal and vice-principal had been confined to their offices by

protesting students for approximately two and a half hours before resigning. Three professors confirmed the circumstances, and the former principal subsequently stated that he had been forced to resign. Protesters also initially demanded the removal of teachers and officials identified as pro-Awami League, although this particular demand was later withdrawn. (Deepto, 2024a) The formal resignation letter and the evidence concerning the conditions under which it was submitted should therefore be considered together.

At Chittagong Medical College, students stopped academic activities in August 2024 while demanding the resignation of Principal Professor Sahena Akhtar. Their allegations included mental harassment, deprivation of student facilities, and opposition to students during the quota-reform movement. Hospital treatment reportedly continued. (Star Digital Report, 2024a) The available report establishes the protest and allegations, but not their ultimate truth or that a subsequent resignation was coerced. It is therefore best treated as evidence of intense pressure on academic leadership rather than, by itself, proof of an unlawful removal.

At Rajshahi Medical University, Vice-Chancellor Professor A. Z. M. Mostaque Hossain formally resigned on 2 September 2024 citing personal reasons. The surrounding events nevertheless indicate substantial pressure. Students reportedly arrived at his office with a prepared resignation letter, waited for him, locked his office when he did not appear, and placed a notice prohibiting his entry containing threatening language about what would happen if he returned. (Prothom Alo, 2024d) (Ittefaq, 2024)

At Rangpur Medical College, Professor Mahfuzar Rahman was promoted to principal on 29 October 2024. Protests demanding his removal began the following day. Protesters accused him of opposing the anti-discrimination movement and attempting to influence forensic documentation concerning Abu Sayed's death. Professor Rahman disputed the allegations, and a counter-demonstration described them as baseless. Doctors subsequently observed a two-hour work abstention; academic activities were disrupted and his office was locked. (The Daily Star, 2024a) On 5 November, the Health Ministry made him Officer on Special Duty and attached him to the Directorate General of Health Services, approximately one week after his promotion. (The Daily Star, 2024b) The allegation concerning manipulation of forensic evidence was serious and warranted investigation; the separate rights question is whether the employment decision followed an independent determination of those disputed facts or whether collective pressure effectively determined the outcome.

Comparable pressure affected Bangabandhu Sheikh Mujib Medical University, now Bangladesh Medical University. Medical students and doctors demonstrated on 6 August 2024, demanding the resignation of Vice-Chancellor Professor Deen Md Nurul Haque and making serious allegations concerning the administration's conduct during the movement. At that stage, these remained allegations advanced by protesters rather than findings of an independent inquiry. (The Business Standard, 2024a) The Vice-Chancellor and two pro-vice-chancellors resigned on 18 August. Contemporary reporting recorded personal reasons in at least one resignation letter, while later reporting described the senior officials as having resigned under pressure. (Star Digital Report, 2024c) (Prothom Alo, 2024e) (Deepto, 2024a) The institution was formally renamed Bangladesh Medical University in April 2025. (The Business Standard, 2025)

A further liberty concern arose at Sylhet Medical University. Employees had demanded removal of the vice-chancellor and other senior officials in August 2024, citing allegations

including corruption, misconduct and prolonged non-payment of salaries. (Dhaka Tribune, 2024) When Vice-Chancellor Professor AHM Enayet Hossain returned to his office on 7 November following an extended absence, employees confined him there for approximately three and a half hours before releasing him after assurances concerning their demands. (The Business Standard, 2024b) Whatever the merits of the underlying grievances, physical confinement presents a distinct issue concerning liberty and coercion and cannot be justified merely by establishing that institutional complaints existed.

Taken together, these incidents disclose several overlapping concerns affecting medical academics: suspension from teaching and administration, transfer or recommendations for transfer, compelled apology, *persona non grata* declarations, pressure to resign, office-locking, confinement and employment action following campaigns based partly on actual or perceived political affiliation. The appropriate assessment should therefore ask what specific conduct was alleged, what evidence established it, whether the individual was informed and permitted to respond, whether political opinion was treated as misconduct, whether the decision-making body was impartial, whether the sanction was proportionate, and whether an effective avenue of appeal existed.

4.3.2 Exclusion and Expulsion of Medical Students following the July 2024 Movement

The post-July disciplinary process also affected a substantial number of medical students. *The Daily Star* identified 136 students across seven public medical colleges who faced punitive measures between 5 August and early October 2024: 39 at M Abdur Rahim Medical College in Dinajpur, 28 at Mymensingh Medical College, 20 at Rajshahi Medical College, 19 at Sylhet MAG Osmani Medical College, 16 at Rangpur Medical College, 10 at the then Bangabandhu Sheikh Mujib Medical College in Faridpur, and four at Sir Salimullah Medical College in Dhaka. Measures included suspension from academic activities, expulsion from residential halls, lifetime exclusion from campus, and interruption of internship. (Deepto, 2024b)

Again, the stated allegations were heterogeneous. Some concerned assault, attempted murder, threats, ragging, extortion, drugs, sexual harassment or abuse of fellow students. Others expressly referred to opposing the movement, attending political programs, or membership in the Chhatra League. It is therefore inappropriate either to characterize all sanctions as political repression or to presume that political affiliation established responsibility for misconduct.

At Sylhet MAG Osmani Medical College, 19 students were punished. The college principal later stated that the affected students and medical personnel had “taken a stance against” the anti-discrimination movement, while also explaining that disciplinary decisions followed investigation and Academic Council recommendations and could be appealed. (Deepto, 2024b) (The Daily Campus, 2024) Where the operative basis was merely opposition to the movement, the sanctions raise a substantially different concern from punishment for individually established threats or violence.

At M Abdur Rahim Medical College in Dinajpur, 39 students were temporarily excluded from both the campus and residential halls on 29 August 2024. The allegations were more specific and included attempted murder, violent or terrorist activity, ragging, and physical abuse. The principal stated that 11 written complaints had been received, that the initial exclusion followed a preliminary assessment, and that a five-member committee would conduct further investigation before final sanctions were determined. (Prothom Alo, 2024f) This case therefore presents a stronger basis for

legitimate disciplinary inquiry, although the necessity and proportionality of excluding all 39 students before final determination still require scrutiny.

At Mymensingh Medical College, 28 students were temporarily suspended from academic activities, the campus, and residential halls on 5 October pending investigation. (Prothom Alo, 2024g) The subsequent investigation produced differentiated outcomes. Eight students were expelled for life, 11 received academic suspensions of varying duration, four were permanently barred from residential halls, while five were allowed to return to classes and examinations after written undertakings. (Dhaka Tribune, 2024b) The differentiated outcome suggests individual consideration rather than identical punishment for the entire group. Nevertheless, *The Daily Star* recorded the account of one affected student who maintained that his suspension resulted from attending a Chhatra League rally without participating in violence. That remains his account rather than an independently established finding, but it demonstrates why organizational affiliation should not itself establish culpability. (Deepto, 2024b)

At Bangabandhu Sheikh Mujib Medical College in Faridpur, subsequently renamed Faridpur Medical College, the Academic Council imposed sanctions on 18 persons after a six-member investigation into allegations of physical and psychological abuse and sexual harassment. Measures included lifetime campus and hall exclusions, suspension from academic activities, multi-year suspension of internships, recommendations concerning BMDC certificates, and recommendations for legal action. (Prothom Alo, 2024h) The reporting also recorded allegations from two students that those sanctioned had not been given an adequate opportunity to defend themselves. This illustrates the importance of separating the seriousness of the underlying allegations from the question of whether procedural safeguards were sufficient.

At Rajshahi and Rangpur Medical Colleges, the nationwide investigations identified respectively 20 and 16 sanctioned students. Some were excluded from academic activities and halls for defined periods, while others faced long-term or permanent campus restrictions. (Deepto, 2024b) At Sir Salimullah Medical College, four female students were expelled from residential accommodation under an August 2024 office order in the context of complaints relating to violence during the movement. The available public reporting does not establish that every affected student was individually responsible for the alleged attack, making individualized evidence and reasons especially important. (Deepto, 2024b)

The consequences of medical-student exclusion can be particularly serious. Suspension from academic activities delays progression through a tightly structured professional program; residential expulsion may substantially interfere with attendance and clinical training; interruption of internship postpones completion of professional requirements; and recommendations affecting medical registration may extend the sanction into the student's future occupation. Such measures require clear notice of allegations, access to the substance of the evidence, a meaningful opportunity to respond, impartial decision-making, reasons for the decision, proportionality and an effective review process.

The UN Committee on Economic, Social and Cultural Rights has specifically recognized that the right to education in higher education is closely connected to academic freedom and that both higher-education staff and students may be vulnerable to political and other pressures. Its General Comment No. 13 emphasizes the ability of members of the academic community to pursue their functions without discrimination or fear of repression and stresses fair, transparent and participatory

institutional arrangements. (Committee on Economic, Social and Cultural Rights [CESCR], 1999, paras. 38–40)

Accordingly, legitimate accountability for violence, ragging, harassment, extortion or coercion should not be confused with political exclusion. The critical distinction is whether a student was sanctioned for individually established misconduct or because of political identity, political association, attendance at a peaceful political event, or expression of an unpopular view.

4.3.3 Restrictions on Collective Mobilization by Medical Students, Interns and Doctors

Medical students and interns also experienced restrictions in the context of organized professional mobilization during 2025. On 25 February 2025, several hundred intern doctors and medical students from government and private medical colleges joined a "March for Justice" from the Central Shaheed Minar toward the High Court in support of five professional demands. Police stopped the procession at the High Court gate, after which a 30-member delegation was permitted to meet the Attorney General. (Star Digital Report, 2025a)

The movement continued with work stoppages and an "academic shutdown" involving medical and dental students. (The Daily Star, 2025a) On 12 March 2025, doctors and medical students again marched from the Central Shaheed Minar toward the Health Ministry after one of their demands had been addressed through a High Court ruling. Police initially restricted the procession at Doel Chattar and later stopped it at Shikkha Bhaban after demonstrators continued forward. (Dhaka Tribune, 2025) The same mobilization affected healthcare delivery. *The Daily Star* reported that outpatient services at Dhaka Medical College Hospital were suspended during the 12 March strike, leaving patients waiting for treatment. (The Daily Star, 2025b) At the same time, reporting on the national strike stated that ICU, CCU, and other emergency services were intended to remain operational. (Dhaka Tribune, 2025b).

Figure 18. Medical Students and Intern Doctors during the "March for Justice" at the High Court Gate

Source: *The Business Standard (2025), photo credited to Facebook/Medical Campus*

The competing interests should be expressly recognized. Articles 37 and 39 of the Constitution protect peaceful assembly and expression subject to restrictions imposed in accordance with law for constitutionally recognized purposes. (Government of Bangladesh, 1972) Medical-sector mobilization, however, may directly affect patients and continuity of essential healthcare. The relevant inquiry is therefore whether restrictions on marches had a clear legal basis, whether an identifiable public-order or public-health concern existed, whether representatives retained meaningful access to decision-makers, and whether authorities used the least restrictive reasonably available means.

The character of the police response should also be accurately described. Unlike several other education-sector protests considered elsewhere in this book, the February and March 2025 medical demonstrations were principally documented as being blocked or restricted, rather than dispersed through extensive use of batons, sound grenades or water cannon. That evidentiary distinction should be preserved.

Freedom of association is additionally relevant where employed doctors, interns or medical teachers organize to pursue professional interests. Bangladesh ratified ILO Convention No. 87 on Freedom of Association and Convention No. 98 on the Right to Organise and Collective Bargaining in 1972, and both remain in force. (ILO, Bangladesh ratifications) Strikes by doctors and intern doctors can have an immediate impact on national healthcare services. This may have been one factor contributing to the government's comparatively restrained response to medical students, particularly when compared with its treatment of engineering students and students at other public universities, whose protests did not have the same immediate implications for the continuity of essential public services.

4.3.4 Violence at the Former BSMMU and Individual Accountability

The events at the former Bangabandhu Sheikh Mujib Medical University, now Bangladesh Medical University, require separate treatment because the relevant record includes allegations of serious violence rather than political expression or association alone.

On 4 August 2024, clashes between protesters and Awami League activists spilled into the BSMMU campus. *The Daily Star* reported that at least 24 vehicles were set on fire and others were vandalized during the confrontation, creating fear among patients, attendants, doctors and university staff. Contemporary reporting attributed some of the destruction to unidentified persons and described exchanges of bricks between opposing groups. (The Daily Star, 2024c) A *Daily Star* photojournalist was also assaulted while covering events at the university. (Star Digital Report, 2024d)

Subsequent disciplinary proceedings therefore concerned allegations materially different from mere political affiliation. In January 2025, the university temporarily suspended 15 doctors, nurses and other staff members over alleged involvement in violence associated with the uprising. The university proctor stated that video footage showed the individuals participating in a confrontation and that the decision had been taken through the university's syndicate. (The Daily Star, 2025c)

In June 2025, Bangladesh Medical University dismissed a further 19 people, including doctors, over allegations involving attempted murder, vandalism and arson. The university stated that its disciplinary committee relied on video footage, media reporting and videos posted on social media. Across the two rounds, 34 persons were subjected to disciplinary measures. (bdnews24.com, 2025)

Academic freedom cannot provide immunity for assault, attempted murder, arson, or vandalism where such conduct is individually established. For medical and dental trainees, the consequences

of a disciplinary decision may extend beyond enrollment to clinical placement, completion of internship, professional registration or access to a hospital. Further, an inquiry into procedural unfairness toward an accused trainee should not erase their complaints. A sound remedy can protect complainants, preserve evidence and provide fair process simultaneously. The medical chapter therefore examines both potential abusive discipline and the duty to respond to substantiated student harm.

The human rights question in these cases therefore concerns fair accountability, not whether the university had any authority to act. Relevant questions include whether the evidence reliably identified each individual, whether accused personnel received precise notice of the allegation and access to the substance of the material relied upon, whether they could respond and submit contrary evidence, whether an impartial body reached a reasoned determination, whether the sanction corresponded to the individual's established role, whether any students affiliated with the ruling party who took part in the confrontation were subjected to fair and proportionate disciplinary action for their conduct, and whether effective appeal or review was available.

This distinction is essential to the credibility of the broader academic-repression analysis. Protection from politically motivated retaliation and accountability for proven violence are complementary requirements rather than competing principles.

4.3.5 Arrest, Remand and Criminal Proceedings Affecting Medical Academics

The post-July record in the medical sector extended beyond suspension, transfer, resignation, exclusion from academic activities and internal disciplinary proceedings. The material reviewed for this book identifies a series of arrests, remand orders, and criminal proceedings involving medical academics, institutional administrators, and physicians following the July–August 2024 movement. The allegations were not uniform. They included murder or attempted murder, assault, vandalism, arson, offenses involving explosives and alleged participation in attacks associated with the movement. These cases therefore require careful differentiation. Arrest, remand or prosecution does not itself establish either criminal responsibility or academic repression. The relevant inquiry is whether criminal responsibility was individually substantiated, whether arrest and detention followed lawful procedures, whether the accused had meaningful access to legal representation and judicial review, and, for persons working in educational institutions, whether criminal proceedings also produced consequences for teaching, institutional participation or professional life.

A direct connection with medical education is evident in proceedings involving personnel of Bangladesh Medical University (BMU), formerly Bangabandhu Sheikh Mujib Medical University. Dr Sumit Saha, a physician at BMU, was arrested from the university area on 18 April 2025 in a case concerning alleged vandalism at the university during the events of 4 August 2024. The university authorities had filed the case with Shahbagh Police Station on 14 January 2025. When Saha was produced before the Metropolitan Magistrate the following day, the court ordered that he be sent to jail while the investigation continued (Bangladesh Sangbad Sangstha [BSS], 2025; BanglaNews24, 2025, BSS) The underlying material reviewed for this book similarly records his arrest and subsequent detention. The published accounts establish the arrest, accusation, and procedural status at that stage; they do not themselves establish that the alleged vandalism was proved.

A further BMU case concerned Professor Dr Ariful Islam Joarder Tito, an Assistant Professor in the Department of Cardiology. On 18 November 2025, police arrested him at his workplace in connection with a case concerning alleged vandalism and burning of vehicles during the July

uprising. bdnews24.com reported that other doctors had surrounded him after he arrived at work and that police subsequently intervened. Police attributed involvement in the alleged vandalism to him, while the underlying case had been filed by the BMU administration in January 2025 against a wider group of teachers, physicians, nurses, officials and employees in relation to the confrontation of 4 August 2024. A Dhaka court rejected his bail application and ordered him to jail (bdnews24.com, 2025a; Views Bangladesh, 2025). bdnews24.com Earlier reporting also identifies Tito as an academic physician at the then BSMMU, strengthening the educational nexus of the case (The Daily Star, 2024). The material supplied for this book likewise records his university position and subsequent arrest.

The case of Dr S. M. Millat Hossain, Acting Principal of Bogura Homeopathic Medical College and Hospital, presents a different sequence in which alleged physical coercion preceded formal criminal process. On 5 May 2025, National Citizen Party activists reportedly removed him from his private chamber, physically assaulted him while taking him through the city, and handed him over to the Detective Branch. Prothom Alo reported that Bogura Sadar Police initially found no existing case against him in its records. The following day, however, he was shown arrested in connection with a case concerning an alleged attack, vandalism, arson and cocktail explosions at a district labor-organization office. Contemporary accounts also recorded allegations made against Millat by political activists, including political activity, financial misconduct, and support for organizations associated with the former ruling party; those remained allegations rather than judicial findings in the reporting reviewed here (Prothom Alo, 2025a, 2025b; bdnews24.com, 2025b). The source material submitted for this book, likewise identifies him as the acting principal and records his alleged assault before his transfer to police custody.

This episode requires two analytically separate inquiries. The first concerns the allegations for which police were entitled to conduct a lawful and impartial investigation. The second concerns the reported apprehension and physical assault of an educational administrator by private political actors before he entered formal custody. Criminal allegations against a person do not by themselves justify physical punishment or informal detention by non-state actors. Conversely, the occurrence of such treatment does not determine the truth or falsity of the criminal allegations subsequently investigated by police. Keeping those questions separate is necessary for a rights-based assessment.

A further education-linked case involved Dr Md Abu Sayeed, a former civil surgeon and founder and chairman of Brahmanbaria Medical College Hospital. He was arrested at Brahmanbaria Medical College Hospital on 27 October 2024 in connection with a case concerning alleged violence against participants in the anti-discrimination movement. Contemporary reporting identified him both as a medical-college founder and chairman and as a leader of professional and political organizations (Prothom Alo, 2024a; The Daily Star, 2024b). Prothom Alo On 28 October, a Brahmanbaria court granted a five-day remand in connection with the case, according to several reports (Dhaka Times, 2024; Jugantor, 2024; BanglaNews24, 2024). Dhaka Times 24 Here, too, his association with a medical college establishes an education-sector connection, but that connection should not be used either to presume that the prosecution was politically motivated or to infer criminal responsibility before adjudication.

The wider source material identifies additional physicians who were arrested, remanded or subjected to criminal proceedings after the political transition, although their connection with medical education is less direct. For example, physician and former minister Dr Dipu Moni was arrested on 19 August 2024 and initially shown arrested in a murder case concerning the death of Abu Saeed during the July protests. A court granted a four-day remand the following day, and she

was subsequently placed on further remand in other cases (The Daily Star, 2024c, 2024d; Dhaka Tribune, 2024). She remained in custody into 2026, receiving a 12-hour parole in August 2026 to attend her husband's funeral (bdnews24.com, 2026; The Daily Star, 2026). The underlying source compilation also records this extended sequence.

Similarly, Dr Mostofa Jalal Mohiuddin, a physician and Bangladesh Medical Association leader, was arrested by Detective Branch police in January 2025 and placed on five days' remand in a murder case arising from a death during the anti-discrimination movement (The Daily Star, 2025a; bdnews24.com, 2025c). Dr. Sadi Bin Shams, a medical officer at Delta Health Care, and four hospital employees were sent to jail in January 2025 after their bail applications were rejected in a case concerning the death of a wounded rickshaw-puller during the July protests (The Daily Star, 2025b; BSS, 2025b). The Daily Star Dr Kathak Das, a Chattogram ophthalmologist, was placed on two days' remand in February 2025 in a sedition case and later on three days' remand in a separate case concerning an alleged assault on members of the joint forces (The Daily Star, 2025c, 2025d). The Daily Star

These wider physician cases provide relevant context concerning the interaction between the post-July criminal-justice process and the medical profession. They should not, however, automatically be classified as cases of academic repression. Being a physician, professional-association leader, or former office-holder does not establish an educational nexus. For purposes of the present book, the stronger medical-education cases are those involving a teacher, university physician, principal, institutional administrator or other person whose educational role can be independently established and whose arrest, detention or prosecution affected, or was connected to, that role. The remaining cases are better treated as contextual evidence concerning the broader professional environment.

The available reporting also demonstrates why the legal status of each case should be stated precisely. An arrest is not a conviction; a remand order is not a finding of guilt; being named in a case is not equivalent to individual criminal responsibility; and bail or release does not establish that the original allegation was unfounded. At the same time, allegations of murder, attempted murder, arson, assault or sabotage are sufficiently serious to justify investigation where supported by credible evidence. The human rights concern is therefore not whether medical academics or physicians may be investigated, but whether criminal process is based on individualized evidence and administered according to law rather than political identity, collective attribution or informal coercion.

Within the wider medical-education analysis, these cases consequently raise issues concerning liberty, procedural safeguards, protection from physical coercion, access to legal representation and judicial review, and the relationship between criminal proceedings and continued academic or professional participation. Where a serving teacher, principal or university physician is arrested or detained, the educational consequences should also be separately documented, including whether the person was suspended, prevented from teaching or entering the institution, removed from an academic position, or subjected to parallel disciplinary proceedings. Such consequences should not be presumed from arrest alone but established from institutional evidence in each case.

4.3.6 Cross-Cutting Human rights and Due-Process Concerns

Across the teacher, student and professional-mobilization cases, the post-July medical-education record reveals several recurring concerns. First, political opinion and professional misconduct must remain analytically separate. ILO Convention No. 111 protects against discrimination in

employment and occupation based on political opinion. (ILO, 1958) A person's political affiliation may be relevant background evidence in a particular case but cannot by itself prove threats, violence, extortion, harassment, or abuse.

Second, academic freedom and professional security require fair disciplinary procedures. UNESCO's 1997 Recommendation is directly relevant to teachers engaged in higher education and provides an international framework for academic freedom, employment protection, institutional participation and professional responsibility. (UNESCO, 1997) Serious sanctions are not inherently inconsistent with academic freedom, but they should follow established procedures based on individual evidence rather than collective accusation or political labeling.

Third, collective pressure should not substitute for institutional adjudication. Peaceful protest demanding accountability is itself protected activity. Different issues arise where academic officials are confined, offices are forcibly locked, individuals are prevented from entering their workplace, or resignation becomes the only practically available means of ending immediate intimidation. Article 31 protects against detrimental action affecting liberty, body, and reputation except in accordance with law, while Article 32 protects personal liberty. (Government of Bangladesh, 1972)

Finally, contemporary international standards concerning workplace violence and harassment should be applied with appropriate temporal caution. Bangladesh ratified ILO Convention No. 190 on Violence and Harassment on 20 November 2025, but the Convention does not enter into force for Bangladesh until 20 November 2026. It should therefore not be presented as a binding treaty obligation governing incidents that occurred in 2024 or 2025, although its principles may be identified as a contemporary international standard concerning violence, threats and intimidation in the world of work. (ILO, 2019)

Overall, the evidence from medical colleges and medical universities after July 2024 presents a mixed but significant record. Some disciplinary measures responded to serious and specific allegations and were accompanied by inquiry mechanisms or differentiated sanctions. Other actions were expressly framed around opposition to the movement, political association or participation in political activities, sometimes combined with intense collective pressure. A rights-based assessment must therefore proceed case by case, examining what conduct was actually alleged, what evidence established it, whether responsibility was individualized, whether political opinion was improperly treated as misconduct, whether fair procedures were followed, whether coercion influenced the institutional decision, and whether the eventual sanction was necessary and proportionate.

4.4 Medical Students' Case Studies: Exclusion, Internship Disruption and Future Practice

Academic Repression on Individual Students

CASE STUDY SUS3. JABEDUL ISLAM

Institution: Chattogram Medical College
Department: MBBS Program
Nature of repression: Reported two-year expulsion; mob pressure and intimidation; physical assault; arrest and approximately two months' detention; exclusion from classes and examinations; hostel-room vandalism; loss of livelihood and lack of effective institutional protection.

Jabedul Islam identified himself as a second-year MBBS student at Chattogram Medical College, session 2020–21. He reported that his medical education was interrupted after the July movement when the institution imposed what he described as a two-year expulsion. He further stated that mob pressure and intimidation prevented him from attending classes and examinations, leaving him unable to progress normally through the MBBS program.

According to Jabedul, the exclusion was accompanied by physical violence and criminal-law consequences. He stated that when he attempted to attend classes, a group of students surrounded and physically assaulted him before handing him over to police. He reported subsequently spending approximately two months in detention. After his release, he attempted to return to his studies but stated that he was again prevented from doing so and that the medical-college administration did not provide effective protection.

He also alleged that individuals entered his room in the medical hostel, vandalized his books and documents, and searched for him with the intention of attacking him. The resulting educational interruption had direct economic consequences. Jabedul stated that from his first year of medical college he had supported himself through private tutoring and used part of that income to assist his family. Once he could no longer attend college normally, he reported losing those tutoring opportunities and experiencing severe financial hardship.

Jabedul also described continuing threats and reported that members of his family experienced humiliation and harassment, while his father's shop was forced to close. Because a formal two-year expulsion is alleged, the institutional order and disciplinary record are essential. We should examine the allegations against him, evidence relied upon, opportunity to respond, duration and proportionality of the sanction, and whether detention and disciplinary measures were treated independently.

CASE STUDY SUS4 (CONSENTED TO GIVE INTERVIEW BUT WANTED TO REMAIN ANONYMOUS)

Institution: Sir Salimullah Medical College
Department: MBBS / Internship Training
Nature of repression: Reported ten-year expulsion; interruption of internship; criminal proceedings; persistent online threats; destruction of academic materials and certificates; prolonged exclusion from medical training; social and financial hardship; lack of effective institutional and police protection.

The Respondent identified himself as an intern doctor at Sir Salimullah Medical College, session 2017–18. His case concerns a particularly advanced stage of medical education. According to his submission, his internship commenced in March 2024 but remained incomplete because he was subjected to what he described as a ten-year expulsion. He therefore reported being unable to complete the remaining portion of his internship despite having already progressed through the principal academic stages of his medical education.

The Respondent further reported that a criminal case had been filed against him and that he had received persistent online threats. He described the resulting circumstances as affecting him mentally, physically, socially and financially. In addition to the interruption of his internship, he alleged that his academic certificates, essential books and furniture were destroyed. The form does

not specify in detail when, where or by whom these materials were destroyed, and those aspects would therefore require further clarification and supporting documentation.

The interruption of his medical training appears to have had consequences extending beyond immediate academic participation. Sabbir stated that the combination of legal proceedings, online threats and continuing insecurity subjected him to prolonged social and financial hardship. He also reported that members of his family experienced social harassment and humiliation as a consequence of his circumstances. According to his submission, he repeatedly sought assistance from both the medical college and the police but did not receive effective support.

The Respondent expressed particular concern that the prolonged exclusion would prevent him from completing his internship altogether. At the time of his statement, he reported seeing no realistic prospect of completing the remaining period of training and requested measures that would enable him and similarly affected individuals to return to normal educational and professional life.

This case is significant because the alleged sanction operates at the boundary between education and entry into professional life. A ten-year exclusion imposed on a person who had already reached the internship stage may have consequences substantially different from a short interruption earlier in a degree program. Before drawing a conclusion as to whether the measure constituted legitimate disciplinary accountability or disproportionate academic exclusion, however, the formal expulsion order should be obtained and examined. In particular, we should establish the conduct alleged against The Respondent, the evidence relied upon, whether he received notice and an opportunity to respond, the authority under which a ten-year sanction was imposed, and whether any appeal or review procedure was available.

4.5 Agricultural and Veterinary Education: Coercive Pressures and Academic Disruption

Agricultural and veterinary higher education forms a distinctive part of Bangladesh's public university system. It includes specialized agricultural universities, veterinary and animal-science institutions, and universities in which agriculture, fisheries, veterinary medicine and animal husbandry constitute major professional disciplines. The post-July 2024 record in this sector is not as comprehensively documented as the evidence available for engineering or medical education. Nevertheless, the available material identifies several recurring concerns: rapid changes in university leadership, disciplinary action against teachers and students, restrictions on political activity, coercive pressure surrounding institutional governance, prolonged disruption of academic programs, violence affecting teachers and students, and disputes concerning professional degree structures. The strongest quantitative evidence comes from Bangladesh Agricultural University (BAU), while Sher-e-Bangla Agricultural University, Sylhet Agricultural University, Patuakhali Science and Technology University (PSTU) and Chattogram Veterinary and Animal Sciences University (CVASU) provide important institution-specific evidence.

As in the medical and engineering sections, the occurrence of a resignation, suspension, expulsion, or campus protest does not itself establish academic repression. Some of the disciplinary cases reviewed below concern serious allegations of violence, ragging, intimidation or other misconduct for which universities have legitimate protective and disciplinary responsibilities. The human rights inquiry is therefore narrower: whether individual responsibility was established on evidence;

whether political opinion, identity or association was treated as a substitute for misconduct; whether affected teachers and students received fair procedures; whether collective pressure displaced authorized institutional decision-making; and whether restrictions on academic participation were necessary and proportionate.

4.5.1 Academic Repression and Coercive Pressure on Teachers

One of the earliest features of the post-5 August period was substantial turnover in the leadership of agricultural universities. At Sher-e-Bangla Agricultural University, Vice-Chancellor Professor Md Shahidur Rashid Bhuiyan, Pro-Vice-Chancellor Professor Alok Kumar Pal and Proctor Professor Md Harun-ur-Rashid resigned on 6 August 2024. The university itself subsequently confirmed the resignations, while *The Daily Star* reported that there had been multiple student demands and pressure for the office-holders to step down. The vice-chancellor's statement referred to the prevailing national circumstances rather than admitting that his resignation had been compelled. The evidence therefore establishes the institutional pressure and the resignations, but not that the resignations were legally coerced. (Rahaman, 2024; Sher-e-Bangla Agricultural University, 2024).

A similar restructuring occurred at Bangladesh Agricultural University. Vice-Chancellor Professor Emdadul Haque Chowdhury resigned on 11 August 2024, formally citing personal reasons. Contemporary reporting also recorded the resignation of the treasurer, student-affairs officials, research and transport office-holders, and members of the proctorial body. The reports placed these departures in the immediate aftermath of the political transition, but they do not establish a common coercive cause for every resignation. Accordingly, these cases should be recorded as a major turnover in institutional leadership rather than automatically classified as repression. (The Daily Observer, 2024; Daily Messenger, 2024).

At Sylhet Agricultural University, Vice-Chancellor Professor Md Jamal Uddin Bhuiyan resigned on 21 August 2024 amid student protests. His resignation letter cited personal reasons. The Dean Council subsequently assigned temporary financial and administrative responsibility to a senior faculty member. Here too, the coexistence of a formally stated personal reason and contemporaneous protest pressure makes it necessary to distinguish the documented political and institutional context from any conclusion that the resignation itself was unlawfully obtained. (The Business Standard, 2024a; NewsBangla24, 2024).

Patuakhali Science and Technology University experienced a comparable leadership transition. Vice-Chancellor Professor Swadesh Chandra Samanto and Treasurer Muhammad Ali resigned on 22 August 2024 while students were protesting alleged corruption and administrative irregularities. Their formal letters reportedly cited personal and family reasons, respectively. Academic and administrative activity subsequently experienced significant disruption while the vice-chancellorship remained vacant. (The Daily Star, 2024a, 2024b).

These events demonstrate that agricultural universities experienced extensive leadership change after August 2024. They should nevertheless be analytically distinguished from dismissal from substantive academic employment. Resignation from a vice-chancellorship or other administrative office may affect university autonomy and professional security, particularly where it follows an ultimatum or sustained collective pressure, but it does not necessarily terminate the individual's underlying status as a professor.

A more direct employment issue emerged at Bangladesh Agricultural University in 2025. On 4 August 2025, multiple reports stated that BAU had approved disciplinary action against 133 teachers, students, officers and employees, including 57 teachers, 24 officers, 21 employees and 31 students (see Appendix, public record, for student details). The reported action followed an institutional inquiry into participation in the 4 August 2024 program titled *Sheikh Hasinay Aastha* and allegations that some individuals had intimidated, oppressed, or abused teachers and students during the uprising. Among the 57 teachers, reports stated that six were suspended, 12 dismissed, eight demoted, and 31 reprimanded. (Prothom Alo, 2025a; The Daily Campus, 2025a; Dhaka Stream, 2025).

This BAU series is especially important because the stated grounds potentially combine political participation with allegations of identifiable misconduct. Participation in a political procession or expression of support for a political leader is analytically different from threatening, assaulting, or otherwise abusing colleagues or students. If violence, intimidation or misuse of institutional authority was established through reliable evidence, disciplinary action may be legitimate. Conversely, political opinion or peaceful participation in a political program cannot by itself establish professional misconduct. The individual charge, evidence, response, reasoning and appellate outcome are therefore necessary before a particular teacher can properly be classified either as a perpetrator of misconduct or as a victim of politically discriminatory discipline. This distinction is consistent with ILO Convention No. 111, which includes political opinion among prohibited grounds of discrimination in employment and occupation, and with UNESCO's framework on academic freedom and the professional rights and responsibilities of higher-education teaching personnel. (International Labour Organization [ILO], 1958; UNESCO, 1997).

4.5.2 Exclusion and Suspension against Agricultural University Students

The same BAU proceeding involved 31 students. Contemporary reporting states that seven students were permanently expelled and the academic certificates of 24 students were canceled. These are among the most consequential student sanctions documented in the agricultural-university sector because cancellation of a completed or earned credential can affect not only immediate access to education but also employment, professional registration, and future postgraduate study. (Prothom Alo, 2025a; The Daily Campus, 2025a, 2025b; Dhaka Stream, 2025).

As with the teacher cases, however, the 31 students should not be collectively described as victims of political repression merely because the proceedings were connected to the July uprising. The university's reported allegations included conduct extending beyond political association. The appropriate assessment requires examination of what each student actually did, whether an individual allegation was proved, what procedural safeguards were available, and whether cancellation of a certificate or permanent expulsion was proportionate to the proven conduct.

A second BAU disciplinary episode concerned 15 female students of July 36 Hall. In July 2025, university authorities imposed differentiated academic and residential sanctions following an investigation into events arising from a January protest concerning the renaming of the former Bangamata Sheikh Fazilatunnesa Mujib Hall. One student was permanently excluded from the residential hall; four were suspended from academic activities and hall residence for two semesters; six received similar restrictions for one semester; two received a one-semester academic suspension and two-semester hall exclusion; and two were excluded from the hall for one semester. University authorities stated that the measures followed a three-member investigation and a decision of the

Board of Residence and Discipline. (The Daily Observer, 2025; Ajker Patrika, 2025; Jugantor, 2025).

This case deserves particular attention because the underlying dispute involved a politically symbolic change in the name of a residence hall, while the university characterized the punishable conduct as disorderly behavior and a violation of discipline. The two issues should not be conflated. Students may lawfully express disagreement with the renaming of a hall, while conduct involving intimidation, violence, or serious disruption may legitimately attract disciplinary consequences. The available reports indicate that an investigation occurred, but a definitive human rights assessment would require the individual charges, responses, and reasoning establishing why the particular sanction imposed on each student was necessary.

Veterinary education also provides a useful counter-example demonstrating why discipline should not automatically be classified as repression. In July 2025, CVASU imposed disciplinary measures on 19 students in connection with several reported incidents of ragging and physical and psychological harassment. Sanctions included residential-hall exclusions, financial penalties and warnings. Separately, two postgraduate students had their studentship permanently revoked following findings relating to assaults on other students. CVASU stated that its Student Discipline Committee reviewed the cases, while reporting on the two postgraduate students indicated that earlier investigations had been conducted and that they had failed to respond to show-cause notices. (The Business Standard, 2025a; Bangladesh Post, 2025).

These cases should remain in the book because protection from ragging, physical violence, and psychological abuse is itself a student-rights and institutional-safeguarding responsibility. Where such misconduct is established through a fair process, disciplinary action may represent legitimate accountability rather than academic repression. At the same time, permanent loss of studentship is a severe sanction and should still be supported by clear evidence, notice, meaningful opportunity to respond, and effective review.

4.5.3 Student Protest and Academic Disruption regarding Combining Veterinary and Animal Husbandry

The most serious post-July institutional confrontation within agricultural and veterinary education occurred at Bangladesh Agricultural University during the dispute over the relationship between the Veterinary Science and Animal Husbandry degrees. Students of the two faculties had been campaigning for a single combined degree. On 31 August 2025, after the Academic Council decided to maintain three pathways, namely the existing Veterinary Science and Animal Husbandry degrees together with a combined option, protesting students locked the Zainul Abedin Auditorium and confined the vice-chancellor and more than 200 teachers for several hours. *The Daily Star*, *Prothom Alo*, bdnews24.com, and UNB independently reported the confinement, although estimates of the number of teachers and the duration varied somewhat. (The Daily Star, 2025b; Prothom Alo, 2025b; bdnews24.com, 2025a; UNB, 2025).

Confinement of academic personnel as leverage to compel a curricular decision raises concerns distinct from protected student protest. Students are entitled to advocate for curriculum reform and professional recognition; physically preventing academics from leaving a meeting for several hours, however, engages personal liberty, safety, and the independence of institutional decision-making.

The episode subsequently escalated in the opposite direction. When the confined teachers were released, students alleged that outsiders entered the campus and attacked the protesters.

Contemporary sources reported different casualty figures: *The Daily Star* reported at least seven injured students; UNB and *The Business Standard* initially reported four, while later bdnews24.com reporting referred to at least ten injured persons, including a student journalist. The identity and affiliation of the attackers were not conclusively established in the reporting reviewed. The incident should therefore be described as an alleged attack by outsiders, without attributing responsibility to a political or institutional organization in the absence of stronger evidence. (The Daily Star, 2025c; UNB, 2025b; The Business Standard, 2025b; bdnews24.com, 2025b).

The university responded by declaring BAU closed indefinitely and initially ordering students to vacate residential halls. Police and other security personnel were deployed. The shutdown directly affected classes, examinations, residence, and research activity. After negotiations and further protest, the hall-eviction order was withdrawn, and the university ultimately reopened after approximately 34 days, with academic activity resuming on 5 October 2025. (bdnews24.com, 2025c; The Daily Star, 2025d; The Daily Campus, 2025c).

This sequence illustrates the reciprocal character of rights and responsibilities in campus conflict. Teachers required protection against confinement and coercion, while students required protection against retaliatory violence. The subsequent closure also affected students who may not have participated in either form of coercion. Where university closure is used as an emergency security measure, its continuation should therefore be periodically reviewed and educational disruption minimized.

A related veterinary-education dispute developed at Patuakhali Science and Technology University (PSTU). On 3 September 2025, the PSTU Academic Council approved a combined BSc in Veterinary Science and Animal Husbandry program. The university publicly described the decision as resolving a longstanding dispute. Students of the veterinary and animal-husbandry streams had also participated in mobilization over the degree structure, and reporting on 31 August documented a complete shutdown at the university's Babuganj campus in support of the combined-degree demand. (Patuakhali Science and Technology University, 2025; New Age, 2025).

The issue subsequently entered judicial review. Writ Petition No. 17318 of 2025 challenged the decision abolishing the separate DVM and BSc in Animal Husbandry programs and replacing them with the combined degree. The High Court initially stayed the operation of the impugned decision, and the Supreme Court's published case record confirms that the writ was ultimately disposed of in February 2026. Secondary reporting described the judgment as restoring the separate programs alongside the combined degree. (Supreme Court of Bangladesh, 2026; Digi Bangla, 2026).

The significance of the PSTU dispute is therefore somewhat different from ordinary student discipline. It concerns the security and continuity of a professional academic qualification and the extent to which existing students can be moved from one degree structure to another. Later student reports alleged pressure and threats surrounding implementation of the combined program; those allegations require independent verification and should not be treated as established facts. The judicial intervention nevertheless demonstrates that curricular restructuring affecting enrolled students may raise questions capable of legal review rather than being exclusively an internal administrative matter.

4.5.4 Restrictions on Political Activity and Academic Association

Several agricultural universities introduced broad restrictions on campus politics following August 2024. At Bangladesh Agricultural University, students initially demanded a complete prohibition

on political activity by students, teachers, staff and workers. On 28 August, an emergency Syndicate decision suspended political gatherings, processions and meetings, and the university subsequently clarified that the restriction applied to teachers, students, officers and employees. (Dhaka Tribune, 2024a; United News of Bangladesh, 2024; The Daily Star, 2024c).

A broader survey by *Prothom Alo* identified Bangladesh Agricultural University, Sher-e-Bangla Agricultural University and Sylhet Agricultural University among institutions imposing prohibitions on student politics after the political transition; in many institutions the restrictions also extended to teachers and employees. (Prothom Alo, 2024).

The human rights issue is not whether universities may regulate violence, coercion, or the partisan use of institutional resources. They clearly have legitimate interests in maintaining safety and an academic environment. A blanket restriction on political association, however, should be distinguished from rules specifically directed at violent or coercive conduct. Articles 38 and 39 of the Constitution protect association and expression subject to lawful restrictions, while Articles 19, 21 and 22 of the ICCPR protect expression, peaceful assembly and association. Any restriction should therefore have a clear legal basis and be applied consistently and proportionately rather than used selectively against disfavored opinions. (Government of Bangladesh, 1972; United Nations, 1966).

4.5.5 Governance Conflict and Violence

Sylhet Agricultural University provides a worthy example of the intersection between political organization, campus safety, and institutional discipline. On 25 October 2024, a confrontation occurred after banners associated with the university unit of Jatiyatabadi Chhatra Dal were torn down. Contemporary reports described clashes between general students and Chhatra Dal activists and reported at least six injuries. The party's central organization subsequently dissolved the university unit committee and expelled a senior unit office-holder in connection with the incident. These reports establish a specific party-linked campus conflict and a documented internal party response; they do not establish responsibility of the party as a whole for every act committed during the confrontation. (The Business Standard, 2024b; New Age, 2024; The Daily Observer, 2024b).

The dispute then developed into a wider university-governance crisis. Students accused the administration of failing to protect them and objected to an official characterization of aspects of their conduct as sedition. They boycotted classes and examinations, locked administrative and academic buildings, and demanded the resignation of the registrar and proctor, improved security, investigation of the clash, and withdrawal or correction of the university's statement. The university entered negotiations with the protesters, and subsequent reporting stated that the movement was suspended after the administration agreed to address most demands and temporarily removed the proctor from duties pending investigation. (The Daily Star, 2024d; Dhaka Tribune, 2024b; Daily Country Today, 2024).

The episode is relevant to academic repression in two directions. Students had a legitimate interest in protection from violence and in challenging official statements they considered defamatory or politically prejudicial. At the same time, locking academic and administrative buildings and demanding personnel decisions through collective pressure raises questions concerning the ability of university governance to function independently. Neither aspect should be omitted.

Institutional conflict at Sylhet Agricultural University continued into 2026. On 15 February 2026, a confrontation occurred in the vice-chancellor's office during a dispute involving recruitment and

administrative decisions. *The Daily Star*, *New Age* and other reporting recorded competing accounts. Teachers critical of the vice-chancellor alleged that they were assaulted when attempting to raise concerns; the vice-chancellor and his supporters disputed this account and alleged aggressive conduct by members of the visiting group. *New Age* reported four teachers injured. Because the accounts are contested, the event should be recorded as a documented physical confrontation requiring independent investigation rather than attributed conclusively to one side. (The Daily Star, 2026; New Age, 2026; Views Bangladesh, 2026).

Similarly, Chattogram Veterinary and Animal Sciences University (CVASU) experienced another prolonged governance dispute after the end of Professor ASM Lutful Ahasan's tenure as vice-chancellor on 15 September 2024. The university's official record confirms the end of his term on that date. By early October, students were demanding that the next vice-chancellor be appointed from among senior CVASU professors. Their mobilization included rallies, road blockades and a complete campus shutdown. Academic and administrative activities were suspended, and teachers, officers and employees later joined the movement in support of an internal appointment. (Chattogram Veterinary and Animal Sciences University, The Business Standard, 2024c, 2024d; Dhaka Tribune, 2024c).

CVASU experienced a prolonged governance dispute after the end of Professor ASM Lutful Ahasan's tenure as vice-chancellor on 15 September 2024. The university's official record confirms the end of his term on that date. By early October, students were demanding that the next vice-chancellor be appointed from among senior CVASU professors. Their mobilization included rallies, road blockades and a complete campus shutdown. Academic and administrative activities were suspended, and teachers, officers and employees later joined the movement in support of an internal appointment. (Chattogram Veterinary and Animal Sciences University, n.d.; The Business Standard, 2024c, 2024d; Dhaka Tribune, 2024c).

The CVASU mobilization itself should not be characterized as repression. It was a collective governance campaign in which teachers and students sought influence over the selection of institutional leadership. It becomes relevant to this book because the shutdown interrupted teaching and administration and because the broader post-July environment raises questions about the extent to which appointments and removals could occur independently of collective pressure. The appropriate distinction is between internal demand on university governance and independent external decision bypassing collective demand.

4.5.6 Cross-Cutting Human rights and Due-Process Concerns

The agricultural and veterinary education record reveals several concerns also identified in the engineering and medical sectors.

First, political opinion must be separated from misconduct. The BAU disciplinary series is the clearest example because the publicly reported grounds referred both to participation in a politically supportive program and to allegations of abuse of teachers and students. ILO Convention No. 111 expressly identifies political opinion as a protected ground in employment and occupation. UNESCO's 1997 Recommendation similarly treats academic freedom, professional autonomy, employment security and institutional participation as central concerns in higher education. Neither instrument protects violence or other proven professional misconduct; both reinforce the need to base sanctions on conduct rather than political identity. (ILO, 1958; UNESCO, 1997).

Second, collective pressure cannot replace lawful institutional procedure. Students and teachers may protest, demand investigations or call for the resignation of university leaders. Different concerns arise when office-holders are physically confined, prevented from working, forced to sign documents, or subjected to threats before an authorized body determines the underlying allegations. Article 31 of the Constitution requires detrimental action affecting liberty, body, reputation, or property to occur in accordance with law, while Article 32 protects personal liberty. (Government of Bangladesh, 1972).

Third, serious academic sanctions require particularly strong procedural safeguards. Permanent expulsion, dismissal of a teacher, demotion, prolonged suspension or cancellation of an academic certificate may produce consequences extending for years beyond the original event. The existence of an investigation committee is relevant but is not sufficient by itself to establish procedural fairness. A rights-based review should examine notice, disclosure of allegations, access to evidence, meaningful opportunity to respond, impartial adjudication, individualized reasoning and an effective route of appeal.

Fourth, the sector demonstrates that teachers and students may simultaneously require protection. At BAU, confinement of more than 200 academics was followed by an alleged attack on protesting students. At Sylhet Agricultural University, students alleged inadequate protection from political violence while later teacher groups themselves became involved in physical confrontation. The duty of an educational institution is not to choose which constituency is entitled to protection, but to safeguard peaceful participation and investigate violence consistently regardless of the identity or political association of the alleged perpetrator.

Finally, the available evidence remains institutionally uneven. Bangladesh Agricultural University is supported by a comparatively detailed disciplinary and protest record, while evidence from other specialized agricultural universities is more episodic. The sector therefore supports a finding of significant post-July pressure, disciplinary restructuring, and disruption at particular institutions, but it does not provide a statistically defensible basis for claiming a uniform national prevalence of academic repression across all agricultural and veterinary universities.

4.6 Agricultural and Veterinary Students' Case Studies: Exclusion and Administrative Measures

CASE STUDY SUS5. MD. MUIN NADIM AL MUNNA

Institution: Bangladesh Agricultural University, Mymensingh
Department: Faculty of Veterinary Science
Nature of repression: Cancellation of DVM degree certificate; threats and intimidation; vandalism/loss of personal and academic belongings; inability to use professional qualification for employment; lack of effective institutional remedy.

Md. Muin Nadim Al Munna identified himself as a student of the Faculty of Veterinary Science at Bangladesh Agricultural University, Mymensingh, session 2017–18. His case differs from many of the other tertiary cases because he reported that the adverse measure affected an academic qualification that he had already earned. Muin stated that his DVM degree certificate had been

canceled by the university. If verified, cancellation of a completed professional credential has potentially long-term consequences extending beyond access to current classes or examinations.

Muin also reported receiving threats through fake Facebook accounts and unidentified WhatsApp calls. He stated that he had lived in Room 116 of Shahjalal Hall, where books, study materials, a mobile telephone, and other personal belongings remained. According to his account, those belongings were vandalized, and he was unable to retrieve them.

He stated that he formally wrote to the university authorities asking for restoration of his certificate and right to education. He did not lodge a police complaint because, according to his account, he believed the police environment to be hostile. Muin described the certificate cancellation as directly preventing him from applying for employment, sitting job examinations or attending interviews. He also expressed concern that age limits for employment eligibility were continuing to run while he remained without a usable professional certificate.

The respondent additionally alleged that local BNP leaders extracted Tk 400,000 from his father and subjected his family to harassment. That allegation requires independent corroboration and should remain attributed to him.

Muin's supporting section states that the university's punishment was publicly reported and that his name appeared as serial number 22 in the relevant list. This provides a potentially useful route for documentary verification. The central institutional questions are the legal and regulatory authority for canceling a completed DVM certificate, the conduct attributed to Muin, the evidence establishing individual responsibility, whether he received notice and an opportunity to respond, and what appeal or restoration mechanism was available.

CASE STUDY SUS6. MD ADNAN SAMI

Institution: Bangladesh Agricultural University, Mymensingh
Department: Agricultural Engineering and Technology
Nature of repression: Lifetime suspension from the university; threats and intimidation; vandalism of academic and personal belongings; inability to complete graduation; prolonged exclusion from education and resulting employment consequences.

Md Adnan Sami identified himself as a student of Agricultural Engineering and Technology at Bangladesh Agricultural University, Mymensingh, session 2017–18. His submission is comparatively concise, but it describes a highly consequential formal measure: Sami stated that he had been subjected to a lifetime suspension from the university. He reported that he had received threats through fake Facebook accounts and unidentified WhatsApp calls. Sami also stated that he had been residing in Room 209 of Isha Khan Hall, where his books, study materials, and other personal belongings were located, and that these possessions were vandalized.

Sami stated that he formally approached the university authorities and submitted a written request asking for restoration of his right to education. According to his testimony, however, his studentship was not restored. He reported that because he had been unable to complete his graduation, he could not obtain employment and regarded the interruption as having seriously damaged his professional future.

The employment consequences are central to his account. Sami stated that he was concerned about the expiry of age-based eligibility for employment while remaining unable to complete his degree,

sit job examinations or attend interviews. His submission therefore illustrates how prolonged exclusion at the final stages of a degree may produce consequences that cannot easily be remedied simply by restoring enrollment at a much later date.

Unlike several of the other interview forms, Sami's submission refers to documentary material concerning the university sanction. He states that the punishment circular was publicly reported and that his name appears at serial number 17 (See Appendix). The form also contains a reproduced copy of a Bangladesh Agricultural University document listing affected individuals. This provides an important opportunity for independent verification.

The central rights-based questions are therefore the basis for the sanction, the particular conduct attributed to Sami, the evidence supporting individual responsibility, the disciplinary procedure followed, whether he received notice and an opportunity to respond, and whether an effective appeal or review mechanism existed. The existence of a university circular gives this case a potentially stronger documentary foundation than cases resting solely on testimony, but the circular alone does not establish whether the underlying disciplinary decision was justified or procedurally fair.

CASE STUDY SUS7. PAYEL DATTA

Institution: Chittagong Veterinary and Animal Sciences University
Department: Health Institute (as stated in the form; precise academic program should be verified)
Nature of repression: Threats and intimidation; alleged physical assault and destruction of hostel belongings; prolonged exclusion from university; criminal proceedings; lack of effective institutional protection; severe financial and housing insecurity.

Payel Datta identified herself as a student of Chittagong Veterinary and Animal Sciences University, session 2022–23, with the form recording her department as the Health Institute. She reported that following the political transition in 2024, she became unable to return to the university because of repeated threats and intimidation. According to Payel, persons connected with the university administration threatened that she would be subjected to mob violence if she returned. She stated that the resulting fear prevented her from participating in academic activities and effectively interrupted her university education. These allegations concerning the involvement and motivation of university personnel remain respondent claims unless corroborated through institutional records or other evidence.

Her account also describes an earlier incident involving physical violence and destruction of property. Payel stated that during the July 2024 movement, she was staying in a residential hall when protesters entered her room and assaulted her. She reported managing to escape, after which her room and belongings were allegedly vandalized and set on fire. She specifically identified academic certificates, clothes, furniture, her study table and bed among the items destroyed. If substantiated, destruction of academic certificates and study materials would have implications beyond ordinary property loss because it could compound the respondent's difficulty in restoring her education.

Payel stated that she informed the university administration about the attack and subsequent harassment but did not receive effective assistance. According to her account, she was instead informed that she would not be permitted to return to the university. She attributed the administration's response to political influence from Jamaat-BNP-associated actors. That political attribution represents her interpretation and should not be adopted as an independently established

conclusion. The analytically relevant fact from the testimony is that she reported seeking institutional protection and receiving no practical route back into education.

The consequences described in this case are unusually severe. Payel stated that the loss of educational access affected her financial position, freedom of movement, and ability to secure basic accommodation. At times, according to her testimony, she survived on one meal a day and slept on the streets because she lacked a stable place to stay. She described the loss of her university identity and educational progression as contributing to social humiliation and a substantial deterioration in her standard of living.

Her family was also reportedly affected. Payel stated that relatives experienced social stigma and derogatory comments associated with her circumstances, and that misinformation concerning her was circulated within the community. She reported that her father in particular encountered humiliating remarks in public places and local markets. Payel further stated that two criminal cases had been filed against her, which she regarded as false, and that she had experienced harassment by law-enforcement authorities. According to her account, the existence of these proceedings also prevented her from returning home normally and contributed to continuing insecurity and emotional distress.

Her case therefore illustrates the potential cumulative effect of physical insecurity, destruction of educational materials, criminal proceedings, institutional non-protection, housing instability and prolonged academic exclusion. One detail should nevertheless be clarified before publication: the basic-information section records her department as the “Health Institute,” while later in the narrative she refers to herself as studying in the field of veterinary medicine. The precise program and current formal academic status should therefore be confirmed through university records.

4.7 Cross-Case Analysis of Specialized University Students’ Accounts: Shared Patterns and Human Impact

The 16 tertiary cases reinforce the conclusion that post-July 2024 educational disruption did not occur through a single mechanism. Instead, the cases describe a continuum extending from informal or security-driven exclusion to highly consequential formal academic sanctions. Some students report remaining formally enrolled but being unable to enter campus, attend classes, sit examinations, or return to residential halls because of threats or fear of violence. Others describe suspension, expulsion, permanent exclusion, cancellation of academic credentials, or sanctions that they characterize as lasting for ten years or for life. These differences are analytically important because the legality, procedural requirements, and consequences of each type of measure are not the same.

For instance, three cases strengthen the importance of distinguishing between formal academic status and practical access to education. Payel Datta states that she was effectively unable to return to her university because of threats and lack of institutional protection, while the response form does not identify a formal expulsion order. Her account therefore resembles several earlier cases in which students technically may have retained enrollment but could not meaningfully exercise it. By contrast, Adnan Sami and Nahiduzzaman Sabbir describe formal sanctions of exceptional duration: a lifetime university suspension in Sami's account and a ten-year expulsion in Sabbir's. These

measures, if confirmed through institutional documents, would require especially close scrutiny concerning individual responsibility, procedural fairness and proportionality.

The enlarged case set also sharpens the significance of the stage of education at which exclusion occurs. Educational interruption may be serious at any stage, but the consequences can be particularly difficult to reverse when the affected person is nearing completion of a professional qualification. Sabbir had already commenced his medical internship, Sami reported being unable to complete his graduation, and Muin Nadim Al Munna reported cancellation of a DVM certificate after reaching the end of his veterinary studies. These cases show that the harm may extend beyond delayed classroom learning to the loss of immediate access to employment, professional progression and age-sensitive career opportunities.

A related pattern concerns the duration and proportionality of disciplinary sanctions. Earlier cases already included permanent expulsion, multi-year exclusion and cancellation of certificates. Such sanctions cannot be evaluated solely by their formal label. The relevant inquiry is whether the underlying misconduct was individually established, whether the student received adequate notice, access to evidence and an opportunity to respond, whether less restrictive sanctions were considered, and whether meaningful review or appeal remained available. The fact that a student contests an allegation does not itself establish that institutional discipline was illegitimate; equally, the existence of an institutional order does not by itself establish that the sanction was lawful, evidence-based or proportionate.

The cases also continue to demonstrate significant interaction between academic measures and criminal-law processes. Several respondents describe criminal cases, arrest, detention, police visits, fear of being handed over to police or reluctance to seek assistance from law-enforcement authorities. Payel reports two criminal cases and alleged law-enforcement harassment; Sabbir also reports a criminal case alongside his academic exclusion. These accounts reinforce the need to keep academic and criminal responsibility analytically separate. A pending criminal allegation should not automatically establish disciplinary responsibility, while university procedures should not substitute for criminal adjudication where criminal conduct is alleged.

Another recurring pattern is the destruction or loss of academic materials and residential property. Several respondents previously described books, certificates, laptops, or personal possessions being destroyed or lost. The new cases reinforce this dimension. Payel reports that certificates, clothing, furniture, her study table and bed were burned following an attack on her residential room, while Sami reports vandalism of books and study materials in his hall room. Such losses can compound academic exclusion by making eventual return more difficult, especially where identity documents, certificates or study materials must be replaced.

The additional cases also deepen the evidence concerning livelihood and material deprivation. Earlier respondents described loss of tutoring income, debt, disrupted professional opportunities and financial dependence on family members. Payel's testimony goes further, describing periods without stable accommodation and occasions when she survived on only one meal a day. This account illustrates how prolonged academic exclusion can interact with housing insecurity and basic subsistence, particularly where the university previously provided residential accommodation or the student's social and economic position was linked to continuing enrollment.

Family consequences remain another strong cross-case theme. Respondents describe threatening calls, police visits, attacks on family homes, financial losses, reputational harm, and psychological distress among parents and siblings. Payel's testimony particularly emphasizes social stigma

affecting her father and family, while Sabbir reports that his relatives were subjected to harassment and humiliation alongside him. These cases support the broader finding that academic repression, where it occurs, may produce effects that extend beyond the individual student and alter the economic, psychological and social circumstances of an entire household.

The expanded evidence also strengthens concerns regarding institutional response and access to remedy. Across the 16 cases, students variously report seeking assistance from university administrations, individual teachers, police or other authorities. Responses appear uneven. In some cases, individual academics reportedly helped students regain access to examinations; in others, respondents describe institutions as unable or unwilling to provide security or reconsider exclusion. Payel states that she informed the university of the attacks but was subsequently told that she would not be permitted to return, while Sami reports submitting a formal written request for restoration of his educational rights without securing the outcome he sought. The relevant question is therefore not simply whether a complaint channel existed, but whether it offered a practical and timely route to educational restoration or review.

Political identity or perceived political association remains prominent in respondents' explanations of why they believe they were targeted. This feature must continue to be presented cautiously. The interviews can establish that respondents perceived political identity as relevant to their treatment; they do not, without corroboration, independently establish the political motivation of every alleged perpetrator or institution. A student may lawfully be disciplined for individually proven misconduct irrespective of political affiliation. Conversely, affiliation or political expression alone should not replace individualized evidence of wrongdoing. The central analytical distinction therefore remains between accountability based on established conduct and adverse treatment based principally on identity, association or protected expression.

The evidentiary strength of the 16 cases remains uneven, but different cases provide some useful avenues for stronger verification. Sami's reply refers to and reproduces a university punishment circular, while Asikul Alam previously reported possessing a formal permanent-expulsion notice and screenshots of threats. Muin Nadim Al Munna similarly referred to a publicly reported university disciplinary list. Such documentation does not establish that a sanction was wrongful, but it can independently establish that institutional action occurred and provide the basis for examining its grounds and procedure. By contrast, several other claims remain dependent principally on first-person testimony and would benefit from disciplinary orders, police and court records, medical documents, hall records, examination records, contemporaneous communications or witness testimony.

The expanded case set also makes it even more important not to collapse the evidence into a single category of “repression.” Some cases involve clear allegations of formal exclusion; others involve practical inability to attend because of insecurity; some concern criminal proceedings alongside academic sanctions; and others remain more ambiguous regarding the exact institutional measure imposed. A rights-based assessment should therefore continue to examine each case individually, distinguishing formal discipline, informal exclusion, violence or threats, criminal proceedings, institutional non-protection and broader educational disruption.

Taken together, the 16 tertiary cases do not establish the national prevalence of academic repression or demonstrate that every disciplinary decision described was unlawful. They do, however, provide a substantial qualitative record of recurring mechanisms through which students reported losing access to higher education after July 2024. The enlarged case set particularly highlights prolonged

and potentially irreversible consequences in professional and specialized education, where exclusion may interrupt internships, prevent completion of qualifications, cancel credentials or consume limited years during which graduates would ordinarily enter the labor market. The evidence therefore supports careful case-by-case review of outstanding sanctions and barriers to return, with particular attention to individual responsibility, due process, proportionality, educational continuity, personal security and access to an effective remedy.

CHAPTER 5 VULNERABILITY BEYOND MAINSTREAM EDUCATION: *MADRASAS* (ISLAMIC LEARNING INSTITUTIONS), TECHNICAL AND VOCATIONAL INSTITUTIONS

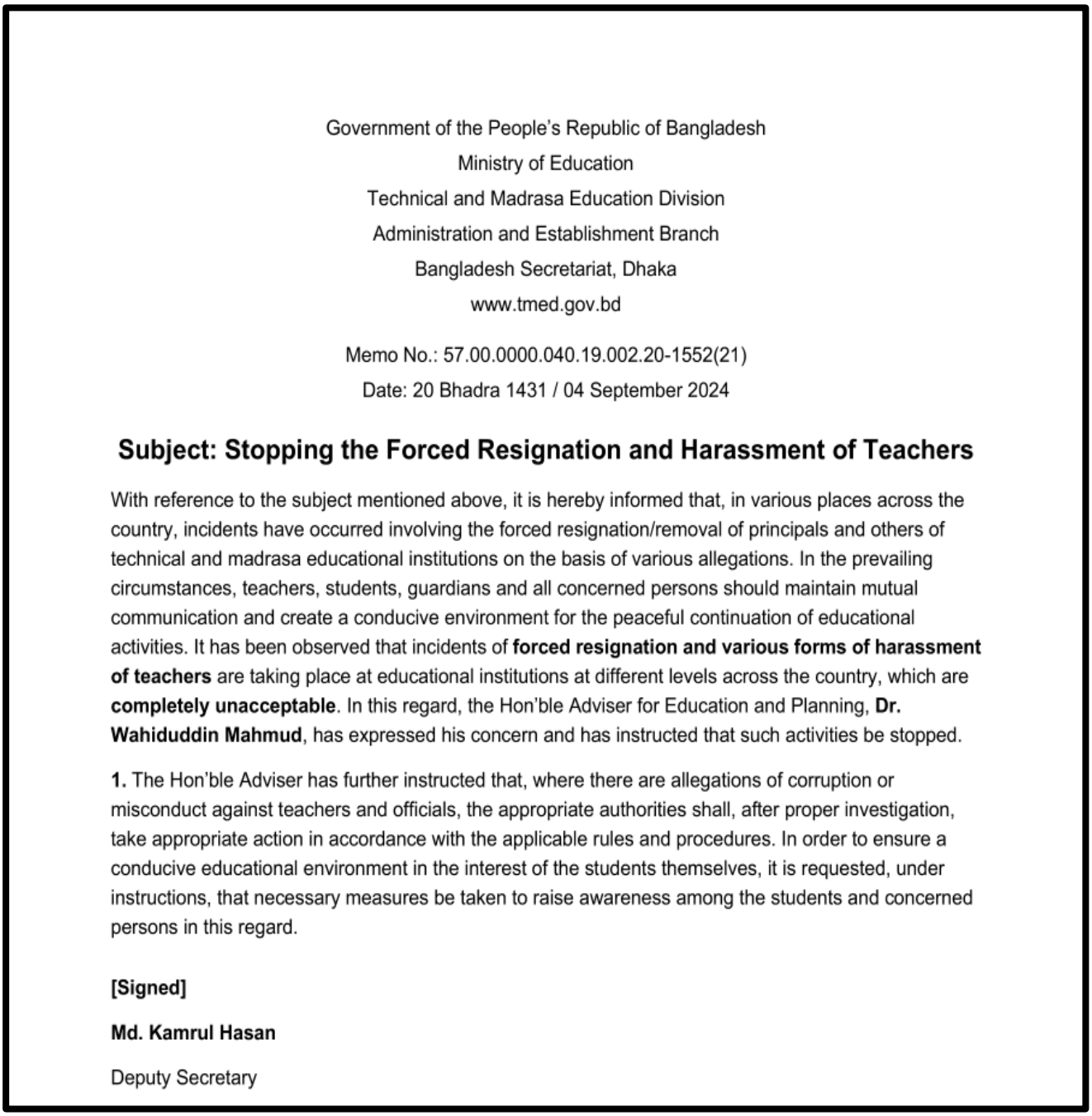
5.1 Technical and Vocational Education: Coercion, Exclusion and Restrictions on Freedom of Assembly

Technical and vocational education warrants separate treatment because it operates through an institutional structure distinct from general schools, colleges and universities. The sector includes government and private polytechnic institutes, technical schools and colleges, vocational programs, survey institutes and other institutions administered or regulated through the Technical and Madrasa *(Islamic learning institutions)* Education Division, Directorate of Technical Education and Bangladesh Technical Education Board. Academic repression or coercive interference in this sector may therefore involve forced resignation of teachers or institutional heads, exclusion from teaching or training, disruption of examinations and industrial attachments, punitive academic measures, restrictions on peaceful mobilization, or physical and coercive action against students.

5.1.1 Forced Resignation and Repressions on Teachers

The Technical and Madrasa *(Islamic learning institutions)* Education Division memorandum of 4 September 2024, supplied for this book, explicitly concerns forced resignation or removal in technical as well as madrasa *(Islamic learning institutions)* institutions. Its issuer is the Technical and Madrasa *(Islamic learning institutions)* Education Division, not the Madrasa *(Islamic learning institutions)* Education Board. This distinction is important because otherwise technical education risks disappearing analytically within the madrasa *(Islamic learning institutions)* section. The memorandum followed broader government concern over the nationwide pattern of forced resignations. Education Adviser Wahiduddin Mahmud publicly stated on 3 September that forcing teachers to resign and subjecting them to harassment was unacceptable and that allegations of corruption or misconduct should instead be investigated through the competent authorities. This position was independently reported by *The Daily Star*, *The Business Standard*, UNB, BSS, *Dhaka Tribune* and bdnews24.com (The Daily Star, 2024a; The Business Standard, 2024a; UNB, 2024; BSS, 2024; Dhaka Tribune, 2024a; bdnews24.com, 2024a).

Figure 19. Instruction to Stop Forced Resignation at Technical and *Madrasa* (Islamic learning institutions) Institutions



Government of the People's Republic of Bangladesh
Ministry of Education
Technical and Madrasa Education Division
Administration and Establishment Branch
Bangladesh Secretariat, Dhaka
www.tmed.gov.bd

Memo No.: 57.00.0000.040.19.002.20-1552(21)
Date: 20 Bhadra 1431 / 04 September 2024

Subject: Stopping the Forced Resignation and Harassment of Teachers

With reference to the subject mentioned above, it is hereby informed that, in various places across the country, incidents have occurred involving the forced resignation/removal of principals and others of technical and madrasa educational institutions on the basis of various allegations. In the prevailing circumstances, teachers, students, guardians and all concerned persons should maintain mutual communication and create a conducive environment for the peaceful continuation of educational activities. It has been observed that incidents of **forced resignation and various forms of harassment of teachers** are taking place at educational institutions at different levels across the country, which are **completely unacceptable**. In this regard, the Hon'ble Adviser for Education and Planning, **Dr. Wahiduddin Mahmud**, has expressed his concern and has instructed that such activities be stopped.

1. The Hon'ble Adviser has further instructed that, where there are allegations of corruption or misconduct against teachers and officials, the appropriate authorities shall, after proper investigation, take appropriate action in accordance with the applicable rules and procedures. In order to ensure a conducive educational environment in the interest of the students themselves, it is requested, under instructions, that necessary measures be taken to raise awareness among the students and concerned persons in this regard.

[Signed]

Md. Kamrul Hasan

Deputy Secretary

Source. *Technical and Madrasah Education Division memorandum of 4 September 2024, supplied English reproduction. (Technical and Madrasah Education Division, 2024) Note. The image documents the wording of the supplied translation, not independent authentication or proof of subsequent compliance.*

The concerns addressed in the September memorandum were already visible in several technical institutions immediately after the political transition. These cases should be analyzed carefully because allegations of corruption or professional misconduct may legitimately justify investigation, but they do not themselves justify coercive resignation or removal without established procedures.

At Bogura Polytechnic Institute, students gave acting principal Abu Saim Jahan an ultimatum to resign by the afternoon of 11 August 2024. Contemporary reporting stated that he subsequently left

the institution amid the demonstrations. Students made a range of allegations involving irregularities, misuse of authority, and treatment of students, but these remained allegations rather than adjudicated findings. *Ajker Patrika*, *Bangla Tribune* and *Jugantor* independently reported the pressure and his departure (Ajker Patrika, 2024; Bangla Tribune, 2024a; Jugantor, 2024a). A subsequent report stated that he was transferred from the institute and attached to the Directorate of Technical Education on 12 August, demonstrating that the episode ultimately resulted in a formal administrative change (Risingbd, 2024).

A more direct example of coercion was documented at Jashore Government Polytechnic Institute. On 22 August 2024, protesting students obtained signatures on blank sheets from Principal G. M. Azizur Rahman and three other officials, Chief Instructor Shariful Islam, Treasurer Kamrul Islam and Hostel Superintendent Bablu Rahman, for the purpose of securing their resignations. Students alleged corruption, financial irregularities and misuse of institutional authority. Significantly, the principal himself confirmed that students had taken his signature on blank paper for resignation. The episode was independently reported by *Jugantor* and the Jashore-based *Daily Spandan* (Jugantor, 2024b; Daily Spandan, 2024).

The existence of corruption allegations does not resolve the procedural question. If established, such allegations could justify disciplinary or criminal proceedings. Obtaining signatures on blank paper under collective pressure, however, bypasses investigation, an opportunity to answer the allegations, a reasoned institutional decision, and any meaningful mechanism of review. The Jashore case therefore provides one of the clearest documented examples of coercive removal within the technical-education sector.

At Dhaka Polytechnic Institute, *The Daily Campus* reported that contractual principal Kazi Zakir Hossain resigned on 18 August 2024 following student demands and pressure (The Daily Campus, 2024a). His employment status requires careful description: the Technical and Madrasa *(Islamic learning institutions)* Education Division had already issued an official retirement and lump-sum grant notice concerning him on 12 June 2024, while the August report described him as continuing as principal on a contractual basis (Technical and Madrasa *(Islamic learning institutions)* Education Division, 2024b). The book also reproduced serious allegations against him and political accusations made by protesters. Those allegations should remain attributed to the protesters and should not be presented as established facts without an independent inquiry.

These incidents should also be placed in the broader post-August context. Before the September instruction, the Education Adviser had already warned on 25 August that compelling officials of educational institutions to resign could destabilize institutional administration and emphasized that appointment, transfer and posting in government institutions were governed by established rules (The Daily Star, 2024b; BSS, 2024b). The September direction therefore represented a continuation of an already articulated governmental position rather than the first official recognition of the problem.

5.1.2 Exclusion and Disciplinary Actions against Polytechnic Students

Compared with the extensive post-July exclusions documented in medical colleges, engineering universities and other public universities, the currently available record does not establish a comparable nationwide wave of expulsions from polytechnic institutions. Nevertheless, individual cases indicate that academic and campus exclusion did occur. In December 2025, Dinajpur Polytechnic Institute expelled sixth-semester Power Department student Manmohan Roy following

an institutional inquiry into a social-media post concerning the death of Osman bin Hadi and alleged association with a political organization prohibited on campus. The Academic Council approved the expulsion after receiving the inquiry committee's recommendation. (Prothom Alo, 2025) The case raises questions concerning the relationship between disciplinary authority, political association, freedom of expression and the proportionality of permanent educational exclusion.

Therefore, though cases remain too few to support a national estimate, they indicate the need to investigate whether political opinion, association or expression became grounds for educational or campus exclusion in technical institutions after July 2024, and whether affected individuals received notice, an opportunity to respond, an impartial determination and a proportionate sanction.

5.1.3 Restrictions on Freedom of Assembly

A substantial nationwide movement involving public and private polytechnic students developed in April 2025. Reported demands included cancellation of the promotion arrangement allowing craft instructors to enter junior-instructor positions, action concerning instructors appointed after 2021, preservation of the four-year Diploma in Engineering structure with six-month semesters, protection of eligibility for Grade-10 deputy assistant engineer and equivalent technical posts, and broader reform of technical education. These demands were reported extensively by *The Daily Star* and *The Business Standard* (The Daily Star, 2025a; The Business Standard, 2025a).

The protests began to significantly affect public movement. On 15 April, students from Rajshahi Government Polytechnic Institute, Rajshahi Government Women's Polytechnic Institute and Government Survey Institute blocked a road in Rajshahi for more than two hours. Army personnel subsequently attempted to clear the road, resulting in a verbal confrontation, although that report did not describe a substantial use of physical force (The Business Standard, 2025b).

The following day, 16 April 2025, coordinated demonstrations took place across Bangladesh. More than 1,000 students occupied the Saat Rasta intersection in Tejgaon, while protesters also blocked roads, highways, or railway lines in Chattogram, Rajshahi, Cumilla, Khulna, Dinajpur, Pabna and other areas. In Khulna, students stopped a passenger train for several hours. Reporting by *The Daily Star* and *The Business Standard* documented both the national scale of the mobilization and the considerable disruption to transport and public movement (The Daily Star, 2025a; The Daily Star, 2025b; The Business Standard, 2025a).

The blockades are important context for assessing the authorities' response. Blocking national highways and railway lines directly interfered with the movement and interests of other members of the public and gave the authorities a legitimate public-order interest in restoring access. That consideration, however, does not itself determine whether every form of force used in dispersal was necessary and proportionate.

5.1.4 Use of Force against Polytechnic Students

The most significant documented use-of-force incident in the technical-education movement occurred on 16 April 2025 at Kotbari in Cumilla, where students from Cumilla Polytechnic Institute and associated technical institutions blocked the Dhaka–Chattogram highway. The fact of the blockade is supported by several independent contemporaneous reports, including *Bangladesh Pratidin*, NTV, *Samakal* and *The Business Standard* (Bangladesh Pratidin, 2025; NTV, 2025; Samakal, 2025; The Business Standard, 2025a).

The subsequent confrontation is also supported by multiple sources, although the reported number of injured students differs considerably. *Bangla Tribune* reported that the army acknowledged firing blank rounds to restore movement and that Cumilla Polytechnic Institute authorities said approximately 30 students were injured in baton action by law-enforcement personnel. *The Daily Campus* reported 35 injuries, while *Desh Rupantor* and *Shomoyer Alo* reported 12. *The Business Standard*, reporting the incident the following day, referred to clashes with police and military personnel that reportedly injured 35 students (Bangla Tribune, 2025; The Daily Campus, 2025; Desh Rupantor, 2025; Shomoyer Alo, 2025; The Business Standard, 2025c). The reporting also differs somewhat regarding the sequence of events. *Bangla Tribune* reported that blank shots were fired and students were subjected to baton action, while *Desh Rupantor* reported that after blank firing, students threw bricks and a confrontation followed (Bangla Tribune, 2025; Desh Rupantor, 2025).

The appropriate rights inquiry is consequently not whether the authorities were entitled to seek reopening of the Dhaka–Chattogram highway. They plainly had a legitimate interest in restoring movement on a major national transport route. The relevant questions are whether protesters received adequate warning and opportunity to disperse, whether less coercive measures remained reasonably available, whether baton use was necessary in the circumstances, whether blank firing was justified by the immediate security situation, and whether the level of force employed was proportionate to the threat or obstruction faced.

5.1.5 Continued Mobilization and Government Dialogue

The government's response to the technical-student movement was not exclusively coercive. After the nationwide demonstrations on 16 April, protesters postponed a planned countrywide railway blockade to participate in discussions with the authorities. An 18-member student delegation subsequently met officials of the Technical and Madrasa *(Islamic learning institutions)* Education Division at the Secretariat. Student representatives characterized that meeting as unsuccessful because they said no sufficiently concrete implementation commitment had been provided (The Daily Star, 2025c; The Business Standard, 2025c).

The movement then adopted several other forms of mobilization. On 18 April, Dhaka Polytechnic students held a “Kafan Michhil”, or procession in white burial shrouds (The Business Standard, 2025d; The Daily Star, 2025d). On 19 April, the movement launched “Rise in Red,” covering institute gates with red cloth and organizing human chains. Organisers specifically said these programs were intended to avoid obstructing public movement (The Daily Star, 2025e; The Business Standard, 2025e). Mobilization also varied by institution. Students at Chattogram Polytechnic Institute began an indefinite hunger strike on 21 April after boycotting classes and examinations (The Business Standard, 2025f). These actions demonstrate the breadth and persistence of the technical-student movement, but the demonstrations themselves should not be classified as evidence of repression unless accompanied by documented coercive, discriminatory, or punitive responses.

On 22 April, the government established an eight-member committee to prepare a roadmap for addressing the six demands. Its membership reportedly included representatives of the Technical and Madrasa *(Islamic learning institutions)* Education Division, Directorate of Technical Education, Institution of Engineers Bangladesh, Institution of Diploma Engineers Bangladesh and student representatives. Following the committee's formation, students temporarily suspended their movement (The Daily Star, 2025f; The Business Standard, 2025g; New Age, 2025).

Protests later resumed when students concluded that implementation was proceeding too slowly. By 27–29 April, demonstrations had again taken place across a number of campuses. At Rajshahi Polytechnic, students locked the administrative building, while on 29 April students initiated a broader campus shutdown, locking academic and administrative buildings at Dhaka Polytechnic and other institutes (The Daily Star, 2025g; bdnews24.com, 2025b; The Business Standard, 2025h). These shutdowns were initiated by the student movement and should therefore not themselves be classified as state repression.

A related administrative development occurred at Dhaka Polytechnic Institute during the April movement. Principal Mohammad Mostafizur Rahman Khan was transferred and attached to the Directorate of Technical Education after students had demanded his removal. *Ittefaq* explicitly linked the change to the ongoing student demands (Ittefaq, 2025). The temporal association is clear; the available reporting, however, does not by itself establish that the transfer was unlawful or punitive. It is more accurately treated as an example of student pressure intersecting with an administrative personnel decision.

5.1.6 Assessing Academic Repression in Polytechnic Institutions

The current evidence permits several findings. What the evidence does establish is more specific. Several technical institutions experienced intense student pressure against principals or teachers following August 2024, including at least one well-documented case in Jashore in which signatures for resignation were obtained on blank paper. A nationwide polytechnic student movement subsequently developed in 2025. Much of the movement involved road and rail blockades, symbolic protest, negotiation, class boycotts, and institutionally organized shutdowns rather than documented state violence. Cumilla on 16 April 2025 stands out as a documented use-of-force incident, with multiple sources reporting baton action, blank firing, and student injuries, although they disagree on the precise number of persons injured.

Further, the normative framework can also be made more sector-specific. The ILO/UNESCO Recommendation concerning the Status of Teachers (1966) expressly applies to teachers providing technical and vocational education up to the completion of secondary education and addresses their professional status, employment and working conditions (ILO/UNESCO, 1966). The UNESCO Recommendation concerning Technical and Vocational Education and Training (2015) provides an additional international framework specifically addressing TVET (UNESCO, 2015).

Accordingly, the technical-education record should be assessed through the same principles applied elsewhere in this book, i.e., allegations against teachers or students should be individually established; collective pressure should not replace disciplinary procedures; peaceful expression and association should be protected; public-order restrictions should have a clear legal and factual basis; and any physical force used against demonstrators should satisfy requirements of necessity and proportionality. At the same time, road and railway blockades and interference with the rights of others are relevant circumstances and should be incorporated into, rather than omitted from, the proportionality assessment.

5.2 *Madrasa* (Islamic learning institutions) Education: Professional Vulnerability, Expression and Child Abuse

Madrasa *(Islamic learning institutions)* education requires a somewhat different analytical approach from the other education sectors examined in this book. It encompasses institutionally distinct streams, particularly state-regulated Aliya madrasas *(Islamic learning institutions)* and more autonomously governed institutions, and many madrasas *(Islamic learning institutions)* also operate residential or boarding arrangements involving children who are highly dependent on teachers and institutional authorities. Political engagement likewise varies considerably across institutions. Earlier research found differing forms of political engagement across Aliya and Qawmi madrasa (Islamic learning institutions) settings, but such historical patterns cannot establish the political affiliation of a particular institution, teacher, or student in the post-2024 period. (Rahman, 2020)

The July-August 2024 movement itself altered the context in which these questions arise. Madrasa *(Islamic learning institutions)* students participated alongside university, college, and school students in the uprising, and subsequent reporting documented injuries and deaths among madrasa *(Islamic learning institutions)* students. For example, *The Daily Star* later described the movement as unusual in bringing students from universities, schools, colleges and madrasas *(Islamic learning institutions)* into a common mobilization, while a Dhaka Alia Madrasa *(Islamic learning institutions)* student subsequently reported losing vision in one eye after being struck by pellets during an August 2024 protest. (The Daily Star, 2025a); (bdnews24.com, 2025a)

The post-July madrasa *(Islamic learning institutions)* record, however, does not reproduce the same pattern seen in public universities, where extensive disciplinary exclusion based on alleged conduct during the uprising can be documented. Instead, the evidence considered here reveals several overlapping issues: coercion and police action against madrasa *(Islamic learning institutions)* teachers seeking professional recognition; violence and intimidation affecting students; punishment or mob action associated with expression about the July uprising; political competition within some madrasa *(Islamic learning institutions)* campuses; and serious child-protection failures, particularly in residential institutions. These categories are analyzed separately below.

5.2.1 Post-July Vulnerability of Teachers during Professional Mobilization

The change of government in August 2024 did not eliminate the vulnerability of madrasa *(Islamic learning institutions)* teachers. The Technical and Madrasa *(Islamic learning institutions)* Education Division's memorandum of 4 September 2024, supplied for this book, explicitly addressed forced resignation and removal in institutions within both the technical and madrasa *(Islamic learning institutions)* sectors. It should be read alongside the Education Adviser's statement the previous day that forcing teachers to resign or subjecting them to harassment was unacceptable and that allegations of wrongdoing should instead be investigated through competent authorities. (The Daily Star, 2024)

The subsequent experience of independent madrasa *(Islamic learning institutions)* teachers demonstrates that post-July vulnerability was not confined to forced resignation. On 26 January 2025, hundreds of teachers marched from the National Press Club toward the Chief Adviser's Office demanding nationalization and related employment reforms. Police stopped the procession at Shahbagh and used batons and water cannon. *Prothom Alo* additionally reported tear-gas or stun-grenade use and identified six injured persons, while *The Daily Star* and *Dhaka Tribune* reported

that at least five teachers received treatment at Dhaka Medical College Hospital. (The Daily Star, 2025b); (Dhaka Tribune, 2025); (Prothom Alo, 2025a); (bdnews24.com, 2025b)

Figure 20. Police Action against Protesting Independent *Madrasa* (Islamic learning institutions) Teachers

Source: The Business Standard (2025). Photo: TBS

The immediate aftermath is important. Rather than ending the mobilization, the police action was followed by a continuing sit-in at Shahbagh. Two days later, on 28 January 2025, an official of the Technical and Madrasa *(Islamic learning institutions)* Education Division announced that 1,519 registered independent madrasas *(Islamic learning institutions)* would be nationalized in phases and stated that the teachers' six demands had been accepted in principle. The official also publicly criticized the earlier baton charge and water-cannon use. (bdnews24.com, 2025c); (The Daily Star, 2025c)

The dispute nevertheless continued well beyond January. In November 2025, police again blocked teachers attempting a “Long March to Jamuna” while they sought implementation of the nationalization pledge. (bdnews24.com, 2025d) By May and June 2026, teachers were again demonstrating, this time particularly over MPO enlistment and arrears. Police stopped marches toward government offices on several occasions, and teachers at one point announced an indefinite closure of their institutions and subsequently threatened a fast unto death. (The Daily Star, 2026a); (bdnews24.com, 2026a); (bdnews24.com, 2026b)

The post-July trajectory is therefore not one of simple political protection for madrasa *(Islamic learning institutions)* teachers. It moved from a government instruction against coercive resignation in September 2024, to documented police use of physical force against a professional mobilization in January 2025, to a government commitment on nationalization, and then to repeated later

mobilization over implementation. The January incident raises questions under the constitutional protections of peaceful assembly and expression, while the later blocked marches should be distinguished from the January episode because the reports reviewed do not establish comparable physical force in every subsequent intervention.

5.2.2 Intimidation and Academic Exclusion Affecting Freedom of Expression of *Madrasa* (Islamic learning institutions) Students

The most direct post-July example of coercion linked to political expression occurred at Tamirul Millat Kamil Madrasa in Tongi. On 1 July 2025, Alim examinee Mezbah Uddin was confronted over a Facebook post described by others as objectionable or critical of the July uprising. Police and newspaper accounts state that other students and local people caught him, beat him, cut his hair, and handed him to police. A case was filed, and a court subsequently sent him to jail. The madrasa principal said that the student had been handed to police in the interest of maintaining law and order. (The Daily Star, 2025d, Prothom Alo, 2025b, The Daily Campus, 2025, Ittefaq, 2025)

This case is analytically important because the coercive acts were directly connected to expression about the July 2024 uprising itself. Regardless of whether other students found the post offensive, physical assault and forcible cutting of a student's hair are not disciplinary procedures. The subsequent criminal process is a separate question and must be assessed according to the precise offense alleged, applicable law, and procedural safeguards. The reporting reviewed does not establish that Mezbah was formally expelled from his academic program, so the case should be classified as physical intimidation, interference with expression, and criminal-law consequences, rather than as a confirmed academic expulsion.

A considerably more serious allegation emerged from Madhabpur, Habiganj. In September 2026, RAB arrested a madrasa teacher in connection with the April 2025 death of a 14-year-old residential student. According to the case statement reported by *The Daily Star*, the student and others had protested alleged financial irregularities at the madrasa. The case alleges that the teacher subsequently severely beat and poisoned the student, who died the same day after being taken to hospital. These remain allegations in a criminal case rather than judicial findings, but if established they would constitute an extreme form of retaliation against student protest within a religious educational institution. (The Daily Star, 2026b)

5.2.3 Child Sexual Abuse and Failures of Institutional Protection in *Madrasas* (Islamic learning institutions)

Another significant form of academic exclusion was reported in Rajshahi in August 2026. The family of an 11-year-old residential student at Ta'limul Quran Hafezia Qawmi Boys and Girls Madrasa *(Islamic learning institutions)* alleged that a teacher had repeatedly sexually abused the child and threatened him with physical punishment and academic failure. (Ajker Patrika, 2026); (Dhaka Tribune, 2026a)

Subsequent reporting suggests that the institutional response did not develop into a clearly documented accountability process. After the family informed the madrasa *(Islamic learning institutions)* authorities, the accused teacher, Abdur Rouf, was reportedly removed from Ta'limul Quran Hafezia Qawmi Boys and Girls Madrasa *(Islamic learning institutions)*. However, the child was later allegedly subjected to mistreatment by the madrasa *(Islamic learning institutions)* director and his wife and ultimately expelled on an accusation of theft. The family further alleged that they

were threatened against pursuing legal action and that the child's mother attempted to file a case but police did not accept it. The madrasa *(Islamic learning institutions)* director was also reported to have offered a journalist Tk 50,000 not to publish the allegations. Police acknowledged being aware of the incident and stated in mid-August 2026 that the matter was under investigation. (Ajker Patrika, 2026; Views Bangladesh, 2026;Dhaka Tribune, 2026)

As of 21 September 2026, however, no subsequently published report located for this review confirms that a criminal case was formally registered against Rouf, that he was arrested or prosecuted, or that any judicial or administrative sanction beyond his reported removal from the madrasa *(Islamic learning institutions)* was imposed. The available record therefore raises concerns not only about the alleged sexual abuse of a residential child, but also about possible retaliation against the complainant, barriers to accessing an effective remedy, and the absence, so far, of publicly documented accountability.

The Rajshahi allegation was not an isolated occurrence. Similar cases involving children in madrasa *(Islamic learning institutions)* settings have been reported across Bangladesh in recent years. At Popular Ideal Hifz Madrasa *(Islamic learning institutions)* in Chandraganj, Lakshmipur, a 12-year-old student alleged that the madrasa *(Islamic learning institutions)* principal sexually assaulted him in his room on 18 July 2026; after the child fled the institution and informed his family, the principal was arrested, a case was filed by the child's mother, and a court ordered him to jail (The Daily Star, 2026a). In Rangabali, Patuakhali, a 10-year-old Hifz student at Akramiya Shishu Orphanage and Hafiziya Madrasa *(Islamic learning institutions)* was reportedly sexually abused after being called to a teacher's room shortly after midnight on 5 May 2026; the accused teacher was subsequently arrested and sent to jail under a case filed pursuant to the Women and Children Repression Prevention Act (The Daily Star, 2026b).

At Darun Hikmah Hafizia Madrasa *(Islamic learning institutions)* in Maona, Sreepur, Gazipur, the family of a 12-year-old boy alleged that a teacher raped him inside the madrasa *(Islamic learning institutions)* on 24 October 2025; local residents detained the accused, and police subsequently arrested him after the child's father filed a case (The Daily Star, 2025a). At Al-Qarim Darul Uloom Azadi Madrasa *(Islamic learning institutions)* in Bhuapur, Tangail, an 11-year-old boy reportedly experienced repeated sexual abuse by a teacher who threatened to beat him if he disclosed it. Although the teacher was initially dismissed after the allegation became known, reporting indicated that the matter was first subjected to local arbitration and the family was pressured not to pursue legal action; after official intervention, a case was filed, the teacher was arrested, and a court placed him on remand on 1 August 2025 (The Daily Star, 2025b).

Similarly, at Miftahul Ulum Madrasa *(Islamic learning institutions)* in Aditmari, Lalmonirhat, a 12-year-old residential student was allegedly sexually assaulted after being called to a teacher's room on the night of 9 February 2025; other teachers and students reportedly intervened, and the accused was arrested and subsequently sent to jail by a judicial magistrate (The Daily Star, 2025c). These documented cases do not establish the prevalence of abuse across madrasas *(Islamic learning institutions)* generally, but they demonstrate recurring child-protection concerns in some residential and Hifz settings, including abuse in teachers' rooms, threats intended to prevent disclosure, delayed or informal institutional responses, and, in some cases, dependence on families, local residents, or outside authorities to initiate formal accountability.

These cases link child safeguarding directly to the right to continue education. If a child is removed or academically disadvantaged because the child or family disclosed abuse, institutional retaliation

compounds the underlying alleged violence and may deter other children from reporting similar conduct in future.

5.2.4 Child-Rights Obligations and Safeguarding

The child-protection dimension engages obligations that go beyond ordinary academic freedom. Bangladesh ratified the Convention on the Rights of the Child in 1990. (United Nations, 1990) Article 19 requires protection of children from physical or mental violence, abuse and neglect while in the care of adults; Article 34 addresses sexual exploitation and sexual abuse; and Article 39 requires measures supporting the physical and psychological recovery and social reintegration of children subjected to abuse. (UNICEF, n.d.) These obligations are particularly significant where a child lives inside an educational institution and relies on that institution for accommodation, supervision, discipline and access to family. Removal of a victim from education, threats for reporting abuse, pressure to settle allegations privately or failure to provide an independent channel of complaint can deepen the underlying harm.

Safeguarding measures should therefore include confidential and child-accessible reporting channels, mandatory referral of credible allegations to competent authorities, protection against retaliation, independent investigation, access to medical and psychosocial care, preservation of the child's education during investigation, and institutional monitoring. These protections should apply across all education sectors. The cases identified here justify particular attention to residential madrasa *(Islamic learning institutions)* settings but do not support portraying sexual abuse as uniquely a madrasa *(Islamic learning institutions)* problem.

5.2.5 Summary Observation

The madrasa *(Islamic learning institutions)* sector followed a different post-July trajectory from the university, engineering and medical sectors considered elsewhere in this book. The available evidence does not demonstrate a comparable nationwide program of political expulsions of madrasa *(Islamic learning institutions)* students or teachers. Instead, the post-2024 record shows a more fragmented set of risks. Teacher mobilization moved from the September 2024 governmental instruction against forced resignations to the January 2025 police dispersal of teachers, followed by a nationalization commitment and repeated later disputes over its implementation. Student experience ranged from physical punishment and criminal proceedings for expression concerning the July uprising, to institutional disputes affecting academic space, political clashes disrupting education, police force during confrontations, and alleged retaliation against children who reported abuse.

Finally, the post-July period has generated substantial reporting on sexual and physical abuse of children in madrasa *(Islamic learning institutions)* settings. Though the record does not establish any causal link, reported abuses increased after the political transition. What it does show is the need for stronger safeguarding, independent complaint procedures and protection against institutional retaliation. The most defensible conclusion is therefore that academic repression, political contestation and child-protection failures overlap in the madrasa *(Islamic learning institutions)* sector but should not be collapsed into a single causal narrative.

5.3 *Madrasa* Teachers' Case Studies: Repression and Violence on *Madrasa* (Islamic learning institutions) Teachers

The cases presented in this section illustrate the varied forms of repression and violence affecting madrasa *(Islamic learning institutions)* teachers and students during the period under review. The documented incidents include physical assault, police action during collective mobilization, forced or contested removal from institutional positions, intimidation, campus-related political violence, and serious concerns regarding the safety and protection of students. These cases do not arise from identical circumstances, and the underlying allegations, actors, and institutional settings differ considerably. The central concern is therefore not to treat all incidents as a single pattern, but to assess whether teachers and students were adequately protected from violence, coercion, abuse, and arbitrary exclusion, and whether institutional and state responses were lawful, proportionate, and effective.

Figure 21. Geographic Distribution of *Madrasa* (Islamic learning institutions) Teacher Cases

5.3.1 Individual Cases of Repression against *Madrasa* (Islamic learning institutions) Teachers

CASE STUDY MT1. ABDUL KHALEQ KHAN

Institution: Garodi Islamia Dakhil Madrasa (Islamic learning institutions)
Designation: Principal
District: Netrokona
Nature of repression: Alleged physical attack and forced removal from office

Abdul Khaleq Khan, principal of Garodi Islamia Dakhil Madrasa *(Islamic learning institutions)* in Netrokona Sadar, was allegedly attacked and forcibly removed from his office on 8 April 2025 during a dispute over the institution's managing committee. The political connection in this case is considerably stronger than in many of the other madrasa *(Islamic learning institutions)* incidents because contemporary reporting specifically identified a local BNP leader in allegations surrounding the attack (The Daily Star, 2025b).

According to *The Daily Star*, a group allegedly led by Abul Kalam Azad Renu, president of the BNP's Mougati union unit, attacked the principal and forced him out of his office. The incident was reportedly linked to an ongoing dispute concerning control or composition of the madrasa *(Islamic learning institutions)* committee. Students and local residents responded the following day by organizing a human chain and protest rally against the treatment of the principal (The Daily Star, 2025b).

The controversy then escalated. Maulana Anisur Rahman, a local Hefazat-e-Islam leader and mosque imam, spoke at the protest. According to a complaint later filed by his wife, Renu and his associates subsequently attacked Anisur's home, assaulted family members, vandalized property, and later beat Anisur himself. Police confirmed that a formal complaint concerning that later attack had been received and said they were also investigating the original incident involving Principal Abdul Khaleq Khan (The Daily Star, 2025b).

Renu denied involvement and argued that he was being falsely implicated because of the pre-existing dispute over the madrasa *(Islamic learning institutions)* committee. That denial should remain part of the case study.

Further progression and significance: This case provides a strong example of how institutional control of a madrasa *(Islamic learning institutions)* may intersect with local party politics. The allegation is not merely that an unidentified crowd removed a principal; a named local BNP office-holder was accused of leading the group, although that allegation had not been judicially established in the reporting reviewed.

The subsequent alleged attack on a religious leader who publicly protested the principal's treatment also suggests that the dispute extended beyond an internal employment disagreement. For that reason, Abdul Khaleq Khan's case is best classified as alleged politically linked coercive removal from educational office, with the political affiliation of the accused clearly documented but responsibility still subject to investigation.

CASE STUDY MT2. HAFEZ SHARIFUL ISLAM GAZI

Institution: Shahpur Dawatul Quran Hafiziya Madrasa (Islamic learning institutions)
Designation: Teacher
District: Satkhira
Nature of repression: Fatal physical assault while intervening to protect a madrasa (Islamic learning institutions) student

Hafez Shariful Islam Gazi, 48, was a teacher at Shahpur Dawatul Quran Hafiziya Madrasa in Tala upazila of Satkhira. On 20 July 2025, he was killed after intervening when a local man was allegedly harassing a madrasa student. The circumstances are corroborated by multiple English-language reports and police statements (Dhaka Tribune, 2025a; UNB, 2025).

According to local accounts cited by police, Raju Gazi, 44, was harassing a student at around 3:00 p.m. Shariful intervened and asked him to leave. Raju allegedly attacked the teacher from behind with a wooden stick and continued striking him, causing fatal injuries. Shariful died at the scene (Dhaka Tribune, 2025a).

The incident then escalated into a second act of violence. Local residents caught Raju and beat him to death in what police described as a mob lynching. Tala Police Station Officer-in-Charge Main Uddin Islam confirmed both deaths and said police recovered the bodies (UNB, 2025).

Shariful's case is important because his teaching role was directly relevant to the incident: he was killed while intervening on behalf of a madrasa student. The available evidence therefore supports treating this as violence affecting a teacher in the performance of a protective professional role.

Raju as a local man alleged to have drug-related problems and identify the immediate trigger as his harassment of a student. It would therefore be weak to infer political motivation solely because the victim was a madrasa teacher.

Further progression and significance: The case should be classified as fatal violence against a madrasa teacher arising from intervention to protect a student, not political repression on present evidence. It remains relevant because teacher vulnerability includes violence from community actors, and Shariful appears to have lost his life while exercising a basic duty of care toward a pupil.

CASE STUDY MT3. AMIRUL ISLAM

Institution: Bhola Darul Hadis Kamil Madrasa (Islamic learning institutions)
Designation: Assistant Teacher; also khatib of a local mosque
District: Bhola
Nature of repression: Fatal targeted home attack

Amirul Islam, an assistant teacher at Bhola Darul Hadis Kamil Madrasa *(Islamic learning institutions)*, was killed inside his home on the night of 6 September 2025. He also served as khatib of a local mosque and lived in Ward 9 of Bapta Union in Bhola Sadar (The Daily Star, 2025c).

According to local witnesses, Amirul returned home following Esha prayers at around 9:30 p.m. A group of assailants then entered his residence and attacked him repeatedly with knives before fleeing. Neighbors responded to his screams and found him seriously wounded. He was taken to Bhola Sadar Hospital, where doctors pronounced him dead. Police confirmed multiple stab wounds and announced operations to identify and arrest those responsible (The Daily Star, 2025c).

The attack has characteristics that justify treating it differently from a random street crime: multiple assailants reportedly entered the teacher's home and carried out a sustained stabbing attack. However, the motive was not established in the initial reporting.

There was also an identifiable political-religious response. Yusuf Adnan, organizational secretary of Islami Andolan Bangladesh in Bhola, publicly warned that the party would launch a strong movement unless those responsible were arrested within 24 hours. Police deployed additional personnel at the hospital and other important locations in the town following the killing (The Daily Star, 2025c).

The correct analytical distinction is therefore between political reaction to the killing and political motivation for the killing.

Further progression and significance: Amirul's case should be retained as a serious case of targeted fatal violence against a madrasa *(Islamic learning institutions)* teacher and mosque khatib whose motive remained unresolved in the reporting reviewed. Because an organized group entered his home, and because the killing rapidly drew a response from a political Islamic organization, subsequent investigative findings should be monitored for evidence of ideological or political motive.

Until such evidence is available, describing the killing as politically motivated would go beyond the record.

CASE STUDY MT4. EMDADUL HAQUE

Institution: Bashitala/Buchitla Nurania Hafizia Madrasa (Islamic learning institutions)
Designation: Madrasa (Islamic learning institutions) teacher
District: Khulna
Nature of repression: Killed in gun-and-bomb attack on a BNP office

Madrasa teacher Emdadul Haque, also rendered as Imdadul Haque in some English reports, was killed during an armed attack on a local BNP office near the KUET IT Gate in Aranghata, Khulna, on 2 November 2025. This case has an unmistakable political setting, although the precise political position of the victim requires careful treatment (Prothom Alo, 2025; BSS, 2025).

Police and local sources reported that several assailants arrived on motorcycles, hurled crude bombs, and fired multiple rounds at the office. Mamun Sheikh, organizing secretary of the Jogipole Union BNP and a former union parishad member, was sitting there with others. Police concluded preliminarily that Mamun was the intended target. The first bullet reportedly missed him and struck Emdadul, killing the teacher instantly; Mamun and others were wounded by subsequent gunfire (Prothom Alo, 2025).

There are differing reports concerning why Emdadul was at the office. *Prothom Alo* and BSS reported that local residents said he had gone there to collect donations for a religious gathering and described him as a respected religious teacher who was not the intended target. By contrast, bdnews24.com and Dhaka Stream described him as a BNP activist as well as a madrasa teacher (BSS, 2025; bdnews24.com, 2025; Dhaka Stream, 2025). This discrepancy should be explicitly acknowledged rather than resolved without evidence.

The political nature of the attack itself is much clearer. It occurred at a BNP office and targeted a local BNP leader. Law-enforcement agencies launched a joint investigation. BSS reported that police were examining several possible motives, including local dominance, narcotics-related rivalry, and links with outlawed extremist groups (BSS, 2025).

Further progression and significance: Emdadul's case demonstrates how madrasa teachers may become casualties of local political violence even when it is uncertain whether they themselves were deliberately targeted for their ideology. If the reports describing him as a BNP activist are correct, his political identity adds another dimension; if the donation-collection account is correct, he was an unintended victim of violence directed at political actors.

Either way, the case belongs in the report because the teacher was killed inside a clearly political environment. The appropriate classification is madrasa teacher killed in politically situated armed violence, with his own political affiliation and intended-target status requiring qualification.

CASE STUDY MT5. MUBARAK HOSSAIN

Institution: Pakiaba Balika Madrasa (Islamic learning institutions)
Designation: Principal
District: Gazipur
Nature of repression: Attack on home, assault on teacher and family, vandalism, attempted arson, displacement

Mubarak Hossain's case provides the clearest example in this dataset of alleged violence against a madrasa educator directly connected to political belief and electoral choice.

Mubarak was principal of Pakiaba Balika Madrasa in Kapasia, Gazipur, and publicly identified himself as a supporter of Bangladesh Jamaat-e-Islami. He alleged that in the early hours of 13 February 2026, approximately 40–50 people attacked his home because he had voted for a Jamaat candidate in the national election (The Daily Star, 2026a).

According to Mubarak, the assailants were led by local BNP activists, including Belayet Hossain, president of a BNP ward unit, and Babul Mia, a ward organizing secretary. He alleged that the attackers entered or surrounded the property, vandalized the house, attempted to set it on fire, and assaulted him using knives, spears, and sticks. His wife suffered a broken hand, and his daughter Mahmuda Nasrin was also injured (The Daily Star, 2026a).

Police and army personnel later arrived and restored order. The Kapasia Police Station officer-in-charge confirmed that an attack had occurred at the principal's house and stated that legal action would follow upon receipt of a complaint. Mubarak told *The Daily Star* that he and his family remained in hiding two days after the incident because they feared for their safety (The Daily Star, 2026a).

Further progression and significance: This case has a much stronger political nexus than most madrasa incidents. Three elements converge: Mubarak's self-identified Jamaat support, his explicit allegation that the attack was retaliation for his vote, and his identification of named local BNP office-holders as alleged organisers.

Those allegations had not yet been established judicially in the report reviewed, so attribution remains necessary. However, unlike cases where political motivation is merely inferred, political belief and electoral choice form the alleged reason for the attack itself.

The case therefore directly supports the report's concern that teachers may remain vulnerable because of political belief. The alleged attack on Mubarak's entire family and his subsequent displacement also demonstrate that such vulnerability can extend beyond professional life into personal security, family safety, and the effective enjoyment of political participation.

CASE STUDY MT6. MAHMUD OBAIDUL HAQUE

Institution: Government Madrasa (Islamic learning institutions)-e-Alia, Dhaka
Designation: Principal
District: Dhaka
Nature of repression: Injury during political student-group violence on campus

Mahmud Obaidul Haque, principal of Government Madrasa *(Islamic learning institutions)*-e-Alia in Bakshibazar, Dhaka, was injured on 4 August 2026 during violent clashes between Islami Chhatra Shibir and Jatiyatabadi Chhatra Dal. The political character of this case is explicit rather than inferential: the confrontation involved the student organizations associated respectively with Jamaat-e-Islami and the BNP (Dhaka Tribune, 2026; SATP, 2026).

The immediate dispute concerned control of madrasa *(Islamic learning institutions)* residential halls and allocation of dormitory seats. Campus sources reported longstanding tensions between the two student groups over Allama Kashgari Hall and Shaheed Ibrahim Hall. On 4 August, Shibir activists reportedly brought out a procession after learning of clashes elsewhere in Dhaka. JCD supporters attempted to stop the procession, leading to repeated chases and counter-chases and the throwing of bricks (Dhaka Tribune, 2026).

Mahmud Obaidul Haque was caught in the violence and sustained injuries. Teachers and students rescued him and took him to Dhaka Medical College Hospital, where he was admitted for treatment. Several political activists were also injured, including leaders from JCD and Jubo Dal (Dhaka Tribune, 2026).

The competing political organizations blamed one another. Shibir said its members were attacked after objecting to what it described as illegal occupation of dormitory seats. JCD accused Shibir of deliberately creating instability within educational institutions. Police deployed additional personnel and brought the immediate situation under control.

The institutional consequences continued beyond the day of the clash. Subsequent reporting indicated that JCD gained control of the halls after the confrontation, Shibir activists later attempted to re-enter, and police intervened to prevent further escalation. The two organizations eventually agreed to coexistence in the residential halls following mediation by the madrasa *(Islamic learning institutions)* administration.

Further progression and significance: Mahmud's case demonstrates the vulnerability of educators who are not necessarily political protagonists but work inside institutions contested by rival political student organizations. A principal charged with maintaining academic administration was physically injured because partisan competition over campus control spilled into violence.

The case therefore supports a broader point particularly relevant to madrasas *(Islamic learning institutions)*: political affiliation need not belong to the teacher personally for political violence to endanger the teacher. Institutional environments themselves may become politicized, exposing teachers and administrators to physical harm irrespective of their own beliefs.

5.3.2 Overall Assessment of the *Madrasa* Teachers' Cases

Taken together, these six selected cases do not support a simple division between "political" and "non-political" repression. Rather, they reveal a continuum of exposure to violence and coercion, in which political affiliation, institutional control, professional responsibility and wider community conflict intersect in different ways. At one end are cases in which political belief or political actors form an explicit part of the alleged reason for the adverse treatment. Mubarak Hossain alleged that his home and family were attacked because of his electoral choice and identified local political office-holders as alleged organisers, while Abdul Khaleq Khan's reported assault and removal arose

from a dispute over institutional control in which a named local party leader was accused of direct involvement. These allegations require attribution and should not be treated as judicially established facts, but they provide the clearest examples in the selected cases of an alleged nexus between political power and the security or professional position of a madrasa educator. Contemporary reporting supports those underlying distinctions.

A second pattern concerns exposure to organized political violence without clear evidence that the teacher was personally targeted for political opinion. Mahmud Obaidul Haque was injured when rivalry between opposing student organizations over residential-hall control developed into violence at Government Madrasah-e-Alia. Emdadul Haque was killed during an armed attack at a BNP office, but reporting differed over whether he had a political affiliation, and police initially considered another local political figure the intended target. These cases show that a teacher may experience serious harm because the institutional or physical environment has become politicized, even where the teacher's own political position is uncertain or irrelevant to the immediate violence.

A third category consists of serious violence for which the available evidence does not establish a political motive. Shariful Islam Gazi was killed while reportedly intervening to protect a student, while Amirul Islam was killed in a targeted attack whose motive remained unresolved in the reporting reviewed. Their inclusion is nevertheless important because academic vulnerability is not confined to politically motivated disciplinary action. Teachers may also face physical danger while performing professional or protective responsibilities, or may be exposed to violence originating outside formal institutional processes. The common concern across the six cases is therefore broader than political affiliation alone: it is whether madrasa teachers and administrators can perform their educational responsibilities without coercive removal, physical attack, intimidation, or spillover from political and community conflict, and whether effective protection, investigation, and remedy follow when such harm occurs.

This formulation is stronger than the current short paragraph because your present evidence itself distinguishes direct political targeting, politically situated violence, and violence for which political motive has not been established.

5.4 Case Studies: Sexual Abuse of *Madrasa* (Islamic learning institutions) Students

5.4.1 Individual Cases of Sexual Abuse against *Madrasa* (Islamic learning institutions) Students

CASE STUDY MS1. DEATH OF A 10-YEAR-OLD *MADRASA* STUDENT FOLLOWING ALLEGED SEXUAL ASSAULT

Location: Rangpur city
Date: November 2024
Affected student: 10-year-old boy
Nature of violation: Alleged rape followed by death; serious safeguarding failure
Status: Criminal case filed; teacher and another student initially detained

A 10-year-old student of a madrasa in Rangpur city was found dead inside an under-construction part of the institution in late November 2024. Police recovered the child's body and sent it to Rangpur Medical College Hospital for post-mortem examination. The child's father subsequently filed a case with Rangpur Metropolitan Kotwali Police Station alleging that his son had been raped before being killed.

Police detained a madrasa teacher and another student for questioning. *Dhaka Tribune* reported that preliminary investigation pointed toward sexual assault followed by killing and that the detained student had reportedly made an admission during initial questioning. These were preliminary investigative findings, however, rather than a final judicial determination.

Significance. The case represents one of the gravest incidents in the dataset because alleged sexual violence occurred within the educational setting and was followed by the child's death. It also raises questions about supervision and protection within residential or semi-residential religious educational institutions. For this book, it would be safer to describe this as "alleged sexual violence followed by the death of a madrasa student" unless subsequent court findings establish the precise circumstances.

CASE STUDY MS2. ALLEGED RAPE OF A 12-YEAR-OLD RESIDENTIAL STUDENT IN LALMONIRHAT

Location: Aditmari, Lalmonirhat
Date: 9–10 February 2025
Affected student: 12-year-old boy
Institution: Miftahul Ulum Madrasa (Islamic learning institutions)
Nature of violation: Alleged sexual assault by a teacher in a residential setting
Status: Teacher arrested and sent to jail pending proceedings

Police arrested madrasa teacher Atiqul Hasan Sumon following an allegation that he raped a 12-year-old residential student at Miftahul Ulum Madrasa in Aditmari upazila. According to police, other teachers and students, the teacher called the child to his room at night on the stated pretext of assisting him with his studies. Other people at the madrasa reportedly came to the room after hearing the child's screams and apprehended the teacher before handing him to the police.

The child's father filed a case with Aditmari Police Station. Police arranged a medical examination, and the accused was produced before the Judicial Magistrate's Court, which ordered him to be sent to jail.

Significance. This case illustrates the particular safeguarding risks facing children living within residential educational institutions. The alleged perpetrator occupied a position of authority and allegedly used an educational interaction to obtain private access to the student. At the same time, the reported intervention of other teachers and students is important: unlike cases involving alleged institutional concealment, individuals inside the madrasa reportedly intervened immediately and transferred the accused to law enforcement.

CASE STUDY MS3. ALLEGED REPEATED SEXUAL ABUSE OF TWO *MADRASA* STUDENTS IN JAMALPUR

Location: Sarishabari, Jamalpur
Date: March 2025
Affected students: Boys aged approximately 9 and 10
Nature of violation: Alleged repeated sexual abuse by a teacher over several months
Status: Teacher detained/arrested

A teacher at a madrasa *(Islamic learning institutions)* in Satpoa village of Sarishabari was detained following allegations that he had repeatedly sexually abused two young students. According to the children's mothers, one child, aged 10, had allegedly been abused for approximately two months, while the other, aged nine, had allegedly experienced abuse for about four months.

The allegations became public after one of the children disclosed what had happened. Local residents detained the teacher and demanded action, after which police and army personnel intervened and took him into custody. The children were taken to hospital. Reporting at the time indicated that police intended to pursue legal proceedings following formal complaints.

Significance. The reported duration of the alleged abuse makes this more than an isolated assault. It raises a broader safeguarding question about how repeated abuse could allegedly continue for months without detection. The case also demonstrates a recurring difficulty evident in several of the selected incidents: young students may disclose sexual abuse only after a prolonged period, making accessible reporting mechanisms and independent institutional oversight particularly important.

CASE STUDY MS4. ALLEGED REPEATED ABUSE AND ATTEMPTED INFORMAL SETTLEMENT IN TANGAIL

Location: Bhuapur, Tangail
Date: July–August 2025
Affected student: 11-year-old boy
Institution: Al-Qarim Darul Uloom Azadi Madrasa (Islamic learning institutions)
Nature of violation: Alleged repeated sexual abuse, intimidation, and reported pressure against pursuing legal action
Status: Teacher arrested and remanded

An 11-year-old student allegedly experienced repeated sexual abuse by madrasa teacher Mohammad Waliullah. According to the case statement reported by *The Daily Star*, the teacher repeatedly called the student to his room at night and sexually abused him. The child was also allegedly threatened with physical punishment if he disclosed what was happening.

The student eventually informed his parents. According to the report, when the matter reached madrasa authorities, the teacher was dismissed. More seriously, from an institutional-protection perspective, however, the matter was reportedly subjected to an informal arbitration, and the child's family was pressured not to initiate legal proceedings. The situation changed after the allegations became publicly known and Bhuapur Upazila Nirbahi Officer Abu Abdullah Khan assisted the family. The father then filed a police case, the teacher was arrested, and a Tangail court placed him on remand.

Significance. This is particularly important because it concerns not only the alleged sexual abuse itself but also the institutional response to disclosure. If accurately reported, efforts to resolve allegations involving child sexual abuse through informal settlement or pressure against legal action can compound the original harm and weaken accountability. It therefore provides a useful example of how student vulnerability can be intensified by institutional practices after an allegation becomes known.

CASE STUDY MS5. DEATH OF A 10-YEAR-OLD STUDENT FOLLOWING ALLEGED SEXUAL ABUSE IN BANASREE, DHAKA

Location: Banasree, Dhaka
Date: May 2026
Affected student: 10-year-old boy
Institution: Alokito Quran International Hifz Madrasa (Islamic learning institutions)
Nature of violation: Alleged rape and alleged abetment to suicide
Status: Criminal case filed; accused student arrested, remanded and subsequently sent to jail pending investigation

A 10-year-old student was found dead at Alokito Quran International Hifz Madrasa in Banasree in May 2026. Police subsequently identified signs that led them to investigate possible sexual assault. The child's mother filed a case alleging rape and abetment to suicide against an older student and others.

Police arrested the principal accused, an adult student at the madrasa, in Pabna after he reportedly left the institution. A Dhaka court placed him on five days' remand, and he was later sent to jail pending investigation. Particularly concerning is police reporting that, during questioning, madrasa authorities disclosed that the accused had previously faced allegations of sexually abusing several other students.

Significance. This case potentially raises a serious prior-warning and institutional-safeguarding issue. If allegations concerning other students were known before the child's death, an important question is what measures, if any, the institution took to protect children from further contact with the accused. Because the death remained subject to an ongoing criminal investigation in the reporting reviewed, the book retains the formulations “alleged rape” and “alleged abetment to suicide,” rather than making an independent finding as to causation.

CASE STUDY MS6. ALLEGED YEAR-LONG SEXUAL ABUSE OF AN EIGHT-YEAR-OLD STUDENT IN CHATTOGRAM

Location: Boalkhali, Chattogram
Date: July 2026
Affected student: Eight-year-old boy, Class II
Nature of violation: Alleged prolonged sexual abuse by a madrasa (Islamic learning institutions) teacher
Status: Teacher arrested and sent to jail

An eight-year-old Class II student at a residential madrasa *(Islamic learning institutions)* in Chattogram was allegedly subjected to sexual abuse by one of his teachers over approximately one year. The allegations surfaced after the child became physically unwell and complained of pain. He subsequently disclosed the alleged abuse to family members.

Police arrested teacher Aziz Ullah at the madrasa *(Islamic learning institutions)*. At the time of the initial reporting, the child's family had not yet submitted a written complaint, so police produced the teacher before court under Section 54 of the Code of Criminal Procedure. The court sent him to jail.

Some local reporting also alleged that other students may have been involved and that members of the institution attempted to discourage legal action, although these additional claims require more cautious treatment because the strongest national reporting initially focused on the accusation against the teacher.

Significance. The reported duration of the alleged abuse is especially concerning. As with the Jamalpur case, it raises questions regarding supervision, detection and children's ability to report abuse safely within residential educational environments.

CASE STUDY MS7. ALLEGED REPEATED SEXUAL ABUSE OF A SEVEN-YEAR-OLD RESIDENTIAL STUDENT IN SAVAR

Location: Savar, Dhaka
Period of alleged abuse: Approximately February–July 2026
Legal proceedings: August–September 2026
Affected student: Seven-year-old boy
Nature of violation: Alleged repeated rape and sexual abuse involving students and staff; alleged institutional failure to protect
Status: Ten people accused; multiple arrests reported by early September

A particularly serious case emerged from a madrasa in Savar's Purba Shahibag area. The father of a seven-year-old residential student alleged that his child had been repeatedly sexually abused over a period of approximately six months. The case, registered following a court order, named teachers and students from the institution. The report stated that several students and at least one teacher were directly accused of sexual assault, while others were accused of assisting the alleged offenses or subsequent concealment and intimidation.

The child's father reported behavioral changes when his son returned home, including withdrawal and difficulty eating, which the family initially interpreted as reluctance to return to the madrasa. The complaint alleged that the abuse began soon after the child's admission and continued for months.

Police subsequently conducted raids and began arresting suspects. By 5–6 September, five of the ten accused had reportedly been arrested. Police said several had made admissions during preliminary interrogation. Some accused students were themselves minors, which requires particular care in identifying them publicly.

Significance. This case differs from one involving a single alleged perpetrator. It raises concerns about whether abusive behavior had become possible within the wider institutional environment and whether safeguarding systems failed at several levels. Because both the victim and some accused persons are children, the book avoids publishing their identities.

5.4.2 Overall Assessment of *Madrasa* (Islamic learning institutions) Students' Cases

The eight selected student cases reveal a different and more internally consistent form of vulnerability. They should not be treated as evidence that abuse is characteristic of madrasa education generally, nor do they provide a basis for estimating national prevalence. They do, however, identify recurring safeguarding conditions that warrant close examination. The affected children were generally very young and, in several cases, lived or studied in circumstances involving substantial dependence on teachers, older students or other authority figures. Alleged perpetrators were frequently able to obtain private or unsupervised access to children through educational authority, residential arrangements, nighttime contact, private rooms or tutoring relationships. In several cases, the alleged abuse was described not as a single incident but as conduct continuing for weeks or months before disclosure.

A second recurring feature is the relationship between unequal authority and delayed disclosure. Several children reportedly remained silent because of fear, threats, dependence on adults ,or difficulty explaining what had occurred. The Tangail case is particularly significant because the child was allegedly threatened with physical punishment and the family subsequently faced reported pressure not to pursue legal action through an informal settlement process. Other cases raise questions about whether earlier allegations or warning signs were known and, if so, whether adequate preventive measures were taken. The analytical concern therefore extends beyond the alleged conduct of an individual perpetrator to the capacity of the institution to detect risk, enable confidential disclosure, prevent retaliation and intervene before abuse becomes prolonged or repeated.

The institutional response was not uniform. In some cases, teachers, students, families, local residents, police or administrators intervened promptly; in others, the record raises allegations of delay, informal settlement, continued access to children or inadequate protective action. This variation is important. It prevents the report from characterizing madrasa institutions collectively while allowing it to identify a recurring question across the cases: whether child-protection arrangements were strong enough to prevent abuse, identify it early, respond safely to disclosure and ensure accountability without placing the burden of protection on the child or family.

The consequences documented in these cases also extend beyond the underlying sexual or physical violence. They include death in the most serious cases, pregnancy, physical injury, fear, disruption of education, and changes in the child's relationship with the institution. Your subsequent interviews reinforce this educational dimension: among the 15 Qawmi madrasa respondents, the report records recurring fear, weak complaint mechanisms, little access to psychosocial assistance and substantial educational disruption, while correctly cautioning that these interviews cannot establish national prevalence.

Accordingly, these student cases are better understood primarily through the framework of child safeguarding, protection from violence, institutional accountability and educational continuity, rather than being placed automatically within a political-repression category. Their relevance to this report lies in the fact that abuse, intimidation, institutional failure or inadequate remedy can make continued education unsafe or practically impossible even where political motivation is absent.

Cross-cutting observation: The teacher and student cases reveal different forms of vulnerability and should not be collapsed into a single causal category. For madrasa teachers, the record ranges from alleged politically linked coercion and exposure to partisan campus violence to serious non-political or unresolved violence. For madrasa students, the dominant concern is child protection, particularly unequal authority, unsupervised access, delayed disclosure and weaknesses in institutional safeguarding and remedy. What connects the two groups is therefore not a single political explanation, but a broader question of institutional protection: whether educational institutions and public authorities can protect teachers and students from coercion, violence and abuse, investigate credible allegations impartially, and provide effective remedies without allowing political influence, institutional reputation or informal pressure to displace lawful procedures.

5.5 In-depth Interviews with *Madrasa* (Islamic learning institution) Students: Sexual Abuse, Vulnerability and Educational Consequences

5.5.1 Interview Sample and Approach

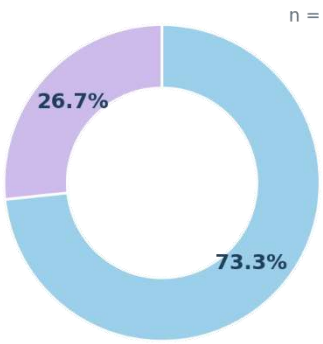
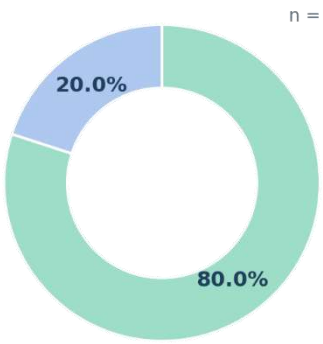
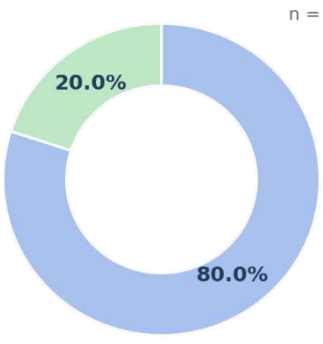
This section draws on 15 completed in-depth interview questionnaires with children and adolescents who had studied in madrasas. The interviews were conducted between 17 August and 22 August 2026 in Chattogram, Cox's Bazar, Gazipur, Dhaka, Savar, and Mymensingh. Respondents were between 10 and 15 years of age. Eleven were boys, and four were girls. Twelve reported having lived residentially at their madrasa, while three were non-residential students. Most respondents were studying in Hifz sections, although the sample also included students from Kitab and other sections. The questionnaire was designed to explore children's experiences of safety, unwanted or harmful conduct, disclosure, institutional responses, subsequent educational and personal effects, and access to protection or remedy.

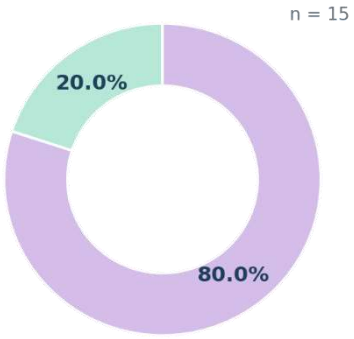
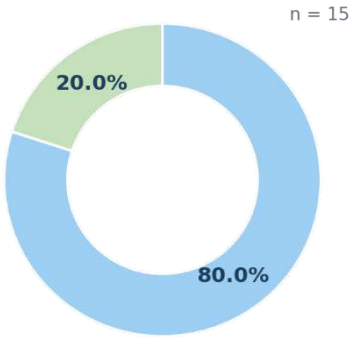
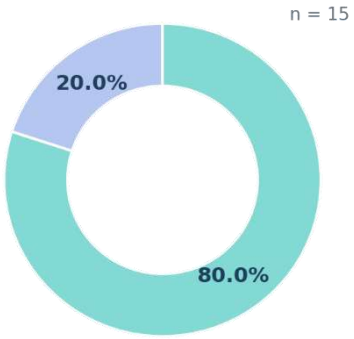
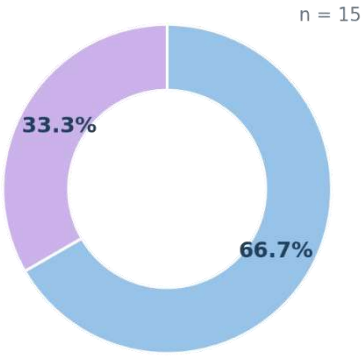
The findings should be understood as qualitative evidence from a small purposively identified group of affected students, rather than as an estimate of the prevalence of abuse across Qawmi madrasas in Bangladesh. The interviews nevertheless identify recurring safeguarding conditions and consequences that merit closer institutional and regulatory examination.

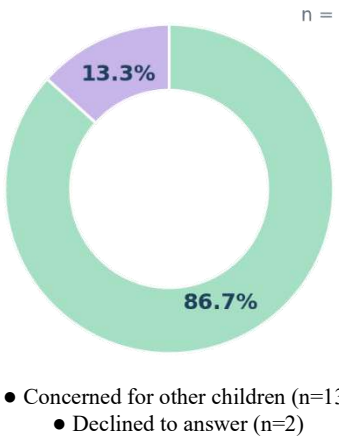
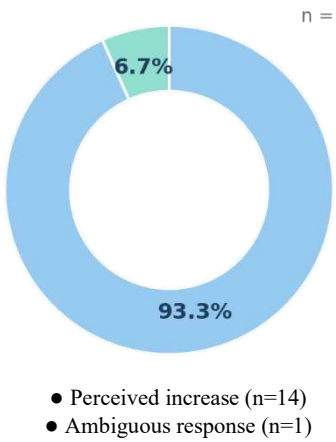
5.5.2 Statistical Overview of In-depth Interviews with *Madrasa* (Islamic learning institution) Students

Interpretive note. The figures below describe recorded responses within this qualitative interview sample. They should not be interpreted as national prevalence estimates. Identified inconsistencies and repeated wording in several interview forms should be verified against original interview records before publication of inferential or case-independent statistical claims. Total Interview sample n = 15.

Figure 22. Visual Summary of Vulnerability Reported by *Madrasa* (Islamic learning institutions) Student Interviewees

Donut chart	Brief analysis
 ● Boy respondents (n=11) ● Girl respondents (n=4)	**Gender of respondents** Boy respondents accounted for 11 of 15 interviews (73.3%), while girl respondents accounted for 4 (26.7%). The sample therefore reflects predominantly male experiences, while the girls' interviews add important gender-specific safeguarding concerns.
 ● Residential (n=12) ● Non-residential (n=3)	**Residential status** Twelve respondents (80.0%) had lived residentially at their madrasa; 3 (20.0%) were non-residential students. This matters because several interviews linked safety concerns to nighttime supervision, sleeping arrangements, and unsupervised access to children.
 ● Repeated / recurring (n=12) ● One-time incident (n=3)	**Frequency of reported harmful conduct** Twelve respondents (80.0%) described the principal harmful conduct as recurring; 3 (20.0%) described a one-time incident. Within this interview sample, harmful experiences were therefore more often reported as developing over time than as isolated episodes.

Donut chart	Brief analysis
 ● No psychosocial support (n=12) ● Did not know (n=3)	**Access to counseling or psychosocial support** Twelve respondents (80.0%) reported no access to a counselor, psychologist, social worker, or comparable professional; 3 (20.0%) did not know. No respondent clearly recorded receiving psychosocial counseling despite reported fear, sleep disruption, and educational consequences.
 ● No contact (n=12) ● Contact reported (n=3)	**Police or administrative contact** Only 3 respondents (20.0%) reported speaking with police, administration or another government body; 12 (80.0%) reported no such contact. The interviews therefore indicate limited engagement with formal protection or accountability mechanisms.
 ● Continued access reported (n=12) ● Did not know (n=3)	**Reported continued access to children** Twelve respondents (80.0%) believed that the accused person continued teaching, supervising, or otherwise having contact with children; 3 (20.0%) did not know. This is respondent-reported information and should be checked against institutional records before being treated as independently established.
 ● Changed madrasa (n=10) ● Permanently stopped studies (n=5)	**Educational consequence following the incident** Ten respondents (66.7%) reported changing madrasa, while 5 (33.3%) recorded permanent discontinuation of study. All 15 interviews therefore recorded a substantial disruption to the respondent's educational trajectory following the harmful experience.

Donut chart	Brief analysis
	**Concern for the safety of other children** Thirteen respondents (86.7%) expressed concern for the safety of other children; 2 (13.3%) declined to answer. The responses suggest that many participants understood their experiences as raising safeguarding concerns beyond their own individual case.
	**Perceived recent increase in harmful incidents** Fourteen respondents (93.3%) clearly recorded a perception that such incidents had increased recently; 1 response (6.7%) was internally ambiguous. This is a perception measure only and cannot establish a national trend or a causal link to wider political or institutional changes.

5.5.3 Additional Universal Indicators in the Sample

100% 15 of 15 respondents described feeling unsafe or very unsafe.	**100%** 15 of 15 reported no specific safe complaint mechanism.	**100%** 15 of 15 reported that they had not been taught whom to contact if inappropriate conduct occurred.

Source: 15 completed in-depth interview questionnaires with Qawmi madrasa students, interviews conducted 17-22 September 2026.

The most consistent finding was the respondents' perception of insecurity. Every respondent selected either “unsafe” or “very unsafe” when asked how safe they generally felt in the madrasa *(Islamic learning institutions)*. The interviews repeatedly describe limited supervision outside formal teaching, teachers having substantial authority over young students, children being required to obey instructions to enter teachers' rooms, and, particularly in residential settings, opportunities for teachers to have access to children away from effective independent oversight. Several respondents explicitly described teachers' private rooms or sleeping arrangements as situations in which children could become isolated from others.

5.5.4 Reported Forms of Abuse and Harmful Conduct

The interviews do not describe a single form of mistreatment. Rather, they contain accounts of sexualized or unwanted physical contact, sexual propositions, severe corporal punishment, intimidation and other coercive conduct, sometimes occurring together.

A substantial number of the forms describe unwanted touching, embracing, bodily pressure, biting, or being summoned to a teacher's private room. For example, one respondent reported being called into a teacher's room, instructed to massage the teacher's body and then forcibly held until other students approached after the child shouted. The respondent reported that similar conduct had happened repeatedly. Another residential student described a teacher approaching children during the night and reported repeated unwanted touching that left him afraid to sleep.

The female respondents also described gender-specific forms of unwanted conduct. One reported receiving sexual propositions through mobile-phone messages and inappropriate attention in class. Another described being called to an office and subjected to unwanted touching after the teacher had previously made suggestive gestures.

The most serious allegation in the interviews was made by a female respondent who stated that a teacher called her into his office, locked the room, and raped her. According to her account, after other teachers and local residents intervened, local community leaders arranged her marriage to the alleged perpetrator; she reported that he subsequently divorced her and that she did not receive the justice she had sought. This remains the respondent's allegation and should be presented as such unless independently corroborated.

Physical punishment was another prominent theme. Several respondents described routine beating connected with memorization, minor misconduct or perceived disobedience. One child reported being beaten after returning late from watching cricket, losing consciousness and later discovering in hospital that his hand and finger had been fractured. Other interviews describe children living with continuing fear of corporal punishment and extremely restrictive daily schedules.

These accounts suggest that sexualized misconduct should not be examined in isolation from the wider environment of disciplinary violence, dependency and unequal authority. For some respondents, fear of being beaten appeared to reinforce an already substantial reluctance to challenge or report a teacher.

5.5.5 Fear, Disclosure and Silence

The interviews indicate significant barriers to disclosure. All 15 respondents marked that there was no person or mechanism within their ordinary madrasa *(Islamic learning institutions)* environment through which they felt they could safely raise a problem. Eleven explicitly indicated fear that complaining about a teacher or senior student could result in punishment, harassment, or some other adverse consequence; the remaining four selected “do not know.”

Six respondents explicitly marked that they had told no one about the incident at the relevant stage, while five identified their mother as the first person to whom they disclosed. Other responses describe hesitation arising from fear, anticipated disbelief, family reputation, embarrassment, concern about causing distress to parents, and the authority of teachers. Some respondents reported being instructed not to disclose what had happened. One child, for example, stated that the teacher told him not to tell anyone and frightened him after the incident. Another reported remaining silent because he feared that others would not believe him.

The interviews therefore suggest that non-disclosure cannot be treated as evidence that abuse did not occur. Within these accounts, silence frequently appears as a consequence of children's dependence on teachers, uncertainty about being believed, fear of punishment and the absence of an accessible independent complaint channel.

5.5.6 Institutional Responses and Accountability

Institutional responses were uneven and, in several forms, internally inconsistent. Eight respondents marked that a responsible person at the madrasa *(Islamic learning institutions)* had become aware of the incident, five marked that no responsible person knew, and two selected “do not know.” Where an institutional response was described, respondents frequently characterized it as absent or inadequate. Several forms state simply that people knew but “no action was taken.”

Particularly concerning is the response to the question about whether the person accused of misconduct continued teaching, supervising, or otherwise having contact with children. Twelve respondents answered **yes**, while the remaining three said they did not know; none clearly answered that the individual's contact with children had ended.

The interviews also reveal a substantial gap between removal of the child from the immediate environment and accountability for the alleged perpetrator. In several cases, parents responded by withdrawing the child or transferring them to another madrasa *(Islamic learning institutions)*, while respondents said that no legal action followed. Thus, changing institutions may have protected an individual child from immediate exposure while leaving the underlying safeguarding concern unresolved.

5.5.7 Effects on Education and Student Well-being

The reported consequences extended directly into the children's education. As recorded in the questionnaires, 10 of the 15 respondents changed madrasa, and five marked that their education had permanently stopped following the relevant experiences. In other words, every interview recorded a substantial change to the child's educational trajectory.
The interviews also record considerable emotional and behavioral effects without attempting clinical diagnosis. Nine respondents reported changes in sleep. Seven reported changes in appetite. Ten reported difficulty concentrating on their studies, while another reported such difficulty “sometimes.” Ten explicitly reported fear, reluctance, or discomfort about returning to the madrasa. Nine reported fear or discomfort triggered by a particular individual, place, or situation.

These effects appear vividly in some of the narratives. Children described being frightened when they saw the teacher involved, becoming anxious when summoned by a teacher, being unable to sleep because they feared a teacher might approach during the night, and wanting to leave the madrasa.

5.5.8 Limited Access to Support and Remedy

Formal post-incident support was extremely limited. Twelve respondents said that they had not been allowed to speak with a counselor, psychologist, social worker or similar support professional; the other three selected “do not know.” No respondent clearly recorded receiving psychosocial counseling.

Similarly, only three respondents reported contact with police, administration, or another government body concerning the relevant events, while 12 reported none. Several children said they

wanted legal or disciplinary action against the teacher but that this did not occur. Others described parents deciding not to pursue the matter because of fear or social pressure.

The absence of psychosocial assistance is especially significant because the interviews simultaneously record disrupted sleep, fear, difficulty concentrating, and withdrawal from education. The accounts therefore indicate a gap not only in prevention and accountability but also in post-incident recovery and educational reintegration.

5.5.9 Safeguarding Weaknesses Identified by the Children

All 15 respondents reported that their madrasa *(Islamic learning institutions)* lacked a specific and safe complaint mechanism for children. Fourteen said they had received no safety-related rules, guidance, or awareness education; only one marked that some safety education had been provided. Most importantly, none of the 15 respondents reported having been taught what to do or whom to contact if a teacher, employee or older student behaved inappropriately. Similar concerns appear repeatedly across the forms.

The children's proposed reforms were strikingly consistent. They called for stronger supervision of residential spaces, safer and more independent complaint channels, increased parental involvement, monitoring of teachers, restrictions on unsupervised access to children, greater external or governmental oversight, and disciplinary or legal action when allegations are substantiated. CCTV was repeatedly proposed by respondents, especially around classrooms, corridors, and access to teachers' private rooms. Female respondents additionally raised concerns about unsupervised male teachers in girls' institutions and called for greater involvement of female staff.

5.5.10 Respondents' Perceptions of the Current Situation

Fourteen questionnaires clearly marked that respondents believed unwanted, inappropriate or abusive incidents had increased recently. One questionnaire contains an ambiguous response to this item, although its subsequent explanation also refers to an increase. These answers should be treated only as participants' perceptions. The questionnaire itself expressly cautions that responses to this section cannot establish an actual national trend.

Several respondents associated their perceptions with what they regarded as weakened enforcement, increased institutional power, or reduced willingness by authorities to intervene following Bangladesh's recent political transition. These are subjective interviewee interpretations and have not been independently verified by this interview exercise. They should therefore not be presented as evidence that a particular government or political change caused an increase in abuse.

5.5.11 Overall Assessment of Vulnerability

Taken together, the interviews describe more than isolated episodes of misconduct. They point to a recurring safeguarding environment in which children reported fear of teachers, extensive teacher authority, weak independent supervision, limited avenues for confidential disclosure, inadequate institutional response, little access to psychosocial assistance, and significant disruption of education. Sexualized misconduct and severe corporal punishment appear within this broader structure of dependency and fear.

The strongest conclusion supported by these interviews is therefore not a national prevalence estimate. Rather, the evidence indicates that, for this group of 15 interviewed students, failures of prevention, reporting, protection and remedy were closely interconnected. The educational

consequences were particularly serious: every respondent recorded either transfer to another madrasa *(Islamic learning institutions)* or permanent discontinuation of study. These accounts warrant further investigation through independently verified case documentation, interviews with parents and former students, institutional records, and examination of available police, medical and administrative evidence.

CHAPTER 6
ACROSS THE EDUCATION SYSTEM: HUMAN RIGHTS FINDINGS, REMEDIES AND REFORM

6.1 Cross-Sector Findings: Patterns of Harm and Human rights Impact

The evidence examined in this book does not reveal a single uniform form of academic repression across Bangladesh's education sector. Rather, it demonstrates a range of overlapping practices affecting teachers and students differently across schools, colleges, universities, engineering and medical institutions, technical and vocational education, and madrasas. These include coerced resignation, suspension and dismissal, informal exclusion from classrooms or campuses, interruption of examinations and academic progression, restrictions on professional and student mobilization, police use of force, arrest and detention, physical intimidation, politically charged disciplinary processes, and failures to protect children from violence and abuse.

These forms of harm should not be treated as interchangeable. A show-cause notice is not equivalent to expulsion; investigation is not proof of guilt; temporary suspension is not necessarily a final disciplinary finding; residential-hall exclusion is distinct from termination of enrollment; and a teacher who formally remains employed may nevertheless be effectively prevented from teaching. The statistical evidence reinforces this distinction. Informal academic exclusion was the largest category in the student response dataset, accounting for 381 of 1,088 records, while 59 of the 188 entries in the school and college teacher register concerned teachers reportedly unable to enter their institutions despite the absence of formal resignation or removal (see Appendix for details). These patterns demonstrate that formal legal or academic status may conceal substantial practical exclusion (Contact Information (Responses), n.d.; School and College List of Repressed Teachers, n.d.).

6.1.1 Accountability and Repression must be Distinguished

A central finding presented throughout the book is the importance of distinguishing legitimate accountability from academic repression. Educational institutions have both the authority and responsibility to investigate credible allegations of violence, ragging, intimidation, corruption, sexual abuse, financial misconduct, and other wrongdoing. Political affiliation, academic status or participation in an educational institution cannot provide immunity from investigation or proportionate sanction where individual misconduct is established.

At the same time, accountability loses legitimacy where allegations are attributed collectively, political identity substitutes for individual evidence, disciplinary measures precede a meaningful opportunity to respond, temporary restrictions become indefinite, or crowd pressure effectively determines institutional decisions. The evidence reviewed in public universities, engineering institutions, medical education and other sectors demonstrates why allegations, investigations, interim measures and final sanctions must be kept analytically separate. Some institutional proceedings resulted in differentiated outcomes, including individuals being cleared, further illustrating that neither accusation nor initiation of proceedings should be treated as proof of wrongdoing.

The appropriate standard is therefore individualized responsibility. Institutions should establish what conduct occurred, what evidence supports the allegation, which individual was responsible,

whether the applicable rules authorized the response, and whether the procedure and sanction were proportionate. This approach protects both complainants and accused persons and is consistent with the constitutional and international standards applied throughout this book (Government of Bangladesh, 1972; United Nations, 1966a; ILO & UNESCO, 1966; UNESCO, 1997).

6.1.2 Political Context is Evident but Requires Individualized Evidence

Political context is difficult to separate from many of the events documented in the post-August 2024 education sector. Some teachers and students were subjected to scrutiny, disciplinary measures, exclusion, arrest, or intimidation in circumstances where actual or perceived political affiliation, views concerning the July uprising, previous institutional roles, or political expression formed part of the surrounding context. Conversely, several disciplinary proceedings concerned allegations of violence, intimidation, ragging, corruption or other identifiable misconduct that cannot properly be reduced to political affiliation alone.

The available evidence therefore supports neither a presumption that every post-July disciplinary action was political repression nor a presumption that political identity was irrelevant. The appropriate inquiry is case-specific. Where political affiliation or opinion appears alongside an allegation of misconduct, the decisive question is whether the adverse action was based on independently established individual conduct or principally on political identity, perceived association or collective labeling.

The same caution applies to claims of systematic or centrally directed political persecution across the education sector. The material reviewed documents numerous incidents with political dimensions, but the sources examined do not by themselves establish that all such actions resulted from a single coordinated national policy. Comparative examination of similarly situated persons, institutional rules, decision-making records and outcomes would be necessary before stronger conclusions concerning systematic political selectivity could be drawn.

This evidentiary caution should not minimize the potential chilling effect of political labeling. Where teachers or students reasonably fear that expression, association, historical political involvement or participation in lawful public discussion may expose them to physical intimidation, institutional exclusion or criminal consequences without individualized evidence, academic freedom and open intellectual participation may be weakened even beyond the persons directly affected.

6.1.3 Institutional Misconduct, Inaction and Failures of Protection

One of the strongest cross-sector findings is that human rights harm may arise from both what institutions wrongfully did and what they failed to do.

In some cases, the concern involves affirmative institutional action: coerced or disputed resignation, suspension without timely review, exclusion from academic activities, disciplinary measures lacking adequate procedural safeguards, or institutional action following collective pressure. In others, the central problem is institutional inaction: failure to protect a teacher from a hostile crowd, failure to ensure that a reinstated employee can actually return to work, failure to protect a student from intimidation, failure to investigate reported violence, or failure to provide a safe mechanism through which a child can report abuse.

This distinction is particularly important in child-protection cases. The report's Qawmi madrasa interviews describe a small, purposively selected group and cannot establish national prevalence.

Nevertheless, within that sample, all 15 respondents reported feeling unsafe or very unsafe; all reported the absence of a specific safe complaint mechanism; and none reported having been taught whom to contact when inappropriate conduct occurred. Ten reported changing madrasa and five recorded permanent discontinuation of study following the relevant experience. These findings require verification where identified data-quality concerns remain, but they demonstrate how failures of prevention, disclosure, protection and remedy can become directly connected with a child's ability to continue education.

Institutional responsibility therefore extends beyond refraining from improper disciplinary action. Educational authorities must also provide reasonable protection, accessible complaint procedures, independent investigation, protection against retaliation and effective remedies where credible allegations of violence, harassment or abuse arise (United Nations, 1989).

6.1.4 Restriction on Collective Mobilization and the Use of State Force

Across several sectors, teachers and students encountered restrictions or police intervention while pursuing professional, academic or institutional demands. The book documents crowd-control measures affecting government primary teachers, MPO-listed teachers, Independent madrasa *(Islamic learning institutions)* teachers, engineering students and technical or vocational students. The underlying demands and conduct differed significantly between incidents, and these events therefore should not be mechanically treated as equivalent.

The common human rights question is whether restrictions on assembly and any use of force were lawful, necessary and proportionate. Authorities may legitimately address violence, serious obstruction, threats to public safety or unlawful conduct by identifiable individuals. At the same time, isolated unlawful conduct by some participants does not automatically remove peaceful-assembly protection from others. Where batons, tear gas, sound grenades, water cannon, detention or other coercive measures were used, assessment should therefore identify the conduct that prompted intervention, warnings provided, alternatives available, persons against whom force was directed, injuries caused and subsequent accountability (Government of Bangladesh, 1972; United Nations, 1966a; Human Rights Committee, 2020).

Professional mobilization by teachers also engages freedom of association and occupational rights. Salary disputes, nationalization demands, MPO inclusion, employment security and working conditions are not merely administrative matters when teachers collectively organize to pursue them. Mechanisms of consultation, negotiation and dispute resolution should therefore be strengthened so that professional disagreements do not unnecessarily escalate into confrontations between educators and law-enforcement authorities (ILO, 1948; ILO & UNESCO, 1966).

6.1.5 Human Rights Impact Extends beyond Formal Sanctions

The human rights consequences documented in this book cannot be measured solely through the number of formal suspensions, expulsions, resignations, or arrests. Academic repression and related human rights failures can generate cumulative effects on education, livelihood, professional identity, physical security, psychological well-being and future opportunity.

For students, exclusion may mean inability to attend classes, sit examinations, access residential halls, obtain certificates or continue progression to subsequent stages of education. Even where enrollment formally continues, fear of entering a campus may make the right to education ineffective in practice. For children subjected to violence or abuse, transfer to another institution

may provide immediate physical distance but may also represent disruption of education rather than an effective remedy.

For teachers, forced resignation, prolonged suspension, inability to enter the workplace, or continuing hostility after formal reinstatement can affect salary, career progression, professional reputation, and family livelihood. A favorable administrative or judicial decision is therefore incomplete if the teacher remains unable to enter the institution, resume classes or work without intimidation.

Arrest and prolonged detention of academics create a further human impact extending beyond the criminal proceeding itself. Where criminal allegations and university disciplinary processes operate simultaneously, institutions should avoid treating an unresolved criminal accusation as automatic proof of academic misconduct. Criminal responsibility and employment or disciplinary responsibility involve distinct procedures and standards and should be assessed accordingly.

6.1.6 Remedies must be Practical - Not Merely Formal

The evidence repeatedly demonstrates a difference between formal remedy and effective remedy. Reinstatement does not provide meaningful redress if the individual cannot safely return to the workplace. Continued enrollment does not protect the right to education if a student cannot attend classes or examinations. Registration of an investigation does not establish accountability where no meaningful investigation follows. Removal of an alleged perpetrator from one position may not adequately safeguard children if continued access to students is possible elsewhere.

Effective remedy should therefore be measured by practical outcomes. Depending on the circumstances, these may include restoration of employment or academic status, safe access to the institution, salary and benefit arrears, restoration of credentials, examination accommodation, correction of institutional records, protection against retaliation, medical and psychosocial support and investigation of unlawful violence or coercion.

6.2 Recommendations: Accountability, Protection and Effective Remedy

The recommendations below follow from the evidence reviewed across the different education sectors. They should be implemented in a manner that protects complainants, witnesses and survivors while preserving fair procedures for persons accused of misconduct.

6.2.1 Protect Teachers from Coercion while Preserving Lawful Accountability

Ministries, education boards, governing bodies and local administrations should ensure that resignation, suspension, transfer, dismissal and other employment measures are undertaken only through competent and lawful procedures.

No teacher should be compelled to resign through physical confinement, threats, crowd pressure or intimidation. Where allegations of corruption, violence, harassment, financial irregularity or other professional misconduct exist, they should be investigated independently rather than resolved through coerced resignation.

Where a teacher has been reinstated administratively or judicially, the responsible authorities should verify practical implementation, including access to the institution, restoration of teaching responsibilities, salary and benefits where applicable, and protection from renewed intimidation.

6.2.2 Review Student Disciplinary and Exclusion Measures

Educational institutions should conduct a time-bound review of prolonged or particularly consequential student restrictions, prioritizing permanent expulsion, cancellation or suspension of certificates, extended academic suspension, exclusion from examinations and cases in which students remain formally enrolled but cannot participate in academic activities.

Each review should identify the specific conduct alleged, evidence relied upon, competent decision-making authority, procedure followed, duration of any interim measure and available route of appeal. Political affiliation, participation in lawful expression or perceived group identity should not substitute for evidence of individual misconduct.

Where students were unable to participate meaningfully in proceedings because of safety concerns, detention, medical circumstances or other serious impediments, reasonable alternative procedures should be offered. Where a disciplinary measure is found unlawful, procedurally defective or disproportionate, remedial action should address both formal status and actual educational loss.

6.2.3 Protect Peaceful Professional and Student Mobilization

Public authorities and educational institutions should recognize that teachers and students may lawfully organize and peacefully express grievances relating to remuneration, employment conditions, academic policy, institutional governance and other educational matters.

Police restrictions on demonstrations should have a clear legal basis and should prioritize communication, de-escalation and less intrusive measures. Where force becomes unavoidable, it should be limited to what is necessary and proportionate to the actual threat or unlawful conduct presented.

Allegations that protesters or police officers engaged in violence should be investigated individually. Conduct by one participant should not automatically be attributed to an entire demonstration, and peaceful participation should not itself become a basis for subsequent academic or employment retaliation.

6.2.4 Separate Criminal Proceedings from Academic Misconduct

Universities and other educational institutions should avoid treating arrest, remand, prosecution or the filing of a criminal case as proof that academic or professional misconduct has been established.

Where institutional proceedings concern conduct that is also the subject of criminal proceedings, the institution should identify its independent disciplinary basis, evidence and procedural safeguards. Interim measures should be periodically reviewed and should not become indefinite punishment without determination.

Academic freedom and employment rights do not prevent accountability for criminal conduct, but criminal accusations should likewise not be used to bypass institutional due process or to sanction protected political opinion, expression or association.

6.2.5 Strengthen Child Safeguarding and Independent Complaint Mechanisms

Schools, madrasas *(Islamic learning institutions)*, colleges and other institutions educating persons under 18 should establish confidential, child-accessible and clearly communicated complaint mechanisms.

Children should be informed whom they can contact if they experience inappropriate touching, corporal punishment, sexual abuse, threats or other harmful conduct. Residential institutions require particular safeguards concerning supervision, access to sleeping areas and private rooms, overnight arrangements and unsupervised contact between adults and children.

Credible allegations of serious violence or sexual abuse should be referred to competent authorities in accordance with applicable law and should not be resolved solely through informal compromise. Children and families should be protected from retaliation, pressure to withdraw complaints or educational punishment following disclosure.

Appropriate medical, psychological, social, legal and educational support should be available to survivors, with particular attention to preserving the child's ability to continue education (United Nations, 1989).

6.2.6 Ensure Effective Remedies and Educational Continuity

Remedies should address practical consequences rather than formal status alone. Institutions should develop procedures for restoring missed examinations, classes, placements, internships, residential access, certificates and other academic opportunities where exclusion is subsequently found unjustified.

For teachers, effective remedy may require restoration of teaching duties, salary, seniority, benefits and safe workplace access. Where prolonged exclusion caused identifiable professional or financial loss, the responsible authority should consider appropriate restoration or compensation under applicable law.

Psychosocial support should be made available where students or teachers have experienced violence, prolonged intimidation, detention, sexual abuse or other serious trauma affecting educational or professional participation.

6.2.7 Preserve Evidence, Improve Transparency and Protect Participation of alleged teachers and students

Institutions should preserve disciplinary notices, complaints, replies, hearing records, committee minutes, CCTV footage, attendance records, employment documents, medical referrals, appeal decisions and other materials relevant to disputed cases.

Education regulators should publish privacy-preserving statistical information distinguishing complaints, investigations, interim restrictions, final sanctions, appeals, reversals and reinstatements. These categories should not be collapsed into a single number.

Individuals included in administrative or research datasets should have a means of correcting inaccurate names, dates, institutional affiliations or current status. Public datasets should use pseudonymous identifiers where disclosure of identity could create safety or privacy risks.

Students and teachers should be able to participate in institutional governance, professional bodies and complaint processes without intimidation, while equally respecting the safety and rights of staff, students, witnesses and complainants.

6.2.8 Independent Monitoring and Follow-Up

Relevant ministries, regulatory authorities, the University Grants Commission, education boards, institutional governing bodies and competent law-enforcement authorities should establish mechanisms for monitoring unresolved cases identified through credible complaints.

Human rights bodies and international mechanisms reviewing the education sector should seek case-specific responses where significant allegations remain unresolved, particularly concerning prolonged exclusion, forced resignation, physical violence, detention, child abuse and failure to implement remedial decisions.

Follow-up should prioritize verification and remedy rather than production of inflated national totals. The report's evidence base contains different units of analysis, unresolved duplicates and uneven levels of corroboration; future monitoring should therefore improve source verification and case-level documentation rather than mechanically aggregating incompatible datasets.

6.3 Conclusion: Protecting Education from Repression while Preserving Accountability

The evidence examined in this book portrays the education system of Bangladesh in which the principal human rights challenge is not reducible to a single institution, political affiliation, or form of repression. Across different sectors, teachers and students have encountered coercive resignation, academic and professional exclusion, disciplinary proceedings, restrictions on expression and association, police intervention during collective mobilization, violence and intimidation, arrest and detention, and failures of child safeguarding. At the same time, some of the persons subjected to disciplinary or criminal proceedings faced serious allegations of identifiable misconduct. A credible human rights assessment must therefore preserve both the demand for accountability and the protection of individuals from arbitrary, discriminatory or coercive treatment.

The most consistent cross-sector lesson is that individual conduct, evidence and fair procedure matter. Political identity cannot establish guilt. Nor does academic freedom excuse violence, abuse, corruption or other proven misconduct. Institutions protect human rights most effectively when they investigate credible allegations impartially, allow meaningful participation by affected persons, distinguish interim protection from punishment, provide reasoned decisions and ensure accessible review.

The book also demonstrates that rights can be violated through both improper action and inaction. Institutions may improperly exclude or discipline teachers and students, but harm may equally arise when authorities fail to prevent forced resignation, fail to protect a person returning after reinstatement, fail to investigate violence, or fail to provide victims, especially children with safe means of reporting abuse. In this sense, protection of education requires more than restraint from repression; it requires functioning institutions capable of preventing harm and providing effective remedy.

The human rights impact is ultimately more important than the formal label attached to a case. A teacher who remains technically employed but cannot enter the workplace has not been fully restored. A student who remains enrolled but cannot safely attend class has not secured meaningful access to education. A child transferred to another institution after abuse but denied investigation,

counseling or educational continuity has not received an effective remedy. Human rights compliance must therefore be assessed through practical access, safety, dignity and restoration, not formal documentation alone.

Finally, the evidence presented in this book does not support the creation of a single national victim figure from based on the materials reviewed. The datasets, institutional records, press investigations, case studies and interviews describe different populations and different forms and stages of adverse action. Their value lies instead in revealing recurring mechanisms and identifying cases requiring further verification. The appropriate next step is consequently not broader numerical aggregation, but individualized review, independent verification, protection from retaliation, restoration of educational and professional access, and sustained institutional reform.

Finally, this book maintains that Bangladesh's education system can accommodate both accountability and pluralism. The two are not opposing objectives. Accountability is strengthened when it is based on evidence rather than identity; academic freedom is strengthened when it does not shield proven wrongdoing; and the *right to education* is strengthened ensured when teachers and students can teach, learn, organize, express views, and seek redress without fear of violence, arbitrary exclusion, or coercion, etc. That principle should guide the institutional response to the cases documented in this book.

So, our call is clear and unequivocal — end the oppression, intimidation, mob-violence and victimization of teachers and students, regardless of political beliefs. Restore our rights, and protect our dignity.

Let teachers teach. Let students Learn. Let us return to our classrooms.

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Appendix: A List of Affected High-School & College Teachers

English reproduction of the supplied list (up to 17 March 2025)

Source note: This table reproduces the supplied PDF in English. Names, institutions, contact details, dates, and reported status are retained from the source; Bangla headings/status descriptions have been translated. The source contains some OCR/formatting ambiguities, which have not been independently verified.

SL No	Name	Position	Institution	District	Nature of Repression
1	Mohammad Kamrul Hassan Munshi	Assistant Head Teacher	Anwara Begum Muslim Girl's High School & College	Dhaka	Forced resignation obtained
2	Mahadeb Chandra De Tidar	Head Teacher	Model High School Adarsha Sadar	Cumilla	Forced resignation obtained
3	Kulsum Begum	Head Teacher	Begum Ayesha Pilot Girls High School and College	Dhaka	No resignation/removal, but unable to enter the institution
4	Dr. Md Idris Ali	Head Teacher	BCSIR School and College	Dhaka	No resignation/removal, but unable to enter the institution
5	Mohammad Kahinoor Rahaman	Head Teacher	Talebpur Adarsha High School	Manikganj	Forced resignation obtained
6	MD MOSHAROF HOSSAIN MUNSHI	Principal	Ahmed Bawany Academy School & College	Dhaka	Forced removal
7	Lutfun Nesa	Head Teacher	Hariharpara High School	Narayanganj	Forced resignation obtained
8	Kazi Shafiqul Islam	Head Teacher	Banani Model School	Dhaka	Forced resignation obtained
9	Mohammad Ahedul Islam Khan	Head Teacher	Katakhali M. K. Khan High School	Dhaka	Forced resignation obtained
10	Mohammad Zohirul Islam	Head Teacher	Banani Model School	Dhaka	Forced resignation obtained

SL No	Name	Position	Institution	District	Nature of Repression
11	Md. Siddiqul Islam	Head Teacher	Dhigram High School	Manikganj	Forced resignation obtained
12	Prof. Bedar Uddin Ahmed	Principal	Dhaka City College	Dhaka	Forced resignation obtained
13	Asma Parveen Shaikh	Vice Principal	Burhauddin Post Graduate College	Dhaka	Forced resignation obtained
14	Laila Akter	Assistant Head Teacher	Morgan Girls School and College	Narayanganj	Forced resignation obtained
15	Nazma Begum	Head Teacher	Anandamoyee Balika High School	Dhaka	Forced resignation obtained
16	Mohammad Nowsher Ali	Head Teacher	Shukurjan-Zinnot Ali Adarsha Bidyalaya	Dhaka	Forced resignation obtained
17	Abdur Rashid Moral	Principal	Anwara Begum Muslim Girls High School and College	Dhaka	Forced resignation obtained
18	TOFAYEL AHAMMAD	Head Teacher	Sayedpur Bangabandhu High School	Narayanganj	Forced resignation obtained
19	Mohammad Farhad Hossain	Head Teacher	Kailash Chandra High School	Dhaka	Forced resignation obtained
20	Md. Hafizur Rahman	Lecturer/Senior Lecturer/Other	Haider Ali School and College	Dhaka	Forced removal
21	Mohammad Wasim Haider Ali	Assistant Teacher/Other	School and College	Dhaka	No resignation/removal, but unable to enter the institution

SL No	Name	Position	Institution	District	Nature of Repression
22	Nasima Parvin	Principal	Ali Ahmed School and College	Dhaka	No resignation/removal, but unable to enter the institution
23	Nityananda Mondal	Assistant Teacher/Other	Haider Ali School and College	Dhaka	Forced resignation obtained
24	Md. Abdur Razzaque	Head Teacher	Wadudur Rahman High School	Dhaka	Forced resignation obtained
25	Mohammad Abdul Mannan Mozumder	Principal	Mudaforgonj Ali Nawab High School & College	Cumilla	No resignation/removal, but unable to enter the institution
26	TOFAZZAL HOSSAIN	Head Teacher	Aganagar High School	Dhaka	Forced resignation obtained
27	Md. Jashim Uddin	Principal	Barkota School and College	Cumilla	No resignation/removal, but unable to enter the institution
28	Abdur Rashid Moral	Principal	Anwara Begum Muslim Girl's High School & College	Dhaka	Forced resignation obtained
29	MD. Nazrul Islam	Head Teacher	Bagmara High School	Dhaka	No resignation/removal, but unable to enter the institution
30	Hosneara	Head Teacher	Rampura Ekramunnesa Girls High School	Dhaka	Forced resignation obtained
31	Md. Harez Ali	Head Teacher	Bhawman Talabaha Model High School	Gazipur	No resignation/removal, but unable to enter the institution
32	Mossammat Nargis Akter	Principal	Cumilla Directorate	Cumilla	Forced resignation obtained

SL No	Name	Position	Institution	District	Nature of Repression
			School and College		
33	Zahidul Islam Mamun	Assistant Teacher/Other	Parnowar Brahmangaon High School	Dhaka	Forced resignation obtained
34	Md Kazi Makbul Hossain	Head Teacher	Raidakshin K.M. High School	Manikganj	No resignation/removal, but unable to enter the institution
35	Md. Nazrul Islam	Principal	Daudkandi Madinatul Uloom Islamia Kamil Madrasa (Islamic learning institutions)	Cumilla	No resignation/removal, but unable to enter the institution
36	A K M AKHTER HOSSAIN	Head Teacher	Cumilla Modern High School	Cumilla	Forced resignation obtained
37	Kamruzzaman Jamal	Head Teacher	Kolatia High School	Dhaka	Forced resignation obtained
38	Md. Aburayhan Zia?	Head Teacher	Digdigera Pir Mohammad Pilot Girls High School	Dhaka	Forced removal
39	BILLAL HOSSEN	Head Teacher	Baira High School	Manikganj	No resignation/removal, but unable to enter the institution
40	Shaikh Md. Abdul Hai	Head Teacher	Natun Jurain KM Mainuddin High School	Dhaka	Forced resignation obtained
41	Ahasan ul Kabir	Head Teacher	Dhaka Cotton Mill Adarsha High School	Dhaka	Forced resignation obtained
42	Mr. Delwar Hossain Miah	Head Teacher	Kakna High School	Manikganj	Forced resignation obtained

SL No	Name	Position	Institution	District	Nature of Repression
43	Md. Safiqul Islam	Principal	Central Women's College	Wari, Dhaka	No resignation/removal, but unable to enter the institution
44	Nasrin Akter	Principal	Rahmatullah Model High School and College	Dhaka	Forced resignation obtained
45	Nasrin Sultana	Head Teacher	Dhaka Central Girls High School	Dhaka	No resignation/removal, but unable to enter the institution
46	Taslima Sultana	Assistant Teacher/Other	Haider Ali School and College	Dhaka	Forced resignation obtained
47	Mohammad Rasel Uddin Mahmud Dar	Assistant Head Teacher	Cumilla Modern High School	Cumilla	Forced removal
48	Md. Mamun-Ar-Rashid	Assistant Head Teacher	K.L. Jubilee School and College	Dhaka	Forced resignation obtained
49	BHUIYAN ABDUR RAHMAN	Principal	Barnamala Adarsha School & College	Dhaka	Forced resignation obtained
50	Alkas Uddin Ahmed	Head Teacher	Golam Nabi Model Pilot High School	Gazipur	Forced resignation obtained
51	Anwarul Islam Talukder	Principal	Suyapur Nannar School and College	Dhaka	Forced resignation obtained
52	Alauddin Pathan	Assistant Teacher/Other	Daudkandi Madinatul Uloom Islamia Kamil Madrasa (Islamic learning institutions)	Cumilla	No resignation/removal, but unable to enter the institution

SL No	Name	Position	Institution	District	Nature of Repression
53	Md Abul Kalam Azad	Head Teacher	Dolla Union Council High School	Manikganj	Forced resignation obtained
54	Keka Roy Chowdhury	Principal	Viqarunnisa Noon School and College	Dhaka	Forced resignation obtained
55	Rokshan Ara	Assistant Head Teacher	Faridabad High School	Dhaka	No resignation/removal, but unable to enter the institution
56	Mahamud Ali Sikhdar	Head Teacher	Abdul Malek School	Narayanganj	Forced resignation obtained
57	Md. Esarot Ali	Head Teacher	Bhasha Prodeep High School	Dhaka	Forced resignation obtained
58	Afroza Begum	Assistant Head Teacher	Soulmate School and College	Dhaka	Forced resignation obtained
59	Md. Enayet Hossain	Principal	Azmatpur Adarsha School and College	Gazipur	Forced resignation obtained
60	Md Nazrul Islam	Principal	Saleha Uchch Madhyamik Bidyalaya	Dhaka	Forced resignation obtained
61	Umme Habiba Begum	Head Teacher	Dhamrai High Girls School	Dhaka	No resignation/removal, but unable to enter the institution
62	Mohammad Selim	Head Teacher	Bangur High School	Cumilla	Forced resignation obtained
63	Md. Shamim Hossain	Head Teacher	Kaundia Shahid Smrity High School	Dhaka	No resignation/removal, but unable to enter the institution
64	Nasima Yesmin	Principal	Hatimara Uchch Madhyamik Vidyalay	Gazipur	Forced resignation obtained

SL No	Name	Position	Institution	District	Nature of Repression
65	Md. Abul Kashem	Assistant Head Teacher	Cumilla Modern High School	Cumilla	No resignation/removal, but unable to enter the institution
66	Nasrin Akter	Principal	Rahmatullah Model High School and College	Dhaka	Forced resignation obtained
67	Nurul Amin	Head Teacher	Parnowar Brahmangaon High School	Dhaka	Forced resignation obtained
68	Pranzit Kumer Mazumder	Assistant Teacher/Other	Muradnagar Nurunnaher Girls High School	Cumilla	Forced resignation obtained
69	MOHAMMAD SHOHIDUL ISLAM	Principal	Mouchak Scout School and College	Gazipur	No resignation/removal, but unable to enter the institution
70	Kamruzzaman Jamal	Head Teacher	Kolatia High School	Dhaka	Forced resignation obtained
71	Dr. Md. Abubakar Siddique	Principal	Digdigera Pir Mohammad Pilot School and College	Dhaka	Forced resignation obtained
72	MD. Mamunur Rashid Pramanik	Principal	Mohastan Mahisowar Degree College, Bogura	Bogura	Forced removal
73	Nitai Chandra Das	Head Teacher	Mazidpur Dayhata Kafiluddin Chowdhury Institution	Munshiganj	Forced resignation obtained
74	Md. Abul Kalam Azad	Principal	Dhaka Women College	Dhaka	Forced resignation obtained

SL No	Name	Position	Institution	District	Nature of Repression
75	Md. Matiar Rahman	Head Teacher	Sonargaon Pilot Girls High School	Narayanganj	Forced resignation obtained
76	Ajay Kumar Roy	Principal	Malikanda Meghula School and College	Dhaka	Forced resignation obtained
77	Dr. Farhana Khanum	Lecturer/Senior Lecturer/Other	Viqarunnisa Noon School and College	Dhaka	Forced resignation obtained
78	Md Al Mamun Sarder	Principal	Collectorate Public School and College, Bogura	Bogura	Forced removal
79	Nitya Nanda Mondal	Assistant Teacher/Other	Haider Ali School and College	Dhaka	Forced resignation obtained
80	Nasrin Sultana	Head Teacher	Dhaka Central Girls High School	Dhaka	No resignation/removal, but unable to enter the institution
81	Syeda Hasina Akter	Head Teacher	Muradnagar Nurunnahar Girls High School	Cumilla	Forced resignation obtained
82	Md Kamal Hossain	Head Teacher	Mahmudpur High School	Dhaka	Forced resignation obtained
83	Md. Ekram Hossain	Assistant Teacher/Other	Abdul Khalek Memorial High School	Dhaka	Forced resignation obtained
84	Aysha Akter	Head Teacher	Abdul Khalek Memorial High School	Dhaka	Forced resignation obtained
85	Mohammad Khurshid Alam	Head Teacher	Chandina Dr. Firoza Pilot Girls High School and College	Cumilla	Forced resignation obtained

SL No	Name	Position	Institution	District	Nature of Repression
86	Afroza Begum	Assistant Head Teacher	Solmaid School and College	Dhaka	Forced resignation obtained
87	MD. Harun-Or-Rashid Howlader	Principal	Kazi Azimuddin College, Gazipur	Gazipur	Forced resignation obtained
88	Md Saiduzzaman	Principal	Shariakandi Degree College	Bogura	No resignation/removal, but unable to enter the institution
89	MD WADUDUR RAHMAN	Principal	Siraj Uddin Sarker Vidyaniketan and College	Gazipur	Forced resignation obtained
90	Mohammad Mahatab Hossain Prang	Principal	Alhaj Abdul Haque Chowdhury Degree College	Feni	No resignation/removal, but unable to enter the institution
91	Dr. Md. Abubakar Siddique	Principal	Digdigera Pir Mohammad Pilot School and College	Dhaka	Forced resignation obtained
92	MD. Nazrul Islam	Head Teacher	Bagmara High School	Dhaka	No resignation/removal, but unable to enter the institution
93	MD. Abul Kashem	Assistant Head Teacher	Cumilla Modern High School	Cumilla	No resignation/removal, but unable to enter the institution
94	Asma Parveen	Vice Principal	Sheikh Borhanuddin Post-Graduate College, Dhaka	Dhaka	Forced resignation obtained
95	Md. Tazul Islam	Principal	Kalma Lakshmikanta High School and College	Munshiganj	Forced resignation obtained

SL No	Name	Position	Institution	District	Nature of Repression
96	Md. Faiz Uddin	Head Teacher	Jamalpur R.M. Bidhyapith	Gazipur	Forced resignation obtained
97	Nirmal Indu Sarker	Principal	Collectorate School and College, Lakshmipur	Lakshmipur	No resignation/removal, but unable to enter the institution
98	Obaidul Islam	Assistant Teacher/Other	Abdul Khalek Memorial High School	Dhaka	Forced resignation obtained
99	Mohammad Alauddin Bhuiyan	Head Teacher	Pir Kashimpur Raisatun Nesa High School	Cumilla	No resignation/removal, but unable to enter the institution
100	Fakir Ahamed Fayez	Principal	Panchgachia A Z Khan Memorial School & College	Feni	No resignation/removal, but unable to enter the institution
101	Moni Akter Mely	Head Teacher	Adarsha High School-Mithabo	Narayanganj	Forced resignation obtained
102	Dr. Md. Golam Mawla	Principal	Shahid Mamun Mahmud Police Lines School and College	Rajshahi	Forced removal
103	Md Abdul Awal Molla	Principal	Bhulta School and College	Narayanganj	Forced resignation obtained
104	Kaniz Fatema	Head Teacher	Hasnabad Kamuchan Shah High School	Dhaka	Forced resignation obtained
105	Md Mominul Hoque	Principal	Rajapur High School and College	Feni	Forced resignation obtained
106	Paramesh Chandra Das	Principal	Feni South-East College	Feni	No resignation/removal, but unable to enter the institution

SL No	Name	Position	Institution	District	Nature of Repression
107	Md Kamal Hossain	Head Teacher	Mahmudpur High School	Dhaka	Forced resignation obtained
108	Mohammad Jahangir Alam	Lecturer/Senior Lecturer/Other	Sompahra College	Noakhali	Forced resignation obtained
109	Dr. Mohammad Mahatab Hossain Prang	Principal	Alhaj Abdul Haque Chowdhury Degree College	Feni	No resignation/removal, but unable to enter the institution
110	Shamim Akter	Head Teacher	Shaheed Major Salahuddin Momotaj Bir Uttam High School	Feni	Forced resignation obtained
111	Md. Shohidul Alam	Principal	Sultan Mohammad College	Noakhali	No resignation/removal, but unable to enter the institution
112	Md. Mostafa Kamal	Head Teacher	Lake Circus Girls' High School	Dhaka	Forced resignation obtained
113	Md. Ibrahim Shikari	Assistant Head Teacher	Goran Adarsha Uchcha Bidyalaya	Dhaka	Forced resignation obtained
114	Md. Badsh Ali	Head Teacher	Gobindapur Bahumukhi High School	Naogaon	Forced resignation obtained
115	A. T. M. Mostofa Kamal	Principal	Armed Police Battalion Public School and College, Bogura	Bogura	Forced resignation obtained
116	Mohammad Belal Hossain	Head Teacher	Jaylaskar High School	Feni	No resignation/removal, but unable to enter institution
117	Md Mozid Mollah	Head Teacher	Khanbahadur Aulad Hossain	Manikganj	No resignation/remov

SL No	Name	Position	Institution	District	Nature of Repression
			Khan High School, Manikganj		al, but unable to enter the institution
118	SHYAMAL KUMAR ROY	Principal	Engineering University School and College, BUET Campus, Dhaka	Dhaka	Forced resignation obtained
119	Mohammed Morshed Alam	Head Teacher	Border Guard Public School	Cumilla	Forced removal
120	MD. ZAHIRUL ISLAM	Head Teacher	Agrani High School	Dhaka	Forced removal
121	SAAD Ahmed	Assistant Teacher/Other	Anandamoyee Girls High School	Dhaka	Forced resignation obtained
122	Md. Yousub Ali	Head Teacher	Upazila Kendrio Abdul Goni Sarker High School	Manikganj	Forced removal
123	Mohammad Atikur Rahman	Head Teacher	Alhaj Babar Ali High School	Sherpur	Forced resignation obtained
124	MD. ATIQUR RAHAMAN	Principal	Balihar Degree College	Naogaon	Forced resignation obtained
125	Md. Mojammel Haque	Head Teacher	Tigerpass Bahumukhi High School	Chattogram	Forced resignation obtained
126	Amena Begum	Assistant Teacher/Other	Tigerpass Bahumukhi High School	Chattogram	Forced resignation obtained
127	S. M. Ziaul Haque	Principal	Dhunat Mohila College	Bogura	No resignation/removal, but unable to enter the institution

SL No	Name	Position	Institution	District	Nature of Repression
128	Nazneen Hoque Chowdhury	Assistant Head Teacher	Bakolia Adarsha Girls' High School	Chattogram	Forced resignation obtained
129	Salma Akter	Assistant Head Teacher	Beltali High School	Cumilla	No resignation/removal, but unable to enter the institution
130	Md. Kamruzzaman	Principal	Islamia College, Binodpur Bazar	Rajshahi	Forced removal
131	Aminul Islam Mojumder	Head Teacher	Motobi Adarsha High School	Feni	Forced resignation obtained
132	Md. Shamiul Islam	Assistant Head Teacher	Rajarampur Hamidullah High School	Chapainawabganj	No resignation/removal, but unable to enter the institution
133	Md. Golam Reza Sorwar	Lecturer/Senior Lecturer/Other	Alhaj Abdul Hoque Chowdhury Degree College	Feni	No resignation/removal, but unable to enter the institution
134	Md. Mostafa Kamal	Head Teacher	Lake Circus Girls' High School	Dhaka	Forced resignation obtained
135	Mohammad Jafar Iqbal	Principal	Kamargaon Al Amin Islamia Alim Madrasha	Munshiganj	Forced resignation obtained
136	Hafijur Rahman	Head Teacher	Bishnupur Gutu Mia High School	Manikganj	Forced resignation obtained
137	Mohammad Azizul Haque	Assistant Head Teacher	Rangmala Adarsha Uchcha Bidyalaya	Noakhali	No resignation/removal, but unable to enter the institution
138	A K M Mujibur Rahman	Principal	Rampur Nasir Memorial College	Feni	No resignation/removal, but unable to enter the institution

SL No	Name	Position	Institution	District	Nature of Repression
139	Hasina Momtaz	Head Teacher	Mohora Sayara Khatun Girls High School and College	Chattogram	No resignation/removal, but unable to enter the institution
140	Zeenat Rahman	Lecturer/Senior Lecturer/Other	Sher-E-Bangla School and College, Modhubag, Moghbazar, Dhaka-1217	Dhaka	Forced removal
141	Khurshid Jahan	Principal	Kamarpara School and College	Dhaka	No resignation/removal, but unable to enter the institution
142	Mohammad Tugal	Principal	Rajapur Degree College	Natore	No resignation/removal, but unable to enter the institution
143	Md. Osman Goni	Principal	Islampur Gunaihat Fazil Madrasa (Islamic learning institutions)	Natore	Forced resignation obtained
144	A. N. M. Fariduzzaman	Principal	Khalishadanga Degree College	Natore	No resignation/removal, but unable to enter the institution
145	K. M. Masud Rana	Principal	Abadpukur Mahavidyalaya	Naogaon	No resignation/removal, but unable to enter the institution
146	A. Jabbar Howlader	Head Teacher	Nakhalpara Hossain Ali High School	Dhaka	No resignation/removal, but unable to enter the institution
147	MD. Shaminur Rahman	Vice Principal	Islamia College, Binodpur Bazar	Rajshahi	Forced resignation obtained

SL No	Name	Position	Institution	District	Nature of Repression
148	Sheikha Rani Roy	Assistant Head Teacher	Akubpur Yaqub Ali Bhuiyan Public High School	Cumilla	No resignation/removal, but unable to enter the institution
149	Md. Zainal Abedin	Principal	Adarsha Degree College	Rajshahi	No resignation/removal, but unable to enter the institution
150	Md Abdul Jalil	Principal	Namoshankarbati College	Chapainawabganj	Forced resignation obtained
151	Md. Abdul Halim	Assistant Teacher/Other	Baligaon High School	Feni	No resignation/removal, but unable to enter the institution
152	MD. Abdus Satter Dewan	Assistant Head Teacher	Gomail School and College	Dhaka	Forced resignation obtained
153	MD MOKTAR HOSSAIN	Head Teacher	Janata High School	Narayanganj	Forced resignation obtained
154	Md. Shariful Alam	Vice Principal	Namoshankarbati College	Chapainawabganj	Forced removal
155	Md. Ahasan Habib Mollah	Head Teacher	Kayer High School	Gazipur	No resignation/removal, but unable to enter the institution
156	Md Mozahar Hossain	Head Teacher	Ghoshgram Kafilia High School	Naogaon	No resignation/removal, but unable to enter the institution
157	Md. Abdur Rob	Principal	Durgapur Women's College	Rajshahi	No resignation/removal, but unable to enter institution
158	SHAIKH MD. ABDUL HAI	Head Teacher	Natun Jurain Khandakar Mohammad (KM)	Dhaka	Forced resignation obtained

SL No	Name	Position	Institution	District	Nature of Repression
			Mainuddin High School		
159	Wazeda Parvin	Head Teacher	Satyashibari Salema Khatun Girls High School	Jamalpur	Forced removal
160	Gias Uddin	Head Teacher	Osmania High School	Feni	No resignation/removal, but unable to enter the institution
161	Shahnaz Parvin	Vice Principal	Haji Selim College	Dhaka	Forced resignation obtained
162	Md. Mohi Uddin	Principal	Sompara College	Noakhali	Forced resignation obtained
163	Md. Shah Alam Khan	Principal	Zarina Sikder Girls High School and College	Dhaka	Forced resignation obtained
164	Mohammed Ziaur Rahman Chowdhury	Head Teacher	Bulla Adarsha High School	Brahmanbaria	No resignation/removal, but unable to enter the institution
165	Muhammad Jahangir Alam	Head Teacher	Alphas Abbas Uddin High School	Dhaka	No resignation/removal, but unable to enter the institution
166	Shyamal Kumar Sarker	Vice Principal	Mohammad Abdul Rauf College	Manikganj	Forced resignation obtained
167	Afzal Hossan	Head Teacher	Hazi Nur Uddin Ahammad High School	Narayanganj	No resignation/removal, but unable to enter the institution
168	Md. Nazrul Islam	Principal	M. Saifur Rahman Degree College	Sylhet	Forced resignation obtained

SL No	Name	Position	Institution	District	Nature of Repression
169	Md. Shafiqul Islam	Head Teacher	Adarsha High School	Dhaka	Forced resignation obtained
170	Abul Asar Md. Shafiuzzaman	Principal	Jonail Degree College	Natore	No resignation/removal, but unable to enter the institution
171	Md. Tajbul Islam	Principal	Haji Jamiruddin Shafina Mohila College	Rajshahi	Forced resignation obtained
172	MOHAMMAD HARUN AR RASHID	Head Teacher	Nabinagar Shawar Ali High School	Narayanganj	Forced resignation obtained
173	Md. Matiar Rahman	Head Teacher	Osmanpur Secondary School	Kushtia	No resignation/removal, but unable to enter the institution
174	MD. A. RAHIM	Principal	Roverpolly Degree College	Gazipur	No resignation/removal, but unable to enter the institution
175	Md. Mostafa Kamal	Head Teacher	Lake Circus Girls' High School	Dhaka	Forced resignation obtained
176	Md. Anwar Hossain Bhuiyan	Principal	Chitoshi Degree College	Chandpur	Forced removal
177	Mohammed Mayen Uddin	Head Teacher	Bakalia Model Girls' High School	Chattogram	Forced resignation obtained
178	Mohammad Karim Miah	Head Teacher	Progati High School	Narayanganj	Forced resignation obtained
179	Husne Ara	Principal	Blue Bird High School and College	Sylhet	Forced resignation obtained
180	Dipak Kanti Choudhury	Lecturer/Senior Lecturer	Blue Bird High School and College, Sylhet	Sylhet	Forced removal

SL No	Name	Position	Institution	District	Nature of Repression
181	Dipak Kanti Choudhury	Lecturer/Senior Lecturer	Blue Bird High School and College, Sylhet	Sylhet	Forced removal
182	Mohammad Saiful Islam	Assistant Head Teacher	Baunia Abdul Jalil High School	Dhaka	No resignation/removal, but unable to enter the institution
183	Md Aminur Rahman	Principal	Monmathpur Ideal College	Dinajpur	Forced resignation obtained
184	Md. Moniruzzaman	Head Teacher	Amir Miya High School and College, Chaflong	Sylhet	No resignation/removal, but unable to enter institution
185	Dr. Sayed Redowanur Rahman	Principal	Adarsha Model College	Dinajpur	Forced resignation obtained
186	A. S. M. Mostafizur Rahman	Principal	Alhaj Sugau? College	Rajshahi	Forced resignation obtained
187	Bhabesh Chandra Roy	Principal	Police Line High School and College	Thakurgaon	Forced resignation obtained
188	ROKSANA AHMED	Head Teacher	Green View High School	Chapainawabganj	Forced resignation obtained

Appendix: B Academic Repression Affecting Teachers: General (Public) Universities

a. University of Dhaka: Victim Teachers' List

SL	Name, Designation, Department	Nature of Repression / Details
1	**Prof. Dr. M. Wahiduzzaman** Professor Institute of Education and Research	Forced to abstain from directorship of the institute and all academic and administrative activities; a fact-finding committee was formed on September 1, 2024. An inquiry committee was formed on June 16, 2025, for dismissal from the job.
2	**Prof. Dr. Mahbubur Rahman** Professor Institute of Education and Research	Forced to abstain from all academic and administrative activities and a fact-finding committee was formed on September 1, 2024. An inquiry committee was formed on June 16, 2025, for dismissal from the job.
3	**Professor Dr. Zeenat Huda** Professor Department of Sociology	Forced to abstain from Chairpersonship and all academic and administrative activities; a fact-finding committee was formed on September 9, 2024. An inquiry committee was formed on November 20, 2025 for dismissal from the job.
4	**Professor Dr. A. K. M. Jamal Uddin** Professor Department of Sociology	Forced to abstain from all academic and administrative activities; a fact-finding committee was formed on September 9, 2024. An inquiry committee was formed on November 20, 2025 for dismissal from the job. Temporarily suspended from the job on June 22, 2026 by the Dhaka University Syndicate.
5	**Professor Dr. Sadeka Halim** Professor Department of Sociology	Forced to abstain from all academic and administrative activities; a fact-finding committee was formed on September 9, 2024. An inquiry committee was formed on November 20, 2025 for dismissal from the job. Temporarily suspended from the job on July 28, 2026 and a tribunal has been formed for permanent dismissal from the job.

SL	Name, Designation, Department	Nature of Repression / Details
6	**Professor Dr. Moshiur Rahman** Professor Department of Sociology	Forced to abstain from all academic and administrative activities; a fact-finding committee was formed on September 9, 2024. An inquiry committee was formed on November 20, 2025 for dismissal from the job.
7	**Professor Dr. Mohammad Azmal Hossain Bhuiyan** Professor Department of Botany, Faculty of Biological Sciences	Forced to abstain from all academic and administrative activities since August 21, 2024. Fact-finding and inquiry committees had been formed against him. Again, the Dhaka University Syndicate suspended him from all academic and administrative activities on June 22, 2026 and formed an inquiry committee for dismissal from the job.
8	**Prof. Dr. Mosharraf Hossain** Professor Department of Management	Boycotted; fact-finding and inquiry committees have been formed.
9	**Prof. Dr. Mushfiq Mannan Chowdhury** Professor Department of Management	Boycotted.
10	**Prof. Dr. Sumon Dash** Professor Department of Management	Boycotted; fact-finding and inquiry committees have been formed.
11	**Prof. Dr. Shabnam Jahan** Professor Department of Management	Boycotted; fact-finding and inquiry committees have been formed against her.
12	**Prof. Dr. Rahmatullah** Professor Department of Law	Boycotted since September 9, 2024. Fact-finding and inquiry committees have been formed against him.
13	**Prof. Dr. Jamila Ahmed Chowdhury** Professor Department of Law	Boycotted since September 2024. Fact-finding and inquiry committees have been formed against her.
14	**Md. Azhar Uddin Bhuiyan** Faculty member Department of Law	Boycotted since December 2024. Fact-finding and inquiry committees have been formed against him.
15	**Shahrima Tanzin Arni** Faculty member Department of Law	Boycotted.

SL	Name, Designation, Department	Nature of Repression / Details
16	**Prof. Dr. Md. Kamal Uddin** Professor Department of Psychology	Boycotted since August 2024; fact-finding and inquiry committees have been formed.
17	**Muhammad Sohel Rana** Faculty member Department of Psychology	Suspended from all academic and administrative activities since February 1, 2026. A fact-finding and inquiry committee has been formed.
18	**Dr. Sidhartha Dey** Faculty member Department of Graphic Design, Faculty of Fine Arts	Boycotted since August 2024; fact-finding and inquiry committees have been formed.
19	**Prof. Dr. Md. Yusuf** Professor Department of Arabic	Boycotted.
20	**Prof. Dr. Abdullah Al Maruf** Professor Department of Arabic	Boycotted.
21	**Dr. Md. Belal Hossain** Associate Professor Department of Arabic	Boycotted.
22	**Dr. Sanchita Guha** Faculty member Sanskrit Department	Boycotted.
23	**Prof. Dr. Muhammad Abdur Rashid** Professor Department of Islamic Studies	Boycotted since August 2024.
24	**Prof. Dr. Muhammad Zahidul Islam Sana** Professor Department of Islamic Studies	Partially boycotted.
25	**Imaul Haque Sarker Titu** Assistant Professor Department of Islamic Studies	Partially boycotted.
26	**Kazi Farzana Afrin** Assistant Professor Department of Islamic Studies	Partially boycotted.

SL	Name, Designation, Department	Nature of Repression / Details
27	**Uttam Kumar Roy** Associate Professor Institute of Leather Engineering and Technology	Partially boycotted.
28	**Dr. Amol Kanti Deb** Associate Professor Institute of Leather Engineering and Technology	Partially boycotted.
29	**Md. Amjad Hossain** Assistant Professor Institute of Leather Engineering and Technology	Partially boycotted.
30	**Dr. Manjushree Chowdhury** Assistant Professor Institute of Leather Engineering and Technology	Partially boycotted.
31	**Md. Arafat Hossain** Lecturer Institute of Leather Engineering and Technology	Partially boycotted.
32	**Mysha Maliha** Lecturer Institute of Leather Engineering and Technology	Partially boycotted.
33	**Prof. Dr. Aksadul Alam** Professor Department of History	Boycotted for five years.
34	**Prof. Dr. Fazrin Huda** Professor Department of World Religion and Culture	Partially boycotted.
35	**Ms. Rahima Akhter** Faculty member Department of World Religion and Culture	Partially boycotted.
36	**Niloy Roy** Faculty member Department of World Religion and Culture	Partially boycotted.

SL	Name, Designation, Department	Nature of Repression / Details
37	**Debasis Dash** Faculty member Department of World Religion and Culture	Partially boycotted.
38	**Injamam Mahbub Majumder** Faculty member Department of World Religion and Culture	Partially boycotted.
39	**Prof. Dr. Sishir Bhattacharjee** Professor Institute of Modern Languages	Boycotted.
40	**Dr. Saber Ahmed Chowdhury** Faculty member Department of Peace and Conflict	Boycotted since September 2024.
41	**Prof. Dr. Md. Rafiqul Islam** Professor Department of Peace and Conflict	Boycotted since August 21, 2025. Again suspended from all types of academic and administrative activities on July 28, 2026.
42	**Dr. Nilima Akhter** Faculty member Department of English	Boycotted since August 8, 2025.
43	**Prof. Dr. Nazmul Ahsan Kalimullah** Professor Department of Public Administration	Dismissed from job on June 22, 2026.
44	**Prof. Dr. Sadeek Hasan** Professor Department of Public Administration	Partially boycotted.
45	**Professor Abu Hosain Muhammad Abu Ahsan** Professor Department of Public Administration	Boycotted in September 2025.
46	**Md. Rakibul Hasan** Faculty member Department of Pali and Buddhist Studies	Boycotted.
47	**Prof. Dr. Md. Mahmudul Islam** Professor Department of Urdu	Partially boycotted.

SL	Name, Designation, Department	Nature of Repression / Details
48	**Prof. Dr. Chandranath Podder** Professor Department of Mathematics	Boycotted since August 2024.
49	**Prof. Dr. Md Shamsur Rahman** Professor Department of Fisheries	Boycotted since August 2024; fact-finding and inquiry committees have been formed against him.
50	**Prof. Dr. Shankar Chandra Mondal** Professor Department of Fisheries	An inquiry committee has been formed against him.
51	**Prof. Dr. Md. Mizanur Rahman** Professor Department of Applied Chemistry and Chemical Engineering	Boycotted; fact-finding and inquiry committees have been formed against him.
52	**Prof. Dr. Nilufar Parvin** Professor Department of Political Science	Boycotted.
53	**Dr. Mamun Al Mostafa** Faculty member Department of Political Science	Boycotted.
54	**Dr. Md. Jahangir Alam** Faculty member Department of Japanese Studies	Partially boycotted.
55	**Prof. Shibli Rubayat Ul Islam** Professor Department of Banking and Insurance	Boycotted since August 21, 2024. Temporarily suspended from job on June 22, 2026.
56	**Prof. Dr. Abdullah Al Mahmud** Professor Department of Banking and Insurance	Partially boycotted since August 21, 2024.
57	**Khalid Bin Amir** Assistant Professor Department of Banking and Insurance	Boycotted; fact-finding and inquiry committee has been formed.
58	**Prof. Dr. Mizanur Rahman** Professor Department of Marketing	Boycotted.
59	**Prof. Dr. Abul Kalam Azad** Professor Department of Marketing	Boycotted.

SL	Name, Designation, Department	Nature of Repression / Details
60	**Prof. Dr. Afzal Hossain** Professor Department of Tourism and Hospitality	Partially boycotted.
61	**Mrs. Samshad Nawrin** Faculty member Department of Tourism and Hospitality	Partially boycotted.
62	**Prof. Mahmuda Akhter** Professor Department of Accounting and Information Systems	Partially boycotted.
63	**Professor K. M. Salah Uddin** Professor Department of Management Information Systems	Partially boycotted.
64	**Mrs. Tanzilla Dipti** Faculty member Department of Finance	Partially boycotted.
65	**Prof. Dr. Md. Shafiqul Islam** Professor Department of Nuclear Engineering	Temporarily suspended from job on July 28, 2026 by Dhaka University Syndicate.
66	**Prof. Dr. Afroza Shelley** Professor Department of Nuclear Engineering	Temporarily suspended from job on July 28, 2026 by Dhaka University Syndicate.
67	**Prof. Dr. Abdul Muhit** Professor Department of Clinical Pharmacy and Pharmacology	Suspended from Chairmanship and all academic and administrative activities on July 28, 2026 by Dhaka University Syndicate.
68	**Prof. Dr. Abu Sara Shamsur Rouf** Professor Department of Pharmaceutical Technology	Suspended from all academic and administrative activities on July 28, 2026.
69	**Prof. Dr. Mohammad Baha Uddin** Professor Department of Persian Language and Literature	Suspended from all academic and administrative activities on July 28, 2026.

b. List of "58 Teachers" of the University of Dhaka for alleged "Anti-state" Activities (Alleged Communications with Sheikh Hasina)

SL	Name	Position	Department/Institute
1	Dr. M. Wahiduzzaman	Professor	Institute of Education and Research
2	Dr. Mahbubur Rahman Litu	Professor	Institute of Education and Research
3	Dr. Z. M. Parvez Sazzad	Professor	Department of Electrical and Electronic Engineering
4	Dr. Mohammad Azmal Hossain Bhuiyan	Professor	Department of Zoology
5	Dr. Md. Asaduzzaman	Professor	Department of Applied Chemistry and Chemical Engineering
6	Dr. Towhida Rashid	Professor	Department of Meteorology
7	Dr. Jamila Ahmed Chowdhury	Professor	Department of Law
8	Dr. Md. Kamal Uddin	Professor	Department of International Business
9	Dr. Mandira Chakrabarty	Professor	Department of Philosophy
10	Dr. Biman Chandra Barua	Professor	Department of Pali and Buddhist Studies
11	Dr. M. Badruzzaman Bhuiyan	Professor	Department of Tourism and Hospitality Management
12	Dr. Kalidas Bhakta	Professor	Department of Sanskrit
13	Dr. Azhar Uddin Bhuiyan	Lecturer	Department of Law
14	Dr. Md. Aminul Islam	Professor	Department of Political Science
15	Dr Mashiur Rahman	Professor	Department of Sociology
16	Dr. Shabnam Jahan	Professor	Department of Management
17	Dr. Mushfiq Manan Chowdhury	Professor	Department of Management
18	Dr. Md. Mizanur Rahman	Professor	Department of Applied Chemistry and Chemical Engineering
19	Dr. Md. Masudur Rahman	Professor	Department of Marketing
20	Dr. Zeenat Huda	Professor	Department of Sociology
21	Dr. Abu Sara Shamsur Rouf	Professor	Department of Pharmaceutical Technology
22	Dr. Md. Kamal Uddin	Professor	Department of Psychology
23	A. T. M. Shamsuzzoha	Professor	Department of Islamic History and Culture
24	Dr. Sima Islam	Associate Professor	Department of Graphic Design

SL	Name	Position	Department/Institute
25	Mahmudur Rahman	Associate Professor	Department of Islamic History and Culture
26	S. M. Abdur Rahman	Professor	Department of Clinical Pharmacy and Pharmacology
27	Dr. Rafiqul Islam	Professor	Department of Peace and Conflict Studies
28	Shahadat Siddiqui	Professor	Department of Economics
29	Dr. Md. Mohsin	Professor	Department of Biochemistry and Molecular Biology
30	Mushfiqur Rahman	Professor	Department of Accounting
31	Md. Sheikh Farid	Professor	Department of World Religions and Culture
32	Dr. Mohammad Enayet Hosen	Associate Professor	Department of Soil, Water and Environment
33	Dr. Md. Hasan Faruq	Professor	Department of Fisheries
34	Nazmul Hosen	Professor	Department of Economics
35	Zahidul Islam	Professor	Department of Islamic Studies
36	Dr. Abdul Muhit	Professor	Department of Clinical Pharmacy and Pharmacology
37	Dr. Md. Humayun Kabir	Professor	Department of Islamic History and Culture
38	Farhad Uddin	Professor	Leather Engineering and Technology Institute
39	Dr. Md. Zakir Hosen	Professor	Department of Marketing
40	Aminul Haque Bhuiya	Professor (Retired)	Institute of Nutrition and Food Science
41	Farzin Huda	Professor	Department of World Religions and Culture
42	Md. Nazir Hosen Khan (Khokon)	Associate Professor	Department of Printmaking
43	Javid Ikbal Bangali	Professor	Department of Applied Mathematics
44	Dr. K. M. Saiful Islam Khan	Professor	Department of Persian Language and Literature
45	Dr. Siddharthat Dey	Associate Professor	Department of Graphic Design
46	Dr. Animesh Pal	Professor	Department of Nuclear Engineering
47	Suraiya Akter	Professor	Department of Islamic History and Culture
48	Md. Nurul Islam Mujib	Associate Professor	Institute of Modern Languages

SL	Name	Position	Department/Institute
49	Bipul Chandra Debnath	Associate Professor	Institute of Modern Languages
50	Dr. Ishrat Jahan Khan	Associate Professor	Department of Women and Gender Studies
51	Mehdi Hasan	Associate Professor	Department of Persian Language and Literature
52	Dr. Md. Nasir Uddin	Associate Professor	Department of Arabic
53	Dr. Amal Kanti Deb	Associate Professor	Leather Engineering and Technology Institute
54	Dr. Aksadul Alam	Professor	Department of History
55	Dr. Alamgir Kabir	Professor	Department of Physics
56	Md. Harun Mia	Lecturer	Department of Soil, Water and Environment
57	Dr. Md. Harunur Rashid Khan	Professor	Department of Soil, Water and Environment
58	Zahidul Islam Sana	Associate Professor	Department of Islamic Studies

Summary:

Position	Number
Professor	44
Associate Professor	12
Lecturer	2
Total	**58**

Chittagong University: Victim Teachers' List

SL	Name, Designation, Department	Nature of Repression / Details
1	**Mr. Runtu Das** Assistant Professor Department of History	23 October 2024: Physically attacked in his own department (reported as a victim of a mob); forced to resign. Currently without employment. [Reported in media]
2	**Mr. Md. Shariful Islam (Sajib)** Assistant Professor Department of History	A pre-5 August 2024 Facebook status was used as the basis for action (reported as a mob victim); not allowed to attend classes; show-cause notice issued by the administration; harassment.
3	**Mr. Shah Julkar Nain** Assistant Professor Department of Philosophy	A pre-5 August 2024 Facebook status was used as the basis for action; not allowed to attend classes; show-cause notice issued by the administration; harassment.
4	**Dr. Kushal Baran Chakraborty** Assistant Professor Department of Sanskrit	4 July 2025: Physically attacked in front of the Vice-Chancellor at the VC office (reported as a mob victim); promotion denied. [Reported in media]
5	**Dr. Liton Mitra** Associate Professor Department of Sanskrit	7 August 2024: Physically attacked in his own department (reported as a mob victim); 4 July 2025: physically attacked on the staircase of the VC office (reported as a mob victim).
6	**Mr. Nilkantha Biswas** Assistant Professor Department of Sanskrit	4 July 2025: Physically attacked on the staircase of the VC office (reported as a mob victim).
7	**Mr. Mohammad Asadul Haque** Professor Department of Physics	6 August 2024: Physically attacked at the Science Faculty lounge; 15 August 2024: physically attacked in his department room (reported as a mob victim); money taken; regularly threatened with murder while on the road.
8	**Dr. Mohammad Nasim Hasan** Professor Department of Physics	18 August 2024: Physically attacked in his own department (reported as a mob victim); harassment.
9	**Dr. Shyamal Ranjan Chakraborty** Professor Department of Physics	3 October 2024: A colleague's Facebook status was used as the basis for action; 6 October 2024: an atmosphere of extreme tension and a frightening situation was created in his department.

SL	Name, Designation, Department	Nature of Repression / Details
10	**Mr. Mohammad Nasirul Haque** Assistant Professor Department of Physics	20 August 2024: Physically attacked in his own department (reported as a mob victim).
11	**Professor Mohammad Abdul Haque** Professor Department of Geography and Environmental Science	A pre-5 August 2024 incident was used as the basis for action; not allowed to attend classes; show-cause notice issued by the administration; investigation committee formed; harassment.
12	**Mr. Shamsunnahar (Diba)** Assistant Professor Department of Geography and Environmental Science	A pre-5 August 2024 incident was used as the basis for action; not allowed to attend classes; show-cause notice issued by the administration; investigation committee formed; harassment.
13	**Professor Dr. Ali Azgar Chowdhury** Professor Department of Communication and Journalism	Although disciplinary action was reportedly taken on examination-related matters, the source states that an ideological conflict was operating behind the scenes. [Reported in media]
14	**Mr. Hasan Mohammad Ruman (Shuvo)** Assistant Professor Department of Law	10 January 2026: Physically attacked in his own department (reported as a mob victim); detained for 9 hours. Currently without employment. [Reported in media]
15	**Professor Dr. Ribika Nabi** Professor Department of Law	Inhumane mental harassment/torture; the source states that persons described as students repeatedly went to the department and subjected her to such treatment.
16	**Mr. Saidul Islam Sarker** Assistant Professor Department of Marine Science	Dispute with a colleague; currently without employment. [Reported in media]
17	**Mr. Arif Uddin Khan (Babu)** Assistant Professor Department of Sociology	After 5 August 2024: harassment in various forms; public threats; promotion denied for writing a book concerning the Father of the Nation.
18	**Sarwar Alam (Jimmy)** Assistant Professor Department of Management	A pre-5 August 2024 Facebook status was used as the basis for action; not allowed to attend classes; harassment.

SL	Name, Designation, Department	Nature of Repression / Details
19	**Professor Dr. Omar Faruk (Russell)** Professor Department of Botany	A pre-5 August 2024 Facebook status was used as the basis for action; not allowed to attend classes; show-cause notice issued by the administration; investigation committee formed; promotion denied; harassment.
20	**Mr. S. M. Murshed-ul-Alam** Assistant Professor Department of Genetic Engineering and Biotechnology	A pre-5 August 2024 Facebook status was used as the basis for action; not allowed to attend classes; harassment.
21	**Professor Dr. Layla Khaleda** Professor Department of Genetic Engineering and Biotechnology	Harassment based on a pre-5 August 2024 incident.
22	**Ms. Sangeeta Rani Basu** Lecturer [Department designation as shown in source]	Two colleagues allegedly behaved improperly; promotion denied; harassment.
23	**Professor Dr. Mahbubur Rahman** Professor; President, Teachers’ Association - 2024 Department of Botany	Repeated threats to prevent the Teachers' Association from functioning and to prevent him from coming to campus.
24	**Professor Dr. Mohammad Zahirul Qayum** Professor Department of Political Science	After 5 August 2024, a show-cause notice and investigation committee were initiated on the basis of an anonymous allegation concerning a human chain on 4 August 2024; harassment.
25	**Dr. Hasina Afroze Shanta** Associate Professor Department of Political Science	Same departmental proceeding described for Item 24: following 5 August 2024, an anonymous allegation concerning the 4 August 2024 human chain led to administrative action and harassment.
26	**Mr. Md. Bakhtiar Uddin** Associate Professor Department of Political Science	Same departmental proceeding described for Item 24: following 5 August 2024, an anonymous allegation concerning the 4 August 2024 human chain led to administrative action and harassment.

SL	Name, Designation, Department	Nature of Repression / Details
27	**Ms. Taslima Akter** Assistant Professor Department of Political Science	Same departmental proceeding described for Item 24: following 5 August 2024, an anonymous allegation concerning the 4 August 2024 human chain led to administrative action and harassment.
28	**Mr. Md. Selimul Haque** Assistant Professor Department of Political Science	Same departmental proceeding described for Item 24: following 5 August 2024, an anonymous allegation concerning the 4 August 2024 human chain led to administrative action and harassment.
29	**Mr. Muhammad Ishaq** Assistant Professor Department of Political Science	Same departmental proceeding described for Item 24: following 5 August 2024, an anonymous allegation concerning the 4 August 2024 human chain led to administrative action and harassment.

Jahangirnagar University : Victim Teachers' List

SL	Name, Designation, Department	Nature of Repression/Details
1	**Associate Professor Mehdi Iqbal** Geography and Environment	Compulsory retirement.
2	**Professor Bashir Ahmed** Government and Politics	Salary-grade reduction and a five-year ban on administrative responsibilities.
3	**Professor Alamgir Kabir** Statistics / former Provost	Salary-grade reduction and a five-year ban on administrative responsibilities.
4	**Associate Professor A. S. M. Firoz-ul Hasan** Government and Politics	Salary-grade reduction and a five-year ban on administrative responsibilities.
5	**Professor Md. Tajuddin Sikdar** Public Health and Informatics	Salary-grade reduction and a five-year ban on administrative responsibilities.
6	**Professor Eshrafil Ahmed Russell** Drama and Dramatics	Salary-grade reduction and a five-year ban on administrative responsibilities.
7	**Professor Mohammad Mostafa Firoz** Zoology / former Pro-Vice-Chancellor	Salary-grade reduction and a five-year ban on administrative responsibilities.
8	**Assistant Professor Mahibur Rouf Shaibal**	Demoted to the position of Lecturer.
9	**Professor Nazmul Hasan Talukdar** Bengali	Two years of annual increments suspended.
10	**Lecturer Kanan Kumar Sen** Accounting	Two years of annual increments suspended.
11	**Assistant Professor Hossain Ara** History	Official warning.
12	**Professor A. A. Mamun** Physics	Official warning and a five-year ban on administrative responsibilities.

Islamic University, Kushtia: Victim Teachers' List

SL	Name, Designation, Department	Nature of Repression/Details
1	**Mr. Md. Hafizur Rahman** Assistant Professor Department of Development Studies	Students of the anti-discrimination movement removed him from the department, alleging that he had assisted Chhatra League members in various ways. Subsequently, following various allegations, he was relieved of all duties on 22/12/2024 and finally dismissed on 31/05/2025.
2	**Dr. Md. Mahbubur Rahman** Professor Department of Electrical and Electronic Engineering	Victim of threats and mob violence on several occasions. Most recently, he was temporarily suspended at the Syndicate meeting of 30/10/2025 on allegations of involvement in activities opposing the July movement. On 21/12/2025, he was not given the deanship to which he was entitled.
3	**Dr. Paresh Chandra Barman** Professor Department of Information and Communication Technology	Victim of threats and mob violence. Most recently, he was temporarily suspended at the Syndicate meeting of 30/10/2025 on allegations of involvement in activities opposing the July movement.
4	**Dr. Debashish Sharma** Professor Department of Economics	At the Syndicate meeting of 30/10/2025, he was temporarily suspended on allegations of involvement in activities opposing the July movement.
5	**Mr. Md. Shahidul Islam** Assistant Professor Department of Human Resource Management	At the Syndicate meeting of 30/10/2025, he was temporarily suspended on allegations of involvement in activities opposing the July movement. He was relieved while serving as Departmental Chair.
6	**Dr. Baki Billah Bikul** Professor Department of Bangla	Victim of threats and mob violence on several occasions. Most recently, he was temporarily suspended at the Syndicate meeting of 30/10/2025 on allegations of involvement in activities opposing the July movement.
7	**Dr. Md. Rabiul Islam** Professor Department of Bangla	At the Syndicate meeting of 30/10/2025, he was temporarily suspended on allegations of involvement in activities opposing the July movement.
8	**Dr. Shelina Nasrin** Professor	At the Syndicate meeting of 30/10/2025, she was temporarily suspended on allegations of

SL	Name, Designation, Department	Nature of Repression/Details
	Department of Accounting and Information Systems	involvement in activities opposing the July movement.
9	**Dr. A. H. M. Aktarul Islam** Professor Department of English	At the Syndicate meeting of 30/10/2025, he was temporarily suspended on allegations of involvement in activities opposing the July movement.
10	**Dr. Mia Md. Rashiduzzaman** Professor Department of English	At the Syndicate meeting of 30/10/2025, he was temporarily suspended on allegations of involvement in activities opposing the July movement.
11	**Dr. Md. Mahbubul Arifin** Professor Department of Management	At the Syndicate meeting of 30/10/2025, he was temporarily suspended on allegations of involvement in activities opposing the July movement and subsequently reinstated on grounds of illness. He was not given the deanship.
12	**Dr. Tapan Kumar Joddar** Professor Department of Information and Communication Technology	At the Syndicate meeting of 30/10/2025, he was temporarily suspended on allegations of involvement in activities opposing the July movement.
13	**Dr. Md. Shahjahan Mondal** Professor Department of Law	At the Syndicate meeting of 30/10/2025, he was temporarily suspended on allegations of involvement in activities opposing the July movement.
14	**Mr. Md. Majedul Haque** Assistant Professor Department of Marketing	At the Syndicate meeting of 30/10/2025, he was temporarily suspended on allegations of involvement in activities opposing the July movement.
15	**Dr. Reba Mondal** Professor Department of Law	At the Syndicate meeting of 30/10/2025, she was temporarily suspended on allegations of involvement in activities opposing the July movement.
16	**Dr. Afroza Banu** Associate Professor Department of English	At the Syndicate meeting of 30/10/2025, she was temporarily suspended on allegations of involvement in activities opposing the July movement. She was not promoted to the rank of Professor.
17	**Mr. Md. Mehdi Hasan** Assistant Professor Department of Law and Land Administration	At the Syndicate meeting of 30/10/2025, he was temporarily suspended on allegations of involvement in activities opposing the July movement. He was relieved while serving as Departmental Chair.

SL	Name, Designation, Department	Nature of Repression/Details
18	**Dr. Md. Amjad Hossain** Professor Department of Al Fiqh and Law	At the Syndicate meeting of 30/10/2025, he was temporarily suspended on allegations of involvement in activities opposing the July movement.
19	**Dr. Joyasree Sen** Professor Department of Computer Science and Engineering	At the Syndicate meeting of 30/10/2025, she was temporarily suspended on allegations of involvement in activities opposing the July movement.
20	**Dr. Md. Azizul Islam** Associate Professor Department of Biotechnology and Genetic Engineering	He was temporarily suspended on 05/07/2025 on allegations of engaging in inappropriate conversations with female students.

Jagannath University: Victim Teachers' List

SL	Name, Designation, Department	Nature of Repression / Details
1	**Mr. Md. Hafizur Rahman** Assistant Professor Department of Development Studies	Students associated with the anti-discrimination movement reportedly removed him from the department, alleging that he had assisted Chhatra League members in various ways. He was subsequently relieved of all duties on 22 December 2024 and dismissed on 31 May 2025.
2	**Dr. Md. Mahbubur Rahman** Professor Department of Electrical and Electronic Engineering	Reportedly faced threats and mob violence on several occasions. He was temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement. On 21 December 2025, he was not appointed as Dean despite reportedly being eligible for the position.
3	**Dr. Paresh Chandra Barman** Professor Department of Information and Communication Technology	Reportedly faced threats and mob violence. He was temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement.
4	**Dr. Debashish Sharma** Professor Department of Economics	Temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement.
5	**Mr. Md. Shahidul Islam** Assistant Professor Department of Human Resource Management	Temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement. He was also relieved of his responsibilities while serving as Department Chair.
6	**Dr. Baki Billah Bikul** Professor Department of Bangla	Reportedly faced threats and mob violence on several occasions. He was temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement.
7	**Dr. Md. Rabiul Islam** Professor Department of Bangla	Temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement.
8	**Dr. Shelina Nasrin** Professor Department of Accounting and Information Systems	Temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement.
9	**Dr. A. H. M. Aktarul Islam** Professor Department of English	Temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement.
10	**Dr. Mia Md. Rashiduzzaman** Professor Department of English	Temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement.
11	**Dr. Md. Mahbubul Arifin** Professor Department of Management	Temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement. He was subsequently reinstated on grounds of illness. He was also not appointed as Dean.

SL	Name, Designation, Department	Nature of Repression / Details
12	**Dr. Tapan Kumar Joddar** Professor Department of Information and Communication Technology	Temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement.
13	**Dr. Md. Shahjahan Mondal** Professor Department of Law	Temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement.
14	**Mr. Md. Majedul Haque** Assistant Professor Department of Marketing	Temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement.
15	**Dr. Reba Mondal** Professor Department of Law	Temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement.
16	**Dr. Afroza Banu** Associate Professor Department of English	Temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement. She was also not promoted to the rank of Professor.
17	**Mr. Md. Mehdi Hasan** Assistant Professor Department of Law and Land Administration	Temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement. He was also relieved of his responsibilities while serving as Department Chair.
18	**Dr. Md. Amjad Hossain** Professor Department of Al Fiqh and Law	Temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement.
19	**Dr. Joyasree Sen** Professor Department of Computer Science and Engineering	Temporarily suspended at the Syndicate meeting of 30 October 2025 on allegations of involvement in activities opposing the July movement.
20	**Dr. Md. Azizul Islam** Associate Professor Department of Biotechnology and Genetic Engineering	Temporarily suspended on 5 July 2025 on allegations of engaging in inappropriate conversations with female students.
21	**Prof. Md. Kamal Hossain** Professor Department of History and Culture of Islam	Listed among teachers against whom one-sided cases were filed. His teaching/academic activities were also stopped.
22	**Prof. Md. Zakaria Hossain** Professor Department of Microbiology	Listed among teachers against whom one-sided cases were filed.
23	**Prof. Dr. Mohammad Jahirul Islam** Professor Department of History and Culture of Islam	Listed among teachers against whom one-sided cases were filed.
24	**Prof. Dr. Mohammad Anwar Kabir** Professor	Listed among teachers against whom one-sided cases were filed.

SL	Name, Designation, Department	Nature of Repression / Details
	Department of Political Science	
25	**Prof. Dr. Tarun Kumar Bhattacharya** Professor Department of Political Science	Listed among teachers against whom one-sided cases were filed.
26	**Prof. Dr. Mamun Kabir** Professor Department of History and Culture of Islam	Listed among teachers against whom one-sided cases were filed.
27	**Prof. Dr. Mithun Bishwas** Professor Department of Bengali	Listed among teachers against whom one-sided cases were filed. His salary was reportedly stopped without notice, and his teaching/academic activities were also stopped.
28	**Prof. Dr. Md. Shafiqul Islam** Professor Department of History and Culture of Islam	Listed among teachers against whom one-sided cases were filed.
29	**Prof. Dr. Mostafa Kamal** Professor Department of Islamic Studies	Listed among teachers against whom cases/one-sided cases were filed. His salary was reportedly stopped without notice. He was also reportedly not allowed to join without notice and was not allowed to enter the campus.
30	**Prof. Sheikh Maruf Karim** Professor Department not clearly specified in source	Listed among teachers against whom one-sided cases were filed.
31	**Nittan Howladar** Designation not specified Department of Geography and Environment	Listed among teachers against whom one-sided cases were filed. His salary was also reportedly stopped without notice.
32	**Kazi Faruk Ahmed** Designation not specified Education and Research	Listed among teachers against whom one-sided cases were filed.
33	**Kamrunnahar Lipi** Designation not specified Department of Anthropology	Listed among teachers against whom cases/one-sided cases were filed. Her salary was reportedly stopped without notice. She was also reportedly not allowed to enter the campus.
34	**Abu Saleh Sekender** Designation not specified Department of History and Culture of Islam	Listed among teachers against whom cases/one-sided cases were filed. He was also temporarily suspended.
35	**Prof. Dr. Abul Uddin** Professor Department of Islamic Studies	Salary reportedly stopped without notice.
36	**Prof. Dr. M. Abul Kalam Azad** Professor Department of Islamic Studies	Reportedly not allowed to join without notice. Listed among teachers against whom cases were filed. His teaching/academic activities were also stopped.

SL	Name, Designation, Department	Nature of Repression / Details
37	**Dr. Md. Tarek Rahman** Designation not specified Department of Political Science	Reportedly not allowed to rejoin after completing PhD/post-doctoral research.
38	**J. K. Saha** Designation not specified Department of Physics	Reportedly not allowed to rejoin after completing PhD/post-doctoral research.
39	**Prof. Dr. Md. Aynul Haque** Professor Department of Economics	Listed among teachers against whom cases were filed.
40	**Prof. Dr. Md. Nurul Hossain** Professor Department of History and Culture of Islam	Listed among teachers against whom cases were filed.
41	**Prof. Dr. Abdul Haque** Professor Department of Islamic Studies	Listed among teachers against whom cases were filed.
42	**Prof. Dr. Md. Shamsur Rahman** Professor Department unclear in source	Listed among teachers against whom cases were filed.
43	**Prof. Dr. Nur Alam Ahmed** Professor Department of Physics	Listed among teachers against whom cases were filed. His teaching/academic activities were also stopped.
44	**Prof. Dr. Nipa Debnath** Professor Department of Physics	Listed among teachers against whom cases were filed. She was also reportedly not allowed to enter the campus.
45	**Dr. Ferdousi Begum** Designation not specified Department of Bengali	Listed among teachers against whom cases were filed. She was also temporarily suspended.
46	**Dr. Mobarak Hossain** Designation not specified Department of Islamic Studies	Listed among teachers against whom cases were filed. He was also reportedly not allowed to enter the campus.
47	**Prof. Dr. Rahel Rajib** Professor Department of Bengali	Listed among teachers against whom cases were filed.
48	**Prof. Dr. Md. Abul Hossain** Professor Department of Social Work	Listed among teachers against whom cases were filed.
49	**Prof. Dr. Abdul Kalam** Professor Department of Chemistry	Listed among teachers against whom cases were filed. The full name is truncated in the source image and requires verification.
50	**Prof. Dr. Abdul Aziz** Professor Department of Islamic Studies	Reportedly not allowed to enter the campus.
51	**Prof. Dr. Tarek Rahman Khan** Professor Department of Political Science	Reportedly not allowed to enter the campus.

SL	Name, Designation, Department	Nature of Repression / Details
52	**Dr. Dipu Debnath** Designation not specified Department of Physics	Reportedly not allowed to enter the campus.
53	**Kazi Faruk Hossain** Designation not specified Institute of Education and Research	Reportedly not allowed to enter the campus.
54	**Birin Islam** Designation not specified Department of Management	Temporarily suspended.

NOTE: *This Appendix incorporates available lists of victimised teachers from a number of general universities in Bangladesh. It does not, however, provide an exhaustive account of all general universities in the country. Similar incidents have reportedly occurred at other universities, but sufficiently reliable or accessible data could not be obtained for inclusion. Accordingly, the analysis in this book is confined to cases and institutional records for which adequate information is available.*

Appendix: C List of Academic Repression Affecting Teachers: Specialized Universities and Institutions

Sir Salimullah Medical College Mitford Hospital 9 teachers

SL	Name	Designation/Department	Nature of Repression / Details
1	Prof. Dr. Shahadat Hossain	Principal	Barred from the campus and recommended for transfer
2	Prof. Akaiduzzaman	Vice-Principal	Barred from the campus and recommended for transfer
3	Prof. Sudip Dasgupta	Head, Department of Urology	Barred from the campus and recommended for transfer
4	Assoc. Prof. Dr. Mohammad Abdus Sattar Sarkar	Department of Medicine	Barred from the campus and recommended for transfer
5	Assoc. Prof. Dr. Amiruzzaman Suman	Associate Professor	Barred from the campus and recommended for transfer
6	Prof. Gobinda Chandra Saha	Professor	Barred from the campus and recommended for transfer
7	Prof. Ajay Kumar Sarkar	Professor	Barred from the campus and recommended for transfer
8	Dr. Prahlad Pal	Assistant Registrar	Barred from the campus and recommended for transfer
9	Dr. Nazmun Nahar Rozy	Head, Department of Forensic Medicine	Barred from the campus and recommended for transfer

Appendix: D List of Students Facing Academic Exclusion: General (Public) Universities

Dhaka University: Victim Students' List

SL	Name	Department / Session	Nature of Repression / Details
1	**Emon Khan Jibon**	Hall: Salimullah Hall Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
2	**Imran Sheikh**	Sociology Session: 2012–13	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
3	**M. Sakib**	Philosophy Session: 2021–22	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
4	**S. H. Shadin**	Management Session: 2016–17	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
5	**Omar Faruk Majumdar**	Sologic Studies Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
6	**Omar Faruk shuvo**	Psychology Session: 2019–20	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
7	**Oales Sarkar**	Philosophy Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
8	**Wali Asif Enan**	Law Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
9	**Saddam Hossen**	Law Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
10	**Kawsar Hasan Rakib**	Public and Rural Studies Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
11	**Kakon**	— Session: 2014–15	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
12	**Kamruzzaman Raju**	Sociology Session: 2019–20	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
13	**kaushik Hasan Parash**	Urdu Session: 2021–22	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
14	**Khalid Mahmud Miraj**	Criminology Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
15	**Tanvir Alam Chowdhury (Babu)**	Criminology Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
16	**Tosher Hossain**	Marketing Session: 2016–17	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
17	**Towhiduzzaman Ovi**	Women and Gender Studies Session: 2016–17	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
18	**Nazim Uddin**	— Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
19	**Nabin Hossain**	Management Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
20	**Nahid**	Psychology Session: 2021–22	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
21	**Nahid Bhuiyan**	Economics Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
22	**Nayeb Shahriar (Anim)**	History Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
23	**Nijum Ifter**	Criminology Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.

SL	Name	Department / Session	Nature of Repression / Details
24	**Niaz Makdum china**	Arabic Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
25	**Nurul Amin**	— Session: 2014–15	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
26	**Nur-e-Alam Bissash**	Urdu Session: 2019–20	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
27	**Hossain Mohammad Sohan**	— Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
28	**Hasan Saidi**	Chemistry Session: 2018–19	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
29	**Harunur Rashid Harris**	Philosophy Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
30	**Shagoto Ahmed**	Economics Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
31	**Sayed Ishtiaq Fardin**	Law Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
32	**Sumon Khalifa**	— Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
33	**Suman Nandi**	Peace and Conflict Studies Session: 2019–20	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
34	**Shahriar Anan**	Law Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
35	**Shahriar Avi**	Japanese Language and Culture Session: 2021–22, 6th Batch	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
36	**Shahriar Uddin Shihab**	Philosophy Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
37	**shahab uddin Bijoy**	Information Science and Library Management Session: 2018–19	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
38	**Shuvo Alam**	Health Economics Session: 2018–19	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
39	**Sheikh Md. Nasir Uddin**	Philosophy Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
40	**shoaib Ahsan**	Arabic Session: 2019–20	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
41	**Sajibur Rahman Sajib**	— Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
42	**Sadrar Md. Israfil**	History and Culture of Islam Session: 2014–15	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
43	**Sakib Hasan**	Sanskrit Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
44	**Sakibul Sujon**	Music Session: 2018–19	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
45	**Sagar Siddiq Bhuiyan**	— Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
46	**Sadman Soumik**	— Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
47	**Sabbir**	— Session: 2014–15	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
48	**Sabbir**	International Relations Session: 2019–20	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.

SL	Name	Department / Session	Nature of Repression / Details
49	**Siam Rahman**	Institute of Disaster Management and Vulnerability Studies Session: 2014–15	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
50	**Sujan Hossain**	Political Science Session: 2016–17	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
51	**Shahnewaz Arifin (Sharbar)**	Management, MBA (SIM) Session: 25th Batch	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
52	**Shahnewaz Babu**	Public and Bulk Studies Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
53	**Shah Sulta Opu**	History Session: 2015–16	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
54	**Shamimul Islam**	Linguistics Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
55	**Shariful Islam**	Health Institute Session: 2015–16	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
56	**Shakirul Islam Shakib**	Persian Language and Culture Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
57	**Shakil Ahmed**	Sociology Session: 2014–15	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
58	**Shakil Chowdhury Bijoy**	— Session: 2018–19	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
59	**Shakil Hossain**	Social Welfare Session: 2016–17	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
60	**Zahidul Islam Zahid**	— Session: 2016–17	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
61	**Zubayerul Islam**	World Religions and Culture Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
62	**Zobayer**	IML (ESOL) Session: 2021–22	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
63	**Md. Yaamin Azad Sarkar**	— Session: 2019–20	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
64	**Md. Omar Faruk**	Management Session: 2018–19	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
65	**Md. Ramim**	Islamic Studies Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
66	**Md. Shakil Hossain**	— Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
67	**Moksed**	Political Science Session: 2020–21; 15th Batch	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
68	**Md. Abu Shamim**	Political Science Session: 2016–17	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
69	**Md. Mosharrof Hossain**	Finance Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
70	**Mohammad Yousuf**	Law Session: 48th Batch, 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
71	**Mohammad Morshed Alam Emon**	Marketing Session: 2018–19	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
72	**Raisul Islam**	Health Economics Session: 2014–15	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.

SL	Name	Department / Session	Nature of Repression / Details
73	**Rabbi Ahmed**	Public and Buddhist Studies Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
74	**Rasheduzzaman Rony**	Chemistry Session: 2016–17	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
75	**Rasel**	— Session: 2013–14	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
76	**Raihanul Islam Bhuyan**	History Session: 2019–20	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
77	**Rizvi Ahmed Khoka**	Political Science Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
78	**Ridoy Hossain**	Arabic Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
79	**Riyajul Karim Riyad**	Management, MBA (SIM) Session: 24th Batch	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
80	**Robel Khan**	— Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
81	**Shafikul Islam jihad**	Law Session: 2021–22	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
82	**Ibrahim Hossain Sanim**	Theatre, Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
83	**Insan Kamal Shafat**	Science Session: 2019–20	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
84	**Itteja Hasan Rakib**	Political Science Session: 2019–20	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
85	**Yousuf Tuhin**	Television and Film Studies Session: 2018–19	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
86	**Ashikur Rahman Abhi**	— Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
87	**Ashikur Ashik**	International Relations Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
88	**Arifur Rahman Shishir**	Economics Session: 2018–19	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
89	**Arif Hossain Nayon**	Marketing and International… Session: 2020–…	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
90	**Arifur Rahman juvraj**	Management, University of Dhaka Session: 2018–19	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
91	**Arafat Islam plavon**	Marketing Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
92	**—Amirizzaman Pias**	— Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
93	**Amir khasru Mahmud**	Islamic Studies Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
94	**Abdullah Al Maruf**	History and Culture of Islam Session: 2019–20	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
95	**Abdullah Al Asif**	— Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
96	**Abdul Muhith**	Computer Science and Engineering Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.

SL	Name	Department / Session	Nature of Repression / Details
97	**Abdul Ahad**	Law Session: 2016–17	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
98	**Abdur Rahman**	Management Studies Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
99	**Aftab Uddin Shaon**	Marketing Session: 2021–22, 28th Batch	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
100	**Anowarul Kabir dipu**	Health Economics Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
101	**Ataullah Imam**	Health Economics Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
102	**Azha Islam**	Math Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
103	**Nur Ahsan Urdo**	Political Science Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
104	**Parvez**	— Session: —	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
105	**Parvez Alam**	Organization Strategy and Leadership Session: 2020–21, 5th Batch	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
106	**Faisal Ahmed**	Applied Chemistry and Chemical Engineering Session: 2018–19	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
107	**Faisal Molla**	History Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
108	**Farhan**	Marketing Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
109	**Fahim Tazowar Joy**	Business Studies Session: 2021–22	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
110	**Fahim Tazwar**	Sanskrit Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
111	**Fahim Shahriar**	Law Session: 2020–21, 48th Batch	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
112	**Bayezid Bustami**	History and Culture of Islam Session: 2018–19	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
113	**Vabtush**	Geography, Water and Environment Session: 2017–18	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
114	**Moinul Islam Bijoy**	Business Management Session: 2020–21	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
115	**Moinul Biswas**	Management Information System Session: 2021–22	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
116	**Mainul Hasan Moinu**	Banking and Insurance Session: 2019–20	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
117	**Mazharul Kabir Shayon**	Nutrition Session: 2011–12	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.
118	**Mashfiur Rahman**	Institute of Social Welfare and Research Session: 2019–20	Expelled from the university; listed in the supplied record under 'Chhatra League leaders and activists'.

Appendix: E List of Students Facing Academic Exclusion: Specialized Universities and Institutions

Chittagong Medical College: Victim Students' List

SL	Name	Batch	Disciplinary Action
1	Mushfiqun Islam	MBBS 59th Batch	Expelled for 2 years
2	Asef Bin Taki	MBBS 59th Batch	Expelled for 2 years
3	Riazul Islam Joy	MBBS 59th Batch	Expelled for 2 years
4	Abhijit Das	MBBS 60th Batch	Expelled for 2 years
5	Mahmudul Hasan	MBBS 60th Batch	Expelled for 2 years
6	Imtiaz Alam	BDS 30th Batch	Expelled for 2 years
7	Sazedul Islam Hridoy	BDS 30th Batch	Expelled for 2 years
8	Md. Shamim Ahmed Bhuiyan	MBBS 60th Batch	Expelled for 1 year and 6 months
9	Md. Faisal Ahmed	MBBS 60th Batch	Expelled for 1 year and 6 months
10	Md. Saif Ullah	MBBS 61st Batch	Expelled for 1 year and 6 months
11	Zakir Hossain Sayal	MBBS 62nd Batch	Expelled for 1 year and 6 months
12	Saurav Debnath	MBBS 62nd Batch	Expelled for 1 year and 6 months
13	Md. Naimul Islam	MBBS 62nd Batch	Expelled for 1 year and 6 months
14	Saad Mohammad Galib	MBBS 62nd Batch	Expelled for 1 year and 6 months
15	Saju Das	MBBS 62nd Batch	Expelled for 1 year and 6 months
16	Jabedul Islam	MBBS 63rd Batch	Expelled for 1 year and 6 months
17	Pallab Biswas	BDS 29th Batch	Expelled for 1 year and 6 months
18	Zia Uddin	BDS 29th Batch	Expelled for 1 year and 6 months
19	Kanak Debnath	BDS 29th Batch	Expelled for 1 year and 6 months
20	Shawon Dutta	BDS 29th Batch	Expelled for 1 year and 6 months
21	Zahidul Islam Jisan	BDS 31st Batch	Expelled for 1 year and 6 months
22	Debjit Biswas	BDS 32nd Batch	Expelled for 1 year and 6 months

23	Taufiqur Rahman Eyon	MBBS 58th Batch	Expelled for 1 year
24	Ataullah Bukhari	MBBS 60th Batch	Expelled for 1 year
25	Naimul Mostafa Akash	MBBS 60th Batch	Expelled for 1 year
26	Ahsan Ullah	MBBS 60th Batch	Expelled for 1 year
27	Mukesh Ranjan Dey	MBBS 60th Batch	Expelled for 1 year
28	Hasin Shawad Rabbi	MBBS 61st Batch	Expelled for 1 year
29	Sumit Chakraborty	MBBS 61st Batch	Expelled for 1 year
30	H. R. Mahfuzur Rahman	MBBS 61st Batch	Expelled for 1 year
31	Munan Khan	MBBS 61st Batch	Expelled for 1 year
32	Mashfi Junaid	MBBS 61st Batch	Expelled for 1 year
33	Ahsanul Karim Maharush	MBBS 61st Batch	Expelled for 1 year
34	Md. Hasan Rabbi	MBBS 61st Batch	Expelled for 1 year
35	A. B. M. Touhidul Hasan	MBBS 61st Batch	Expelled for 1 year
36	Chaman Das Ayon	MBBS 62nd Batch	Expelled for 1 year
37	Md. Enamul Hasan Simanto	MBBS 62nd Batch	Expelled for 1 year
38	H. M. Ashab Uddin	MBBS 62nd Batch	Expelled for 1 year
39	Saurav Bepari	MBBS 62nd Batch	Expelled for 1 year
40	Hasibul Islam Niloy	MBBS 63rd Batch	Expelled for 1 year
41	Rajat Acharya	MBBS 63rd Batch	Expelled for 1 year
42	Md. Mehedi Hasan	MBBS 63rd Batch	Expelled for 1 year
43	Pritam Dey Anik	MBBS 63rd Batch	Expelled for 1 year
44	Rahul Sushil	MBBS 63rd Batch	Expelled for 1 year
45	Zaki Al Hasan	MBBS 63rd Batch	Expelled for 1 year
46	Md. Mahfuzur Rahman	MBBS 63rd Batch	Expelled for 1 year
47	Souren Barua	MBBS 63rd Batch	Expelled for 1 year
48	Tafhimul Islam	MBBS 63rd Batch	Expelled for 1 year
49	Sheikh Rimon Hossain	MBBS 64th Batch	Expelled for 1 year
50	Md. Shahriar Rahman	MBBS 64th Batch	Expelled for 1 year
51	Md. Taiful Islam Tamjid	MBBS 64th Batch	Expelled for 1 year
52	Nafis Bin Muktadir	MBBS 64th Batch	Expelled for 1 year

53	Md. Yasin Arafat Alif	MBBS 64th Batch	Expelled for 1 year
54	Md. Rakibul Islam	MBBS 64th Batch	Expelled for 1 year
55	Fatin Ahbab Ishmam	MBBS 65th Batch	Expelled for 1 year
56	Md. Habibullah Habib	BDS 30th Batch	Expelled for 1 year
57	Md. Mahtab Uddin Rafi	BDS 31st Batch	Expelled for 1 year
58	Mohammad Anis	BDS 31st Batch	Expelled for 1 year
59	Arghya Sikder	BDS 32nd Batch	Expelled for 1 year
60	Jayanta Nag Tirtha	BDS 32nd Batch	Expelled for 1 year
61	Faisal Aziz Riyad	BDS 33rd Batch	Expelled for 1 year
62	Fayez Ullah	MBBS 60th Batch	Expelled for 6 months
63	Utsho Dey	MBBS 62nd Batch	Expelled for 6 months
64	Mahin Ahmed	MBBS 62nd Batch	Expelled for 6 months
65	Zulkafal Ahmed Shoaib	MBBS 62nd Batch	Expelled for 6 months
66	Pujan Saha	MBBS 63rd Batch	Expelled for 6 months
67	Augusto Deep Niloy	MBBS 63rd Batch	Expelled for 6 months
68	Sheikh Shamim Hasan	MBBS 63rd Batch	Expelled for 6 months
69	Souren Chakraborty	MBBS 64th Batch	Expelled for 6 months
70	Arya Deb Sarkar	MBBS 64th Batch	Expelled for 6 months
71	Md. Mostafa Jamil	MBBS 64th Batch	Expelled for 6 months
72	Abdullah Mohammad Omar	MBBS 65th Batch	Expelled for 6 months
73	Al Nibraz Bin Hossain	BDS 30th Batch	Expelled for 6 months
74	Md. Shahadat Hossain	BDS 33rd Batch	Expelled for 6 months
75	Shreyaskar Saha	BDS 34th Batch	Expelled for 6 months
76	Arafat Sihab	MBBS 60th Batch	Written undertaking from the student and guardian
77	Md. Ibrahim Khalil	MBBS 62nd Batch	Written undertaking from the student and guardian
78	Farhan Rahman Fahim	MBBS 62nd Batch	Written undertaking from the student and guardian
79	Md. Ehsanul Kabir Rumon	BDS 31st Batch	Written undertaking from the student and guardian
80	Lamia Akter	MBBS 63rd Batch	Written undertaking from the student and guardian

81	Jannat Akter Laboni	MBBS 63rd Batch	Written undertaking from the student and guardian
82	Diptesh Chakraborty	MBBS 63rd Batch	Written undertaking from the student and guardian
83	Mubin Rahman Shawon	MBBS 63rd Batch	Written undertaking from the student and guardian
SL	Name	Batch	Disciplinary Action
84	Md. Shaikhul Alam Khan	MBBS 63rd Batch	Written undertaking from the student and guardian
85	Chowdhury Arian Anwar	MBBS 63rd Batch	Written undertaking from the student and guardian
86	Tarekul Islam Tanmoy	MBBS 63rd Batch	Written undertaking from the student and guardian

Mymensingh Medical College: Victim Students' List

SL	Name	Batch	Disciplinary Action
1	Dr. Anupam Saha	M-52	Temporarily barred from all academic activities and expelled from the campus and residential hall
2	Dr. Mashfiq Anwar	M-52	Temporarily barred from all academic activities and expelled from the campus and residential hall
3	Dr. Abdullah Al Hasan	M-53	Temporarily barred from all academic activities and expelled from the campus and residential hall
4	Mehedi Hasan Shimul	M-53	Temporarily barred from all academic activities and expelled from the campus and residential hall
5	Dr. Anupam Dutta Arghya	M-53	Temporarily barred from all academic activities and expelled from the campus and residential hall
6	Dr. Sanjib Sarkar Bonus	BDS-05	Temporarily barred from all academic activities and expelled from the campus and residential hall
7	Dr. Saiful Islam	BDS-05	Temporarily barred from all academic activities and expelled from the campus and residential hall
8	Dr. Mahidul Haque Ayon	M-54	Temporarily barred from all academic activities and expelled from the campus and residential hall
9	Dr. Zahidul Islam Tushar	M-55	Temporarily barred from all academic activities and expelled from the campus and residential hall
10	Muntasir Ratul	BDS-07	Temporarily barred from all academic activities and expelled from the campus and residential hall
11	Sanjid Ahmed	BDS-07	Temporarily barred from all academic activities and expelled from the campus and residential hall
12	Shahriar Iftekhar Soumik	BDS-08	Temporarily barred from all academic activities and expelled from the campus and residential hall
13	Ashiq Mahmud Riyad	BDS-08	Temporarily barred from all academic activities and expelled from the campus and residential hall
14	Manjurul Haque Rajib	M-56	Temporarily barred from all academic activities and expelled from the campus and residential hall
15	Rakibul Hasan Rukon	M-57	Temporarily barred from all academic activities and expelled from the campus and residential hall
16	Alamgir Hossain	M-57	Temporarily barred from all academic activities and expelled from the campus and residential hall
17	Ashiq Uddin	M-57	Temporarily barred from all academic activities and expelled from the campus and residential hall

SL	Name	Batch	Disciplinary Action
18	Shipon Hasan	M-57	Temporarily barred from all academic activities and expelled from the campus and residential hall
19	Syed Raihan Al Ashraf	M-57	Temporarily barred from all academic activities and expelled from the campus and residential hall
20	Raiyan Fagun	M-58	Temporarily barred from all academic activities and expelled from the campus and residential hall
21	Arnab Saha	M-58	Temporarily barred from all academic activities and expelled from the campus and residential hall
22	Shams Arefin	M-58	Temporarily barred from all academic activities and expelled from the campus and residential hall
23	Asif Raihan	M-58	Temporarily barred from all academic activities and expelled from the campus and residential hall
24	Asif Iqbal	BDS-10	Temporarily barred from all academic activities and expelled from the campus and residential hall
25	Meraj Hossain Badhon	BDS-10	Temporarily barred from all academic activities and expelled from the campus and residential hall
26	Diganta Sarkar	M-59	Temporarily barred from all academic activities and expelled from the campus and residential hall
27	Kuber Chakraborty	M-59	Temporarily barred from all academic activities and expelled from the campus and residential hall
28	Siam Jawad Pushon	M-59	Temporarily barred from all academic activities and expelled from the campus and residential hall
29	Dr. Pratik Biswas	M-54	Suspended from internship for 2 years and permanently barred from the residential hall
30	Dr. Abu Saleh Md. Latiful Kabir (Kaushik)	M-54	Suspended from internship for 2 years and permanently barred from the residential hall
31	Dr. Suniti Kumar Das	M-54	Suspended from internship for 2 years and permanently barred from the residential hall
32	Dr. Shamim Reza	M-54	Internship certificate suspended for 1 year and permanently barred from the residential hall
33	Dr. Naimur Rashid	M-54	Suspended from internship for 1 year and permanently barred from the residential hall
34	Dr. Mehedi Hasan (Roman)	M-54	Suspended from internship for 1 year and permanently barred from the residential hall
35	Dr. Md. Abu Taher Billah (Rubel)	M-54	Suspended from internship for 1 year and permanently barred from the residential hall

SL	Name	Batch	Disciplinary Action
36	Dr. Faidur Rahman Akash	M-55	Suspended from internship for 2 years and permanently barred from the residential hall
37	Dr. Kamrul Hasan	M-55	Suspended from internship for 1 year and permanently barred from the residential hall
38	Dr. Abu Raihan	M-55	Suspended from internship for 1 year and permanently barred from the residential hall
39	Dr. Sakhawat Hossain Sifat	M-55	Suspended from internship for 6 months and permanently barred from the residential hall
40	Dr. Arnab Kundu	M-55	Permanently barred from the residential hall
41	Dr. Kashfi Tabbij	M-55	Permanently barred from the residential hall

Rajshahi Medical College: Victim Students' List

SL	Name	Batch	Disciplinary Action
1	Rashid Mobarak	MBBS 61st Batch	Suspended from all academic activities, including classes and examinations, for 6 months and expelled from the residential hall
2	Bakhtiar Rahman	MBBS 61st Batch	Suspended from all academic activities, including classes and examinations, for 1 year and expelled from the residential hall
3	Arafat Zulfikar David	MBBS 61st Batch	Suspended from all academic activities, including classes and examinations, for 1 year and expelled from the residential hall
4	Nakibul Islam Shakil	MBBS 61st Batch	Suspended from all academic activities, including classes and examinations, for 1 year and expelled from the residential hall
5	Faria Rezwana Nidhi	MBBS 61st Batch	Suspended from all academic activities, including classes and examinations, for 1 year and expelled from the residential hall
6	Sajib Akand	MBBS 61st Batch	Reprimand and submission of a written undertaking
7	Nafiu Islam Setu	MBBS 61st Batch	Suspended from all academic activities, including classes and examinations, for 1 year and expelled from the residential hall
8	Hasibul Hasan Shanto	MBBS 62nd Batch	Suspended from all academic activities, including classes and examinations, for 6 months and expelled from the residential hall
9	Ashiqur Rahman	MBBS 62nd Batch	Suspended from all academic activities, including classes and examinations, for 6 months and expelled from the residential hall
10	Tariqul Islam	MBBS 62nd Batch	Suspended from all academic activities, including classes and examinations, for 6 months and expelled from the residential hall
11	Rashedul Islam	MBBS 62nd Batch	Suspended from all academic activities, including classes and examinations, for 6 months and expelled from the residential hall
12	Shoaib Akhtar Shovon	MBBS 62nd Batch	Suspended from all academic activities, including classes and examinations, for 6 months and expelled from the residential hall
13	Zuhair Anjum Arnab	MBBS 62nd Batch	Suspended from all academic activities, including classes and examinations, for 6

SL	Name	Batch	Disciplinary Action
			months and expelled from the residential hall
14	Mahfuzur Rahman	MBBS 62nd Batch	Suspended from all academic activities, including classes and examinations, for 6 months and expelled from the residential hall
15	Sheikh Sakib	MBBS 63rd Batch	Suspended from all academic activities, including classes and examinations, for 1 year and expelled from the residential hall
16	Soham Bijoy	MBBS 63rd Batch	Suspended from all academic activities, including classes and examinations, for 1 year and expelled from the residential hall
17	Kazi Hanif	MBBS 63rd Batch	Suspended from all academic activities, including classes and examinations, for 6 months and expelled from the residential hall
18	Purnendu Biswas	MBBS 63rd Batch	Suspended from all academic activities, including classes and examinations, for 6 months and expelled from the residential hall
19	Noor-e-Jannat Kintu	BDS 31st Batch	Suspended from all academic activities, including classes and examinations, for 6 months and expelled from the residential hall
20	Fardin Muntasir	BDS 31st Batch	Suspended from all academic activities, including classes and examinations, for 6 months and expelled from the residential hall
21	Zakir Hasan Omi	BDS 27th Batch	Internship suspended for 2 years and 6 months and expelled from the residential hall
22	Shuvo Kumar Mondal	MBBS 59th Batch	Internship suspended for 2 years and expelled from the residential hall
23	Nahid Hasan	MBBS 60th Batch	Internship suspended for 2 years and expelled from the residential hall
24	Raida Rashid Taha	MBBS 60th Batch	Internship suspended for 2 years and expelled from the residential hall
25	Joydeb Kumar Saha	MBBS 59th Batch	Action initiated for suspension of BMDC registration for 2 years

SL	Name	Batch	Disciplinary Action
26	Gourab Kumar Saha	MBBS 59th Batch	Action initiated for suspension of BMDC registration for 2 years
27	Asifuzzaman	MBBS 59th Batch	Internship suspended for 1 year and expelled from the residential hall
28	Mahdin Ahmed Khan	MBBS 60th Batch	Internship suspended for 1 year and expelled from the residential hall
29	Mizanur Rahman	MBBS 60th Batch	Internship suspended for 1 year and expelled from the residential hall
30	Ashiq Reza	BDS 30th Batch	Internship suspended for 1 year and expelled from the residential hall
31	Rafiur Rahman Siam	BDS 30th Batch	Internship suspended for 1 year and expelled from the residential hall
32	Sadman Sakib Raktim	BDS 30th Batch	Internship suspended for 6 months and expelled from the residential hall
33	Shahriar Rahman Siam	BDS 29th Batch	Internship suspended for 6 months and expelled from the residential hall
34	Abdullah Al Mamun Borshon	MBBS 59th Batch	Internship suspended for 6 months, extension of duty in the Department of Surgery, and submission of a written undertaking
35	Mukter Ali	MBBS 60th Batch	Internship suspended for 6 months and expelled from the residential hall
36	Sabiha Afrin Chhanda	BDS 29th Batch	Reprimand and submission of a written undertaking
37	Farid Uddin	MBBS 59th Batch	Written undertaking
38	Mustafiz Al Amin	MBBS 59th Batch	Written undertaking
39	Sharif Hossain	MBBS 59th Batch	Written undertaking
40	Sabbir Hossain Abhi	MBBS 57th Batch	Written undertaking
41	Shahriar Ahsan Sajid	MBBS 60th Batch	Written undertaking

Sir Salimullah Medical College Mitford Hospital: Victim Students' List

SL	Name	Batch	Disciplinary Action
1	Dr. Tanmoy Das	MBBS 46th Batch	Barred from the residential hall and suspended from internship for 10 years; legal case filed
2	Dr. Sabbir	MBBS 46th Batch	Barred from the residential hall and suspended from internship for 10 years; legal case filed
3	Shaker Ahmed	MBBS 46th Batch	Barred from the residential hall and suspended from internship for 10 years; legal case filed
4	Dr. Durjoy Pal	MBBS 44th Batch	Permanently barred from the campus; legal case filed
5	Dr. Golam Rasul Joy	MBBS 45th Batch	Permanently barred from the campus; legal case filed
6	Dr. Safinaz Hasan Talukder	MBBS 44th Batch	Permanently barred from the campus; legal case filed
7	Dr. Sadekul Islam	MBBS 45th Batch	Permanently barred from the campus; legal case filed
8	Dr. Shahidul	MBBS 44th Batch	Permanently barred from the campus; legal case filed
9	Dr. Fahim	MBBS 46th Batch	Barred from the residential hall and suspended from internship for 3 years; legal case filed
10	Dr. Aziz	MBBS 46th Batch	Barred from the residential hall and suspended from internship for 3 years; legal case filed
11	Dr. Shafin	MBBS 45th Batch	Barred from the campus for 3 years; legal case filed
12	Dr. Nuruzzaman	MBBS 44th Batch	Barred from the campus for 3 years; legal case filed
13	Alif	-	Barred from the campus for 3 years; legal case filed
14	Prapto	-	Barred from the campus for 3 years; legal case filed
15	Anis	-	Barred from the campus for 3 years; legal case filed

SL	Name	Batch	Disciplinary Action
16	Naushid	-	Barred from the campus for 3 years; legal case filed
17	Naushin	BDS 9th Batch	Permanently barred from the intern residential hall
18	Ritika	MBBS 48th Batch	Permanently barred from the intern residential hall
19	Keya	MBBS 48th Batch	Permanently barred from the intern residential hall
20	Dr. Sagar	MBBS 45th Batch	Barred from the campus; legal case filed
21	Proma	MBBS 47th Batch	Permanently barred from the intern residential hall
22	Dr. Majnu Mia	MBBS 41st Batch	Barred from the campus; legal case filed
23	Dr. Maidul	MBBS 42nd Batch	Barred from the campus; legal case filed
24	Dr. Ratul	MBBS 39th Batch	Barred from the campus; legal case filed
25	Dr. Asaduzzaman	MBBS 44th Batch	Barred from the campus; legal case filed
26	Dr. Nawab Sheikh	MBBS 44th Batch	Barred from the campus; legal case filed

Khulna Medical College: Victim Students' List

SL	Name	Batch	Disciplinary Action
1	A. M. Quraish-e-Huda	K-27	Suspended from academic activities for 2 years and permanently barred from the residential hall
2	Bappi Kumar Dey	K-28	Suspended from academic activities for 1 year and permanently barred from the residential hall
3	Selim Bin Amin Swapno	K-32	Suspended from academic activities for 6 months and barred from the residential hall for 6 months
4	Shovon Biswas	K-29	Suspended from academic activities for 6 months and permanently barred from the residential hall
5	Ashfaq Hossain Anan	K-29	Suspended from academic activities for 6 months and permanently barred from the residential hall
6	Md. Nafis Fuad	K-29	Suspended from academic activities for 6 months and permanently barred from the residential hall
7	Sharafuddin Chishti	K-30	Suspended from academic activities for 6 months and barred from the residential hall for 6 months
8	Raufun Alam Turjo	K-30	Suspended from academic activities for 6 months and barred from the residential hall for 6 months
9	Sheikh Jisan Ahmed Jeem	K-31	Suspended from academic activities for 5 months and barred from the residential hall for 6 months
10	Sandeep Mohanta	K-29	Suspended from academic activities for 4 months and permanently barred from the residential hall
11	Nirjash Natta	K-32	Suspended from academic activities for 4 months and barred from the residential hall for 4 months
12	Anjan Kundu	K-32	Suspended from academic activities for 2 months and barred from the residential hall for 2 months
13	Md. Mahfizur Rahman	K-31	Suspended from academic activities for 2 months and barred from the residential hall for 2 months
14	Md. Robayet Hossain Rifat	K-31	Suspended from academic activities for 2 months and barred from the residential hall for 2 months

SL	Name	Batch	Disciplinary Action
15	Md. Tanvirul Islam	K-31	Suspended from academic activities for 2 months and barred from the residential hall for 2 months
16	Nadim Sarkar	K-30	Suspended from academic activities for 1 month and barred from the residential hall for 1 month
17	Moloy Sikder	K-30	Suspended from academic activities for 1 month and barred from the residential hall for 1 month
18	Md. Sefayetur Rahman	K-31	Suspended from academic activities for 1 month and barred from the residential hall for 1 month
19	Mehedi Hasan Sazzim	K-31	Warning and submission of a written undertaking
20	Shihab Babu	-	Warning and submission of a written undertaking
21	Miraj Al Imran	K-30	Warning and submission of a written undertaking
22	Md. Afnan	K-31	Warning and submission of a written undertaking
23	Dr. Shahinur Islam	-	Suspended from internship/intern activities for 18 months and permanently barred from the residential hall
24	Dr. Fuad Ahmed	-	Suspended from internship/intern activities for 4 months and permanently barred from the residential hall
25	Dr. Mahfuzur Rahman Tufan	-	Suspended from internship/intern activities for 12 months and permanently barred from the residential hall

Dinajpur Medical College: Victim Students' List

SL	Name	Batch	Disciplinary Action
1	Zakir	MBBS 27th Batch	Barred from and declared persona non grata at the campus and hospital for 10 years
2	Nayan	MBBS 27th Batch	Barred from and declared persona non grata at the campus and hospital for 10 years
3	Sajedur Rahman Joy	MBBS 27th Batch	Barred from the hospital for 1 year and permanently barred from the residential hall
4	Simon	MBBS 27th Batch	Suspended from the college for 1 year and permanently barred from the residential hall
5	Pias	MBBS 25th Batch	Suspended from the college for 6 months and permanently barred from the residential hall
6	Shibli	MBBS 27th Batch	Suspended from the college for 6 months and permanently barred from the residential hall
7	Ashiqul	MBBS 27th Batch	Suspended from the college for 6 months and permanently barred from the residential hall
8	Didar	MBBS 28th Batch	Suspended from the college for 6 months and permanently barred from the residential hall
9	Nijhum	MBBS 25th Batch	Barred from the hospital for 6 months and permanently barred from the residential hall
10	Rakib	MBBS 26th Batch	Barred from the hospital for 6 months and permanently barred from the residential hall
11	Sanaullah	MBBS 28th Batch	Barred from the hospital for 6 months and permanently barred from the residential hall
12	Yakub	MBBS 28th Batch	Barred from the hospital for 6 months and permanently barred from the residential hall
13	Farhan	MBBS 28th Batch	Barred from the hospital for 6 months and permanently barred from the residential hall
14	Turjo	MBBS 29th Batch	Suspended from the college for 3 months and permanently barred from the residential hall
15	Ridwan Sakib	MBBS 29th Batch	Suspended from the college for 3 months and permanently barred from the residential hall
16	Nazmul	MBBS 30th Batch	Suspended from the college for 3 months and permanently barred from the residential hall
17	Nibir	MBBS 30th Batch	Suspended from the college for 3 months and permanently barred from the residential hall
18	Joy Saha	MBBS 29th Batch	Permanently barred from the residential hall

SL	Name	Batch	Disciplinary Action
19	Bappa	MBBS 29th Batch	Permanently barred from the residential hall

Faridpur Medical College: Victim Students' List

SL	Name	Batch	Disciplinary Action
1	Dr. Mashtura Mosharraf Oidhika	F-26	Permanently barred from the campus; recommendation made to suspend BMDC registration certificate; legal case filed
2	Dr. Imrul Hasan Jeem	F-26	Permanently barred from the campus; recommendation made to suspend BMDC registration certificate; legal case filed
3	Dr. Nuzhat Tabassum	F-26	Permanently barred from the campus
4	Dr. Naim Al Fuad Khan	F-27	Internship suspended for 5 years, permanently barred from the campus and residential hall; legal case filed
5	Dr. Sourav Pal	F-27	Internship suspended for 5 years and permanently barred from the residential hall
6	Dr. Ashraful Kabir Nahid	F-27	Internship suspended for 4 years and permanently barred from the residential hall
7	Dr. Al Nahian Khan	F-27	Internship suspended for 3 years and permanently barred from the residential hall
8	Dr. Imran Hossain	F-27	Internship suspended for 5 years and permanently barred from the residential hall

SL	Name	Batch	Disciplinary Action
9	Anuj Biswas	F-27	Suspended from academic activities for 1 year and permanently barred from the residential hall
10	Azizul Haque Pranto	F-28	Suspended from academic activities for 2 years and permanently barred from the residential hall
11	Sadman Pranto	F-28	Suspended from academic activities for 2 years and permanently barred from the residential hall
12	Iftekhar Ahmed	F-29	Suspended from academic activities for 2 years and permanently barred from the residential hall
13	Masuk Ullah Mugdha	F-29	Suspended from academic activities for 6 months and permanently barred from the residential hall
14	Akifur Farhan	F-30	Suspended from academic activities for 6 months and permanently barred from the residential hall
15	Prantik Chandra Mohanta	F-30	Suspended from academic activities for 6 months and permanently barred from the residential hall
16	Tajrin Ahmed	F-30	Suspended from academic activities for 6 months and permanently barred from the residential hall
17	Mahmudul Hasan	F-30	Suspended from academic activities for 6 months and permanently barred from the residential hall
18	Shamim Reza Hasan	F-30	Suspended from academic activities for 6 months and permanently barred from the residential hall

Rangpur Medical College: Victim Students' List

SL	Name	Batch	Disciplinary Action
1	Md. Masud Parvez	MBBS 41st Batch	Permanently barred from the campus
2	Gouranga Chandra Saha	MBBS 41st Batch	Permanently barred from the campus
3	Md. Sanaul Huda Riyad	MBBS 44th Batch	Permanently barred from the campus
4	Rakibul Hasan Tarek	MBBS 45th Batch	Permanently barred from the campus
5	Latifuzzaman Snigdho	MBBS 45th Batch	Permanently barred from the campus
6	Tanvir Rahman Pranto	BDS 5th Batch	Permanently barred from the campus
7	Md. Delwar Hossain Sirat	MBBS 45th Batch	Permanently barred from the campus
8	Kishor Hasan	MBBS 45th Batch	Permanently barred from the campus
9	Niloy Kumar Mondal	MBBS 45th Batch	Permanently barred from the campus
10	Ejaz Mahmud Pramanik	MBBS 45th Batch	Permanently barred from the campus
11	Ashfaqul Islam Pranto	MBBS 45th Batch	Permanently barred from the campus
12	Rana Arghya Joy	MBBS 45th Batch	Permanently barred from the campus
13	Moudud Ul Alam Dinar	MBBS 46th Batch	Permanently barred from the campus
14	Tasnim Jahan Proma	MBBS 45th Batch	Permanently barred from the campus
15	Noor Marzia Jannat Mishu	MBBS 50th Batch	Suspended from all academic and extracurricular activities, including classes and examinations, for 2 years; residential hall seat canceled
16	Fahima Tisha	BDS 7th Batch	Suspended from all academic and extracurricular activities, including classes and examinations, for 2 years; residential hall seat canceled

Sher-E-Bangla Medical College Hospital, Barishal: Victim Students' List

SL	Name	Designation/ Department	Decision
1	Dr. Sudip Kumar Halder	Senior Consultant, Orthopaedics	Barred from the campus and hospital; transfer initiated/recommended
2	Dr. Mashreful Islam Saikat	Resident Surgeon, Orthopaedics	Barred from the campus and hospital; transfer initiated/recommended
3	Dr. Shirin Sabiha Tanvi	Medical Officer	Barred from the campus and hospital; transfer initiated/recommended
4	Dr. A. S. M. Sayem	Internal Medical Officer, Medicine Unit-4	Barred from the campus and hospital; transfer initiated/recommended
5	Dr. Bakir Hossain	Former Director	Barred from the campus and hospital
6	Dr. S. M. Sarwar	Former Principal	Barred from the campus and hospital
7	Dr. G. M. Nazimul Haque	Vice-Principal	Resignation demanded; name included on the list of persons declared persona non grata on campus and at the hospital
8	Dr. Sourav Sutar	Assistant Professor	Resignation demanded; name included on the list of persons declared persona non grata on campus and at the hospital
9	Mohsin Biva	Intern Doctor	Barred from the campus and hospital; internship suspended indefinitely
10	Arifuzzaman Emon	Intern Doctor	Barred from the campus and hospital; internship suspended indefinitely
11	Sadman Bakir Sabab	Intern Doctor	Barred from the campus and hospital; internship suspended indefinitely
12	Pritam Debnath	Intern Doctor	Barred from the campus and hospital; internship suspended indefinitely
13	Arghya Biswas	Intern Doctor	Barred from the campus and hospital; internship suspended indefinitely

SL	Name	Designation/ Department	Decision
14	Asiful Islam	Intern Doctor	Barred from the campus and hospital; internship suspended indefinitely

Netrokona Medical College: Victim Students' List

SL	Name	Batch	Disciplinary Action
1	Ahsanul Haque Shihab	NMC-1	Studentship suspended for 1 year; barred from the campus; residential hall seat permanently canceled; written undertaking required
2	Mir Saddam Hossain	NMC-1	Studentship suspended for 1 year; barred from the campus; residential hall seat permanently canceled; written undertaking required
3	Nabid Hossain	NMC-2	Studentship suspended for 6 months; barred from the campus; residential hall seat permanently canceled; written undertaking required
4	Pritam Sen	NMC-2	Studentship suspended for 6 months; barred from the campus; residential hall seat permanently canceled; written undertaking required
5	Fahad Hossain	NMC-2	Studentship suspended for 3 months; barred from the campus; residential hall seat permanently canceled; written undertaking required
6	Tanvir Mahtab Rafi	NMC-3	Studentship suspended for 6 months; barred from the campus; residential hall seat permanently canceled; written undertaking required
7	Touhidul Islam	NMC-3	Studentship suspended for 6 months; barred from the campus; residential hall seat permanently canceled; written undertaking required

SL	Name	Batch	Disciplinary Action
8	Shayan Banik	NMC-4	Studentship suspended for 6 months; barred from the campus; residential hall seat permanently canceled; written undertaking required
9	Fahim Fahad	NMC-4	Studentship suspended for 6 months; barred from the campus; residential hall seat permanently canceled; written undertaking required
10	Shah Sufian	NMC-4	Residential hall seat permanently canceled; written undertaking required
11	Shah Masrur Nipun	NMC-5	Residential hall seat permanently canceled; written undertaking required

Comilla Medical College: Victim Students' List

SL	Name	Batch	Disciplinary Action
1	Hridoy Ranjan Nath	25th Batch	Permanently barred from the campus
2	Anwar Hossain	25th Batch	Intern training suspended for 1 year
3	Shahidul Islam	27th Batch	Intern training suspended for 1 year
4	Joy Sarkar	27th Batch	Intern training suspended for 2 years
5	Samiul Haque	27th Batch	Intern training suspended for 2 years
6	Shaikh Abedin	28th Batch	Intern training suspended for 2 years
7	Talukdar Md. Farhan	28th Batch	Suspended from all academic activities, including professional examinations, for 24 months and barred from entering the residential hall for 2 years

SL	Name	Batch	Disciplinary Action
8	Tahsinul Haque	28th Batch	Suspended from all academic activities, including professional examinations, for 24 months and barred from entering the residential hall for 2 years
9	Afridi Islam	30th Batch	Suspended from all academic activities, including professional examinations, for 12 months and barred from entering the residential hall for 2 years
10	Yasir Junaid	31st Batch	Suspended from all academic activities, including professional examinations, for 6 months and barred from entering the residential hall

Rangamati Medical College: Victim Students' List

SL	Name	Batch	Disciplinary Action
1	Ayat Sharif	6th Batch	Suspended from academic activities for 2 years and permanently barred from the residential hall
2	Bikram Aditya Chakma	7th Batch	Barred from the residential hall for 3 months
3	Imtiaz Hossain	8th Batch	Barred from the residential hall for 3 months
4	Srijan Kanti Dey	8th Batch	Barred from the residential hall for 3 months
5	Abhijit Kumar Baidya	9th Batch	Barred from the residential hall for 3 months
6	Sing Sing A Mong	9th Batch	Barred from the residential hall for 3 months

Shaheed Suhrawardy Medical College & Hospital: Victim Students' List

SL	Name	Session	Disciplinary Action
1	Dr. Fahad Al Mahbub	2016 -17	Barred from the campus and internship suspended for 1 year
2	Dr. Ahsan Habib Akash	2017 -18	Barred from the campus and internship suspended for 1 year
3	Dr. Sagar Sen	2017 -18	Barred from the campus and internship suspended for 1 year
4	Dr. Md. Samiul Sami	2015 -16	Barred from the residential hall and required to submit a written undertaking
5	Omar Faruk	2017 -18	Barred from the residential hall and required to submit a written undertaking

Chandpur Medical College: Victim Students' List

SL	Name	Batch	Disciplinary Action
1	Fazle Rabbi	Chamek-1	Suspended from all academic and institutional activities for 3 months; residential hall seat permanently canceled; written undertaking required
2	Priyabrata Das Utsho	Chamek-2	Suspended from all academic and institutional activities for 6 months; residential hall seat permanently canceled; written undertaking required
3	Mahima Binte Malek	Chamek-2	Suspended from all academic and institutional activities for 1 month and from co-curricular activities for 6 months; reprimanded and issued a written warning; written undertaking required
4	Sanila Rahman Sara	Chamek-3	Suspended from all academic and institutional activities for 1 month; written undertaking required
5	Hridoy Kumar Chowdhury	Chamek-2	Allocated residential hall seat canceled for 1 month; written undertaking required

Cox's Bazar Medical College: Victim Students' List

SL	Name	Batch	Disciplinary Action
1	Dr. Naimul Absar Saniat	8th Batch	Permanently barred from the college campus; steps initiated to withhold the internship completion certificate and BMDC permanent registration for up to 2 years
2	Dr. Tajmir Rahman	9th Batch	Permanently barred from the college campus; steps initiated to withhold the internship completion certificate and BMDC permanent registration for up to 2 years
3	Dr. Rabiul Alam Fahim	9th Batch	Permanently barred from the college campus; steps initiated to withhold the internship completion certificate and BMDC permanent registration for up to 2 years

Patuakhali Medical College: Victim Students' List

SL	Name	Disciplinary Action
1	Md. Sadikur Rahman	Suspended from academic activities for 1 year and permanently barred from the residential hall
2	Ifadul Islam	Suspended from academic activities for 2 years and permanently barred from the residential hall

Bangladesh Agricultural University: Victim Students' List

SL	Name	Department / Session	Nature of Repression / Details
1	Khandaker Tayafur Rahman	Faculty: Agriculture Department: Seed Science and Technology Session: 2009-10	Bachelor of Science in Agriculture (Honours) and MS in Seed Science & Technology. The above degree(s) have been temporarily suspended.
2	Imran Siddique	Faculty: Agricultural Engineering and Technology Department: Farm Power and Machinery Session: 2014-15	Bachelor of Science in Agricultural Engineering and MS in Farm Power & Machinery. The above degree(s) have been temporarily suspended.
3	Md. Mirajul Islam	Faculty: Fisheries Department: Fisheries Management Session: 2013-14	Bachelor of Science in Fisheries (Honours) and MS in Fisheries Management. The above degree(s) have been temporarily suspended.
4	Md. Mostafizur Rahaman	Faculty: Veterinary Science Department: Microbiology and Hygiene Session: 2014-15	Doctor of Veterinary Medicine and MS in Veterinary Public Health & Food Hygiene. The above degree(s) have been temporarily suspended.
5	Abdur Rahim Biswas	Faculty: Animal Husbandry Session: 2016-17	Permanently expelled from Bangladesh Agricultural University.
6	Md. Ezaz Ahamed Emon	Faculty: Agriculture Session: 2016-17	Bachelor of Science in Agriculture (Honours). The above degree(s) have been temporarily suspended.
7	Md. Bayazid Rahman Bappi	Faculty: Agriculture Session: 2016-17	Permanently expelled from Bangladesh Agricultural University.
8	Md. Sayadul Mursalin	Faculty: Agricultural Engineering and Technology Session: 2016-17	Bachelor of Science in Agricultural Engineering. The above degree(s) have been temporarily suspended.
9	Md. Masidul Amin Meraz	Faculty: Agricultural Engineering and Technology Department: Farm Power & Machinery Session: 2016-17	Bachelor of Science in Agricultural Engineering and MS in Farm Power & Machinery. The above degree(s) have been temporarily suspended.

SL	Name	Department / Session	Nature of Repression / Details
10	Shahinur Reza	Faculty: Fisheries Department: Environmental Science Session: 2015-16	Bachelor of Science in Fisheries (Honours) and MS in Environmental Science. The above degree(s) have been temporarily suspended.
11	Md. Nazmul Hasan Shakil	Faculty: Animal Husbandry Department: Agricultural Extension Education Session: 2015-16	Bachelor of Science in Animal Husbandry (Honours) and MS in Agricultural Extension Education. The above degree(s) have been temporarily suspended.
12	Md. Tarik-Uz-Zaman	Faculty: Agriculture Department: Agronomy Session: 2016-17	Bachelor of Science in Agriculture (Honours) and MS in Agronomy. The above degree(s) have been temporarily suspended.
13	Md. Nazmul Haque Akash	Faculty: Agriculture Session: 2017-18	Bachelor of Science in Agriculture (Honours). The above degree(s) have been temporarily suspended.
14	Md. Tasnim Bin Hamid	Faculty: Animal Husbandry Session: 2016-17	Bachelor of Science in Animal Husbandry (Honours). The above degree(s) have been temporarily suspended.
15	Al Saim Soyab	Faculty: Agriculture Session: 2017-18	Bachelor of Science in Agriculture (Honours). The above degree(s) have been temporarily suspended.
16	Md. Ariful Islam Sagor	Faculty: Animal Husbandry Session: 2017-18	Bachelor of Science in Animal Husbandry (Honours). The above degree(s) have been temporarily suspended.
17	Md. Adnan Sami	Faculty: Agricultural Engineering and Technology Session: 2017-18	Permanently expelled from Bangladesh Agricultural University.
18	Md. Shahriar Khandakar	Faculty: Veterinary Science Session: 2016-17	Doctor of Veterinary Medicine. The above degree(s) have been temporarily suspended.
19	Abu Horaira	Faculty: Agricultural Engineering and Technology Session: 2017-18	Bachelor of Science in Agricultural Engineering. The above degree(s) have been temporarily suspended.

SL	Name	Department / Session	Nature of Repression / Details
20	Nabil Shahriyar	Faculty: Animal Husbandry Session: 2017-18	Permanently expelled from Bangladesh Agricultural University.
21	Ashis Chakma	Faculty: Agricultural Engineering and Technology Session: 2017-18	Bachelor of Science in Food Engineer. The above degree(s) have been temporarily suspended.
22	Md. Muin Nadim Al Munna	Faculty: Veterinary Science Session: 2017-18	Doctor of Veterinary Medicine. The above degree(s) have been temporarily suspended.
23	Md. Ariful Islam	Faculty: Agricultural Economics and Rural Sociology Session: 2017-18	Permanently expelled from Bangladesh Agricultural University.
24	Hasibul Hassan Durjoy	Faculty: Agriculture Session: 2017-18	Bachelor of Science in Agriculture (Honours). The above degree(s) have been temporarily suspended.
25	Wasim-Ul-Jaman Sohag	Faculty: Veterinary Science Session: 2017-18	Doctor of Veterinary Medicine. The above degree(s) have been temporarily suspended.
26	Md. Wayes Karani	Faculty: Agriculture Session: 2017-18	Bachelor of Science in Agriculture (Honours). The above degree(s) have been temporarily suspended.
27	Md. Rakibul Islam	Faculty: Fisheries Session: 2015-16	Permanently expelled from Bangladesh Agricultural University.
28	Md. Sheikh Mehedi Rumi	Faculty: Agricultural Engineering and Technology Session: 2014-15	Permanently expelled from Bangladesh Agricultural University.
29	Iftekhairul Alam	Faculty: Animal Husbandry Department: Poultry Science Session: 2011-12	Bachelor of Science in Animal Husbandry (Honours) and MS in Poultry Science. The above degree(s) have been temporarily suspended.

SL	Name	Department / Session	Nature of Repression / Details
30	Md. Ashraful Islam Rahat	Faculty: Animal Husbandry Institute: Interdisciplinary Institute for Food Security (IIFS) Session: 2014-15	Bachelor of Science in Animal Husbandry (Honours) and MS in Sustainable Agriculture and Food Security. The above degree(s) have been temporarily suspended.
31	Nafiz Imtiaz Srejohn	Faculty: Veterinary Science Department: Parasitology Session: 2016-17	Doctor of Veterinary Medicine and MS in Parasitology. The above degree(s) have been temporarily suspended.

Appendix: F List of Tertiary Students Facing Academic Repressions, including Students from Private Universities and Degree Colleges

SL	Name	Department / Session / Institution	Nature of Repression / Details
1	MD. SALMAN SHAH	Department: political science Session: 2024	Informally barred from academic activities
2	Asif Iqbal Nahid	Department: Islamic studies Session: 2015–16 Institution: faculty of arts	Show-cause notice issued
3	F.M.Raduan Ahmed	Department: Science (intermediate) Session: 2024–2025 Institution: government shahid Smriti Adarsha College Nandail	Informally barred from academic activities
4	Tofazzall Hossen	Session: 2020–2021 Institution: Noakhali Government College	Suspended
5	Md Rejouanul Islam	Department: BSS Session: 2024 Institution: Gurudayal Government College, Kishoreganj	Show-cause notice issued
6	Md.Shohidur Rahman Shopon	Department: Political science Session: 2018–2019 Institution: University of Chittagong	Suspended
7	Imam Hosean	Department: Arts	Show-cause notice issued
8	shakib Ahamed	Department: Finance & Banking Session: 2019–20 Institution: 2026 Hajee Mohammad Danesh Science and Technology	Certificate cancelled
9	SUMIYA ALAM MUNALISA	Department: Civil department Session: 21–22 Institution: 49021 Munshiganj Government Polytechnic Institute	Informally barred from academic activities
10	Abdullah al Noman Badhon	—	Forced to change institution

SL	Name	Department / Session / Institution	Nature of Repression / Details
11	Abrahim Hossen Limon	Department: Accounting Session: 2020–21	Informally barred from academic activities
12	MD. Mushfiqur Rahman Leon	Department: History Session: 2025 Institution: Abu Abbas college netrakona	Show-cause notice issued
13	Amimul islam Dipto	Department: Philosophy Session: 2018–19 Institution: Abu Abbas Degree college	Expelled
14	Abu kawsar	Department: Humanities Session: 2022–2023	Show-cause notice issued
15	Mirza Al Fayed Raden	Department: Management Session: 2019–2020 Institution: Adarshal College, Dinajpur	Informally barred from academic activities
16	Md Shanto	Department: Accounting Session: 2022	Suspended
17	Maharaj Bin Harun	Department: computer Technology Session: 21–22 Institution: Ahsanullah Institute of Technical and Vocational Education and Training (AITVET)	Suspended
18	Tanver Ahmad Rakib	Department: BBA Institution: Ahsanullah University of science and Technology	Certificate cancelled
19	Md. Minar Hossain Majumdar Robin	Department: Management Institution: alhaj Abdullah choudhury degree College	Certificate cancelled
20	Md Amran	Department: Arts Session: 2025	Suspended
21	Md OMAR SANI	Department: Bangla Institution: Alimuddin government College	Forced to change institution
22	Mir Md Shajidur Rahman	Department: English Institution: American International University Bangladesh	Suspended
23	Alif Naser Oni	Department: Bachelor Of Law(LL.B)	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Session: 2022 Institution: American International University Of Bangladesh (Aiub)	
24	MD. AJIZUL BEG	Department: Bachelor of Business Administration (BBA) Session: 2023 Institution: ANWAR KHAN MODERN UNIVERSITY	Informally barred from academic activities
25	Arnab Das	Department: Management	Suspended
26	MD OLI ULLAH	Department: PHILOSOPHY Session: 2017–18	Show-cause notice issued
27	Ashek Ahmed Hridoy	Department: Islamic history and culture Session: 2017–2018	Forced to change institution
28	Syed Nurul Hasnat	Department: MBA Institution: Asian University Of Bangladesh	Certificate cancelled
29	Z A A mahmud munna	Department: BBA Session: 2016 Institution: Asian University of Bangladesh	Informally barred from academic activities
30	Md Sabbir Fokir	Department: Marketing Session: 19–20 Institution: Azam khan Govt Commerce college, khulna	Informally barred from academic activities
31	MD NAH	Session: 2021–2022	Suspended
32	Shamim	Department: Business Session: 17–18	Suspended
33	Aung Sing U Marma	Department: Political Science Session: 2018 Institution: Bandarban Govt College	Forced to change institution
34	Md Towhidul Islam	Department: Political Science Session: 2021–22 Institution: Bandarban Govt College	Informally barred from academic activities
35	Hasibul Alam Plaban	Department: EdTech Engineering Session: 2018–19	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Bangabandhu Digital University	
36	Nobo Talukder Akash	Department: Law Session: 21–22 Institution: Bangabandhu Law College	Forced to change institution
37	Dr. Shaikat Roy	Institution: Bangabandhu Sheikh Mujib Medical University	Informally barred from academic activities
38	Anima Zaman Proma	Department: IOT and Robotics Engineering Session: 2019–20 Institution: Bangabandhu Sheikh Mujibur Rahman Digital University ,Bangladesh	Informally barred from academic activities
39	Inteser ahmed sany	Department: Social work Session: 2018–19 Institution: Bangamata sheikh Fazilatunnesa Mujib science and technology University	Certificate cancelled
40	Masud Rana	Department: Social Work Session: 2018–2019 Institution: Bangamata Sheikh Fazilatunnesa Mujib Science and Technology University,Jamalpur	Certificate cancelled
41	md arif hossen	Department: Law Session: 23–24	Informally barred from academic activities
42	Md. Nasir Hossain	Department: Social work Institution: Bangla College	Suspended
43	Ashis chakma	Department: Food engineering Session: 2017–2018 Institution: Bangladesh Agricultural university	Suspended
44	Tafsir Alam Rahat	Department: Department of Fisheries Session: 2016–17 Institution: Bangladesh Agricultural University	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
45	Md.Ariful Islam (Anik)	Department: Agricultural Economics & Rural Sociology Session: 2017–2018 Institution: Bangladesh Agricultural University	Suspended
46	Hasibul Hassan Durjoy	Department: Agriculture Institution: Bangladesh Agricultural University	Certificate cancelled
47	Mahir Anjum	Department: Department of Pharmacology, Faculty of Veterinary Science Session: 2017–18 Institution: Bangladesh Agricultural University	Prohibited from residential halls
48	Md. Shoeb Akter	Department: Faculty of Agricultural Economics and Rural Sociology Session: 2019–2020 Institution: Bangladesh Agricultural University	Prohibited from residential halls
49	Md. Fahim Shahria	Department: Faculty of veterinary medicine Session: 2018–19 Institution: Bangladesh Agricultural University	Prohibited from residential halls
50	Nabil Shahriyar	Session: 2017–18 Institution: Bangladesh Agricultural University	Expelled
51	Md.Ragib Shariar	Department: Faculty of Agricultural Engineering and Technology Institution: Bangladesh Agricultural University	Prohibited from residential halls
52	MD. Fishal Hasnat Nuhash	Session: 2016–2017 Institution: Bangladesh Agricultural University	Suspended
53	Md. Sayadul Mursalin Nibir	Department: Faculty of Agricultural Engineering and technology Institution: Bangladesh Agricultural University, Mymensingh	Certificate cancelled

SL	Name	Department / Session / Institution	Nature of Repression / Details
54	Md. Muin Nadim Al Munna	Department: Faculty Of Veterinary Science Session: 2017–2018 Institution: Bangladesh Agricultural University, Mymensingh	Certificate cancelled
55	A. Z. M Borny	Department: Fisheries Session: 2019–20 Institution: Bangladesh Agricultural University, Mymensingh	Prohibited from residential halls
56	Md. Motahar Kabir	Department: Food Safety Management Session: 2019–20 Institution: Bangladesh Agricultural University, Mymensingh	Prohibited from residential halls
57	Md Nazmul Haque Akash	Department: Agriculture Session: 2017–18 Institution: Bangladesh Agricultural University, Mymensingh	Certificate cancelled
58	Md Wayes Karani	Department: Agronomy, faculty of Agriculture Session: 2017–18 Institution: Bangladesh Agricultural University, Mymensingh	Certificate cancelled
59	Md. Farhan Labib Khan Siam	Department: Animal Nutrition Institution: Bangladesh Agricultural University, Mymensingh	Informally barred from academic activities
60	Md.Bayazid Rahman Bappi	Department: Agriculture Session: 2016–17 Institution: Bangladesh agricultural university.	Expelled
61	Imran Siddiquee	Department: Agricultural Engineering and Technology Session: 2014–2015 Institution: Bangladesh agriculture University	Certificate cancelled

SL	Name	Department / Session / Institution	Nature of Repression / Details
62	Rubaiyat tasin shishir	Session: 21–22 Institution: Bangladesh dental College	Informally barred from academic activities
63	Tafsir Ahmed	Session: 21–22 Institution: Bangladesh Institute Of Glass And Ceramics	Forced to change institution
64	Kazi Mohaimen Adib	Session: 2016–2017 Institution: Bangladesh Medical & Dental college	Show-cause notice issued
65	Kazi mohaimen Adib	Session: 2016–2017 Institution: Bangladesh medical & Dental college	Suspended
66	Md. Rabby Islam	Department: BBA Session: 2018 Institution: Bangladesh University	Forced to change institution
67	Mohammed Arafat Hossain	Session: 2018 Institution: Bangladesh University	Prohibited from residential halls
68	Mahadi Hasa Prince	Department: Law & Justice Session: 15–16 Institution: Bangladesh University of Business & Technology	Informally barred from academic activities
69	Md.Riyadur Rahman	Session: 2019–20 Institution: Bangladesh University of Business and Technology	Expelled
70	Mainur Rashid Pluto	Department: Law & Justice Institution: Bangladesh University of Business and Technology	Informally barred from academic activities
71	Kazi Faiyaz Mostafa (Oitizzo)	Department: Apparel Engineering Session: 2018–19 Institution: Bangladesh University of Textiles (BUTex)	Informally barred from academic activities
72	Jahid Hasan Joy Chaklader	Department: Wet Process Engineering Session: 2017–18 Institution: Bangladesh	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
		University of Textiles (BUTEX)	
73	Mehrab Amin Sahal	Department: Science Institution: Barishal Collectorate School And College	Show-cause notice issued
74	Md.Minhaj	Session: 2021–2022 Institution: Barrister Sultan Ahmed Chowdhury College	Suspended
75	Shawon	Department: Agriculture Session: 2018–19 Institution: BAU	Prohibited from residential halls
76	Mehedi Hasan Maruf	Institution: Begomgonjo technical school and College	Expelled
77	MD.GAZIUR RAHMAN	Department: Public Administration Session: 2018–19 Institution: Begum Rokeya University, Rangpur	Suspended
78	Habiba Akhter	Department: Physics Session: 2023–2024 Institution: Begum Badrunnessa government girls College	Prohibited from residential halls
79	Srabony Akther Tonyma	Department: Economics Session: 2018–19 Institution: Begum Badrunnessa Govt Girls College	Prohibited from residential halls
80	Shorna devnath	Department: Bangla Session: 2018–19 Institution: Begum Badrunnessa govt girls College	Informally barred from academic activities
81	Gaziur Rahman	Department: Public Administration Session: 2018–19	Suspended
82	MD.Nadimul Islam Peal	Department: Gender and development studies Session: 2021–22 Institution: Begum rokeya university	Expelled

SL	Name	Department / Session / Institution	Nature of Repression / Details
83	Md.Masudul Hasan	Department: Political since Institution: Begum Rokeya University ,Rangpur	Certificate cancelled
84	Pipash ali	Department: Physics Session: 2019–20 Institution: Begum Rokeya University Rangpur	Suspended
85	Md Labu Islam	Department: Political science Session: 2021–2022 Institution: Begum Rokeya University Rangpur	Expelled
86	Abdullah Al Raihan	Department: Mathematics Session: 2019–2020 Institution: Begum Rokeya University Rangpur	Show-cause notice issued
87	Md Rayhan kobir	Department: Political science Session: 2021–2022 Institution: Begum Rokeya University Rangpur	Prohibited from residential halls
88	POMAL BARUA	Department: Public administration Session: 2017–18 Institution: Begum Rokeya University Rangpur	Certificate cancelled
89	SHEZAN AHMED	Department: Management Studies Session: 2020–21 Institution: Begum Rokeya University Rangpur	Expelled
90	Md Fazla Rabby	Department: Geography And Environmental Science Session: 2016–2017 Institution: Begum Rokeya University, Rangpur	Informally barred from academic activities
91	Nesar Uddin	Department: Public Administration Session: 2018–19 Institution: Begum Rokeya University, Rangpur	Informally barred from academic activities
92	Saidur Rahman	Department: Management studies Session: 2022–23	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Begum Rokeya University, Rangpur	
93	Md.Arafat Rahman Abir	Department: Geography and environmental science Session: 2021–22 Institution: Begum Rokeya University, Rangpur	Suspended
94	Md Mahmudur Rahman Hridoy	Department: English Institution: Begum Rokeya University, Rangpur	Expelled
95	Md. Rijon Mondol	Department: Finance & Banking Session: 2022–23 Institution: Begum Rokeya University, Rangpur	Suspended
96	MD.Mosharof Hossain	Department: Sociology Session: 2020–2021 Institution: Begum Rokeya University, Rangpur	Suspended
97	Manik Chandra Sen	Department: Political Science Session: 2020–21 Institution: Begum Rokeya University, Rangpur	Informally barred from academic activities
98	Atef Ashab Dipro Mondol	Department: Mathematics Session: 2021–2022 Institution: Begum Rokeya University, Rangpur	Informally barred from academic activities
99	Azmir Rahman Rishad	Department: Marketing Session: 2019–20 Institution: Begum Rokeya University, Rangpur	Informally barred from academic activities
100	Md. Ahsan Hasan Habib Showrove	Department: Mathematics Institution: Begum Rokeya University, Rangpur	Prohibited from residential halls
101	Md Shimul Mahmud	Department: Management studies Session: 2022–23 Institution: Begum rokeya university, Rangpur	Prohibited from residential halls
102	Mozammal Hoque	Institution: Begum Rokeya University, Rangpur	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
103	Md Shahin islam	Department: Political science Institution: Begum Rokeya University,Rangpur	Suspended
104	MD. Omit hassan	Department: Public Administration Session: 2020–21 Institution: Begum Rokeya University,Rangpur	Suspended
105	Md Shoibul Islam	Department: Public Administration Session: 2020–21 Institution: Begum Rokeya University,Rangpur	Expelled
106	Siam Al Nahid	Session: 2018–19 Institution: Begum Rokeya University,Rangpur	Suspended
107	Md :Akhter Hossen	Department: Political Science Session: 2018–19 Institution: Begun Rokeya University, Rangpur	Suspended
108	Md Galib hasan	Department: Marketing Session: 2022–2023 Institution: Begun rokeya university, Rangpur	Expelled
109	Md Monowarul Islam Juvraj	Department: Political Science Session: 21–22 Institution: Bhola Govt College	Informally barred from academic activities
110	Fahim Muntasir	Department: Political Science Session: 2023–2024 Institution: Bhola Govt College, Bhola.	Show-cause notice issued
111	Zakaria Hossain Omi	Department: Master’s of Accounting Session: 2023–2024 Institution: Bhola Govt.College	Informally barred from academic activities
112	Pritom Dey	Department: Management Institution: BL College Khulna	Prohibited from residential halls

SL	Name	Department / Session / Institution	Nature of Repression / Details
113	Md: Rubaed hossen Sobuj	Department: Political Science Session: 2023–2024 Institution: Boda patharaj government College	Expelled
114	Sabbir Hossain Shovon	Session: 2017–18 Institution: Bogura Medical College	Suspended
115	Srabon Sohag	Institution: BORHAMGANJ GOVT.COLLEGE (6304)	Show-cause notice issued
116	Nadim Mahmud	Department: Economics Session: 2017–18 Institution: Brahman Baria Govt College	Informally barred from academic activities
117	Ali Mahmud Hasan Protik	Session: 2019–20	Expelled
118	Kazi Al Fayed Akash	Session: 2019–20	Suspended
119	Md Ahoshan Hasan Ratul	Session: 2022–23 Institution: Cantonment College Jashore (HSC-24)	Certificate cancelled
120	Md. Farhan Tanvir fuad	Department: English Session: 2021–2022 Institution: Carmichael College Rangpur	Informally barred from academic activities
121	Rubiate Ishaque Reason	Department: Management Studies Session: 2021–22 Institution: Carmichael College, Rangpur.	Suspended
122	MD.RAGIB HASAN	Department: English Session: 2020–2021 Institution: Carmichael College,Rangpur	Suspended
123	MD. Faysal Hossain	Department: Political Science Session: 2022–2023 Institution: Chandpur Govt.College	Prohibited from residential halls
124	Priobrata Das Utso	Session: 2019–20 Institution: Chandpur Medical College	Prohibited from residential halls
125	Md Zim Hossen	Department: Zoology Session: 2021–2022	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Chatmohar Govt College	
126	Sudipta Biswas	Department: Environmental Session: 21–22 Institution: Chattogram Polytechnic Institute	Forced to change institution
127	Md Hamimur Rahman	Department: Applied Food Science and Nutrition Session: 2024–25 Institution: Chattogram Veterinary and Animal Sciences University	Suspended
128	Rashedul Waheed Atul	Session: 2014–15 Institution: Chattogram Veterinary and Animal Sciences University	Suspended
129	Avishek Nandy	Department: FOOD science and Technology Session: 2016–17 Institution: Chattogram Veterinary and Animal Sciences university	Expelled
130	Mohammad Robaidul Islam	Department: Doctor Of Veterinary Medicine Session: 2017–2018 Institution: Chattogram Veterinary And Animals sciences University	Expelled
131	md kawser alam	Department: political science Session: 2021 Institution: Chittagong College	Informally barred from academic activities
132	Mohammad Arefin Riadh	Department: Political Science Session: 20–21 Institution: Chittagong College	Forced to change institution
133	Tahasin Naser Akil	Department: Sociology Session: 20–21 Institution: Chittagong College	Informally barred from academic activities
134	Saiful islam	Department: History Session: 23–24	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Chittagong College	
135	MD MEHERAZ SIDDIQUE	Session: 2019–20 Institution: Chittagong college	Informally barred from academic activities
136	Jewel Nath	Department: BSS Session: 2020–21 Institution: Chittagong Govt. City College	Informally barred from academic activities
137	Maksudur Rahman	Department: LLB Session: 2023–2024 Institution: Chittagong Independent University	Show-cause notice issued
138	Md ramjan Hossain	Department: International relations Session: 2015–2016 Institution: Chittagong University	Certificate cancelled
139	Md. Mazedul Islam Bhuiyan (Sabbir)	Department: Mathematics Session: 2016–17 Institution: Chittagong University	Informally barred from academic activities
140	Arafat Rayhan	Department: sociology Session: 2018–19 Institution: Chittagong University	Suspended
141	Mohammad elias	Department: Islamic studies Institution: Chittagong University	Expelled
142	Md Hasan Mahmud	Department: Sociology Session: 2017–18 Institution: Chittagong University	Suspended
143	Al Amin	Department: Public Administration Session: 2019–20 Institution: Chittagong University	Expelled
144	Wahidul Alam	Department: Sports Science Institution: Chittagong University	Informally barred from academic activities
145	Md. Sadickuzzaman	Department: Petroleum and Mining Engineering	Prohibited from residential halls

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Session: 2020–21 Institution: Chittagong University of Engineering and Technology	
146	Mohammad Shahi Newaz	Department: COMMERCE Session: 2024–2025	Informally barred from academic activities
147	Mahidul Tanzid	Department: Humanities Institution: Chowmuhani Government Saleh Ahmed College	Informally barred from academic activities
148	Md Shobuj Hossain	Department: Computer science and engineering Institution: City university	Show-cause notice issued
149	Palash Akter Robin	Session: 2019–2020 Institution: City University	Expelled
150	Mushfiqul Islam	Department: Aviation Management Session: 2019–20 Institution: College of Aviation Technology	Informally barred from academic activities
151	MD RAKIB HOSSAIN	Department: Bangla Session: 2022–2023 Institution: Comilla University	Informally barred from academic activities
152	Anasul Hoque	Department: Philosophy Session: 2021–2022 Institution: Cox'sBazar city College	Informally barred from academic activities
153	Toufiqur Rahman	Session: 2018–19 Institution: CUET	Suspended
154	Md Iqbal Hossain	Department: LLB Session: 2023 Institution: Cumilla low College	Informally barred from academic activities
155	Abuhurira	Session: 2021 Institution: Daffodil international university	Forced to change institution
156	Md Morsalin Hossain	Department: Political Science Session: 2019–20 Institution: Debiganj Govt College	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
157	Md Morsalin Hossen	Department: History Session: 2019–2020 Institution: Debiganj govt.college	Informally barred from academic activities
158	MD. SHARIFUL ISLAM	Department: Political Sciences Session: 2020–2021 Institution: Demra College	Show-cause notice issued
159	Abdur Rahman	Department: Department: Humanities Session: 2023–24 Institution: Demra University	Prohibited from residential halls
160	Tazmim siddque	Department: Philosophy Session: 2021–2022	Informally barred from academic activities
161	Md. Mokter Hossen	Department: Philosophy Session: 2019–2020	Prohibited from residential halls
162	Sheikh Hadim	Department: English Literature Session: 2020–2021 Institution: Dhaka College	Informally barred from academic activities
163	SOHAN HAWLADER MAMUN	Department: POLITICAL SCIENCE Session: 2019–20 Institution: DHAKA COLLEGE	Informally barred from academic activities
164	Tasin Nafiu Ornob	Department: English Session: 2019–2020 Institution: Dhaka College	Prohibited from residential halls
165	Md Anowar Hossain	Department: Islamic studies Session: 2019–20 Institution: Dhaka College	Suspended
166	Biplob Hossain	Department: History Session: 2020–2021 Institution: Dhaka College	Informally barred from academic activities
167	Washim Akram	Department: Psychology Institution: Dhaka College	Informally barred from academic activities
168	Md Maksudur Rahman Milton	Department: Management Session: 2020–2021 Institution: Dhaka College	Informally barred from academic activities
169	md zihad	Department: History Session: 2021–22 Institution: Dhaka College	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
170	Md. Rayhan Kobir Rony	Department: Political Science Session: 2021–22 Institution: Dhaka College	Informally barred from academic activities
171	MD Tufayel Ahmed	Department: Philosophy Session: 2022–2023 Institution: Dhaka College	Informally barred from academic activities
172	Md Emon Hasan	Department: Economics Session: 2022–2023 Institution: Dhaka College	Informally barred from academic activities
173	Kamrul Islam Komar	Department: Management Department Institution: Dhaka College	Suspended
174	Md.Shohel Rana(Nirob)	Department: Philosophy Session: 2020–2021 Institution: Dhaka college	Informally barred from academic activities
175	Rakib Hossain Lipsu	Department: Islamic History And culture Session: 2019–20 Institution: Dhaka College	Show-cause notice issued
176	Mustahidur Rahman	Department: Bangla Session: 2023–2024 Institution: Dhaka College	Informally barred from academic activities
177	Feroj Mahmud	Department: History Session: 2019–2020 Institution: Dhaka College	Forced to change institution
178	Mustahidur Rahman	Department: Bangla Session: 2023–2024 Institution: Dhaka College	Informally barred from academic activities
179	Abir hasan nirob	Department: Philosophy Session: 2020–2021 Institution: Dhaka College	Informally barred from academic activities
180	Md Mehedi Hasan	Department: psychology Session: 22–23 Institution: Dhaka College	Informally barred from academic activities
181	Md assfaquzzaman	Department: psychology Session: 2022–2023 Institution: Dhaka college	Informally barred from academic activities
182	Md Bayezid Hossain	Department: Economics Institution: Dhaka college	Informally barred from academic activities
183	S M MAHAMUDUL HASAN SHIHAM	Department: Bangla Session: 2018–19 Institution: Dhaka College	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
184	Md. Abujar Hossain	Department: Management Session: 22–23 Institution: Dhaka College	Informally barred from academic activities
185	Golam Rabbani	Department: Bangla Session: 19–20 Institution: Dhaka College	Informally barred from academic activities
186	Sourov Mondal	Department: Philosophy Session: 2019–2020 Institution: Dhaka College	Prohibited from residential halls
187	Shamsad khan	Department: Philosophy Session: 2022–23 Institution: Dhaka College	Forced to change institution
188	Md Jahid Hasan	Department: Islamic history and culture Session: 18–19 Institution: Dhaka College	Prohibited from residential halls
189	Mursalin Sarkar	Department: Philosophy Session: 2023–24 Institution: Dhaka College	Informally barred from academic activities
190	Leon Sarker	Department: Philosophy Session: 2016–17 Institution: Dhaka college	Informally barred from academic activities
191	Md Sazzad Hossen	Department: Philosophy Session: 2021–22 Institution: Dhaka College	Informally barred from academic activities
192	Shovo sarker	Department: Philosophy Institution: Dhaka College	Informally barred from academic activities
193	Fuad	Department: Statistics Session: 2020–2021 Institution: Dhaka College	Informally barred from academic activities
194	Shahed pranto	Department: English Session: 2022–23 Institution: Dhaka College	Prohibited from residential halls
195	Prosh Ahmed arman	Department: Bangla Institution: Dhaka College	Prohibited from residential halls
196	Md Bayezid Hossain	Department: Economics Session: 2020–21 Institution: Dhaka college	Informally barred from academic activities
197	Abu sama Sarkar	Department: Philosophy Session: 20–21 Institution: Dhaka College	Forced to change institution

SL	Name	Department / Session / Institution	Nature of Repression / Details
198	MD. Mahfujur Rahman	Department: English Session: 2019–20 Institution: Dhaka College	Informally barred from academic activities
199	Sabbir Howlader	Department: Islamic History &Culture Session: 2022–2023 Institution: Dhaka College	Prohibited from residential halls
200	Md Ashraful Islam Bablu	Department: Islamic Studies Session: 2022–2023 Institution: Dhaka College (Dhaka Central University)	Informally barred from academic activities
201	Md Jakir Hossen	Department: Management Session: 21–22 Institution: Dhaka College under of Dhaka University	Informally barred from academic activities
202	MD. Sabbir Howlader	Department: Philosophy Session: 2021–2022 Institution: Dhaka College, Dhaka	Informally barred from academic activities
203	Sakibul Islam pallab	Department: Bangla Session: 2020–2021 Institution: Dhaka Imperial College	Informally barred from academic activities
204	Roktim Ghosh	Department: civil Session: 24–25 Institution: Dhaka international University	Forced to change institution
205	K M Nesar Uddin	Department: English Literature Institution: Dhaka International University	Suspended
206	AKM Mezbha Hasan	Department: MBA Session: 2026 Institution: Dhaka International University (DIU)	Certificate cancelled
207	Shah Tanvir Hasan Nabil	Session: 2017–18 Institution: Dhaka National Medical College	Suspended
208	Md Jihad Pathan	Department: Electronics Session: 2023–2024 Institution: Dhaka Polytechnic Institute	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
209	Md : Jihad Pathan	Department: Electronics Session: 2023–2024 Institution: Dhaka Polytechnic Institute	Suspended
210	Shijan ahmed	Department: Civil Session: 21–22 Institution: Dhaka Polytechnic institute	Forced to change institution
211	Md.Zahid hasan zoni	Department: Food technology Institution: Dhaka Polytechnic Institute	Show-cause notice issued
212	Ardi Hasan Omit	Department: Electrical Session: 2022–23 Institution: Dhaka Polytechnic institute	Forced to change institution
213	Md. Shawam Ahmed	Department: electrical Institution: Dhaka Polytechnic Institute	Expelled
214	Md.Shakibul khan (Shakib hasan)	Session: 18–19 Institution: Dhaka Polytechnic institute	Suspended
215	Hridoy hasan	Session: 20–21 Institution: Dhaka polytechnic institutions	Prohibited from residential halls
216	Ismail meherab	Department: Food Engineering Session: 2022–2023 Institution: Dhaka Polytechnical Institute	Informally barred from academic activities
217	Rafiqul Islam sabuj	Department: Theatre and Performance Studies Session: 2019–20 Institution: Dhaka University	Informally barred from academic activities
218	Shariful Alam	Department: Philosophy Session: 2020–21 Institution: Dhaka University	Informally barred from academic activities
219	Md.Imran Sheikh	Department: Sociology Session: 2012–2013 Institution: Dhaka University	Expelled
220	Sajib Hossen	Department: Political Science Institution: Dhaka University	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
221	Md Sabbir Hossen	Department: Islamic studies Session: 2014–15 Institution: Dhaka University	Suspended
222	Shoab Ahammed Sazib	Department: Music Session: 2018–19 Institution: Dhaka University	Show-cause notice issued
223	Md.refat Mahmud	Session: 2017–18 Institution: Dhaka University	Suspended
224	Nur Uddin Ahmed	Department: Population Sciences Session: 2017–18 Institution: Dhaka University	Expelled
225	Mahatab uddin Chowdhury	Department: Botany Session: 2017–18 Institution: Dhaka University	Suspended
226	Md jakaria Dastagir	Department: political science Session: 2023–2024 Institution: Dhaka university	Informally barred from academic activities
227	Asadullah Al Mahmud	Department: Peace and Conflict Studies Session: 2019–20 Institution: Dhaka University	Suspended
228	Lutfur Rahman	Department: Peace and Conflict Studies Session: 2014 Institution: Dhaka University	Certificate cancelled
229	Mohammad yousuf	Department: Law Session: 2020–2021 Institution: Dhaka university	Expelled
230	Syed Isthiak Akbar (Fardin)	Department: Law Session: 20–21 Institution: Dhaka University	Suspended
231	MD.Mariam jaman khan (Shohan)	Department: Sociology Session: 2013–2014 Institution: Dhaka University	Certificate cancelled
232	Sourav Sikder	Department: Department of Economics Session: 2017–18 Institution: Dhaka University	Informally barred from academic activities
233	ATM Zikrul Azim Apon	Department: Banking and Insurance Session: 2018 Institution: Dhaka University	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
234	Md Risalat Miah	Department: Geography and Environment Session: 2017–18 Institution: Dhaka University	Suspended
235	Hanzala Hai Bepari	Department: French Language and Culture Session: 20–21 Institution: Dhaka University	Suspended
236	Md. Waziullah Nasim	Department: Public Administration Session: 2020 Institution: Dhaka University	Suspended
237	MD. IRFANUL HAI SHOURAV	Department: Physics Session: 2012–2013 Institution: Dhaka University	Suspended
238	Md. Humayun Kabir	Department: Microbiology Session: 2017–18 Institution: Dhaka University	Informally barred from academic activities
239	Md muktadir Hossain	Session: 2014–15 Institution: Dhaka University	Certificate cancelled
240	Md Nazim Uddin	Department: Japanese studies Session: 2017–18 Institution: Dhaka University	Show-cause notice issued
241	Ahammad Reja	Department: Political Science Institution: Dhaka University	Informally barred from academic activities
242	Ali Hasan Rifath	Department: Political Science Session: 2017–18 Institution: Dhaka University, sir a f Rahman hall	Expelled
243	Md. Muraduzzaman	Department: BA Session: 2020–2021	Informally barred from academic activities
244	Md Shafikul Islam Kotowal	Department: LLB Session: 23–24 Institution: Dhanmondi Law College	Informally barred from academic activities
245	Dhruba bakshi	Session: 2018	Prohibited from residential halls
246	MDFAHIMISLAMJOY	Department: Commerce Session: 2024	Expelled

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Dighinala Degree College	
247	Dilder Hossen	Department: Business studies Session: 2023–2024	Expelled
248	Md Mahim Shah Fakir	Session: 2023 Institution: Dinajpur govt College	Forced to change institution
249	Md Shakibul Hasan	Department: Civil Session: 23–24 Institution: Dinajpur Initiut of since and technology DIST	Show-cause notice issued
250	Monmohan Roy	Session: 21–22 Institution: Dinajpur Polytechnic Institute	Expelled
251	Nuru Shapa Chowdhury	Department: LLB Institution: Eastern University	Informally barred from academic activities
252	Shagata Roy Michel	Department: Law Session: 2021–22 Institution: Eastern University	Informally barred from academic activities
253	Ritu akter	Department: Political science Session: 2017–18 Institution: Eden Mahila college	Prohibited from residential halls
254	Shirin Sultana	Department: Management Session: 2019–2020 Institution: Eden Mahila college	Show-cause notice issued
255	Aisha islam	Department: Sociology Institution: Eden Mohila College	Certificate cancelled
256	Abir Hossan Abid (Saddam Mollah)	Department: Political Science-19 Session: 2021–2022 Institution: Elias Ahmed Chowdhury College	Informally barred from academic activities
257	M. Sachchu Ahmed	Department: Department of Law Session: 2021–2022	Certificate cancelled
258	Touhidul Islam Toru	Department: Civil Engineering	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Session: 2018–2019 Institution: European University of Bangladesh	
259	Antu dutta	Department: Law Session: 2023 Institution: European University of Bangladesh	Suspended
260	Thauhid Hossain Apurbo	Department: Finance Session: 2017–18 Institution: Faculty Of Business Studies	Show-cause notice issued
261	MD. Golam Rabbani	Department: Civil (Bachelor of Science) Institution: FarEast International University	Suspended
262	Mehrab Mahmud khan	Session: 2022 Institution: Faridpur govt rajendro College	Forced to change institution
263	Naimur Rahman	Department: mathematics Session: 2019–20 Institution: Faridpur Govt. Rajendra College Faridpur	Suspended
264	Imon Shikder	Department: electrical department Session: 19–20 Institution: Faridpur Polytechnic Institute	Prohibited from residential halls
265	Rakibul Islam shafin	Department: Computer science Session: 23–24 Institution: Faridpur Polytechnic institute	Forced to change institution
266	Md.jahirul alam asif	Session: 2022	Suspended
267	Izaz Mahmud	Session: 2022	Suspended
268	Md Radowan	Session: 2023 Institution: Fatulla Pilot High school	Informally barred from academic activities
269	Jahidur Rahman	Institution: Feni city College	Expelled
270	prakash chandra shil	Department: Humanities. Session: 2025–2026 Institution: Feni City College. Feni.	Expelled
271	Sojib Das	Session: 2023	Expelled

SL	Name	Department / Session / Institution	Nature of Repression / Details
272	EMRAN HOSSEN	Department: MANAGEMENT Session: 2023–24 Institution: FENI GOVERNMENT COLLEGE	Show-cause notice issued
273	Arafat Hussain Patowary	Session: 2020–21 Institution: Feni government college	Informally barred from academic activities
274	MD Foysal Monir	Department: BSC Session: 2021–2022 Institution: Feni Government College	Informally barred from academic activities
275	MD. Noman Habib	Department: political science Session: 2023–24 Institution: Feni Government College	Informally barred from academic activities
276	Md Saidul islam sabbir	Session: 2025 Institution: Feni government college	Informally barred from academic activities
277	Abdul al mamun	Department: Political Science Institution: Feni Government College	Informally barred from academic activities
278	Abdul al noman	Department: mathematics Session: 2020 Institution: Feni government College	Suspended
279	minhazul Kabir	Department: Accounting Session: 2022–2023 Institution: feni government College	Suspended
280	Amzas hossain	Session: 2022 Institution: Feni government College	Prohibited from residential halls
281	MD EMRAN HOME	Institution: Feni govt College	Forced to change institution
282	MD MASUM	Institution: Feni Govt College	Forced to change institution
283	Mahathir Mohammad Ratul Islam Farazi	Department: Economics Institution: Feni Govt. College	Informally barred from academic activities
284	Rokibul hasan rifat	Department: BSS Session: 2019–20	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Feni Govt. College	
285	Imad Shuvo	Session: 2023 Institution: Feni University	Suspended
286	Jewel kumar Tripura	Department: BA Institution: Fotikchari Government College	Suspended
287	Nahidur Rahman	Institution: Gach bari ideal college	Suspended
288	Md Rimon Ahmed	Session: 2025 Institution: Gachbari Ideal College	Informally barred from academic activities
289	Saurav shil	Session: 2019–2020 Institution: Gazi Medical College, khulna	Show-cause notice issued
290	MD Mehedi Hasan	Department: Islamic studies Session: 2019–2020 Institution: Gov Bangle college Dhaka	Show-cause notice issued
291	Md Chaild Bin Zayed	Department: Arts Session: 23–24 Institution: Gov. Akbor ali College	Show-cause notice issued
292	Ekramul Haque	Department: B.A Arts Session: 14–15 Institution: Gov.akbor ali College	Show-cause notice issued
293	MD ISHAQ MiA	Department: Political Science Session: 2021–22 Institution: Government Titumir College Dhaka	Forced to change institution
294	Hasanuzzaman Hasan	Department: Political Science Session: 21–22 Institution: Government Alimuddin College	Informally barred from academic activities
295	Md Naimur rahman (naiem)	Department: Economics Session: 2019–2020 Institution: Government Azizul Haque College	Show-cause notice issued
296	Badruzzaman	Department: History Session: 20–21	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Government Bangla College	
297	Md Shafiqur Rahman	Department: Mathematics Session: 2023–2024 Institution: Government Bangla College	Informally barred from academic activities
298	Adnan Habib Aulin	Department: Bangla Session: 2019–2020 Institution: Government Bangla College	Suspended
299	Abu Hasan Molla	Department: Political Science Session: 2019–2020 Institution: Government Bangla College	Informally barred from academic activities
300	Jibon Ahammad	Department: Mathematics Session: 2019–2020 Institution: Government Bangla College	Prohibited from residential halls
301	Md.Jahidul Islam Zidan	Department: Finance and Banking Session: 2020–21 Institution: Government Bangla College	Suspended
302	Md Muntasir Ahmed Rudro	Department: Bachelor of business Administration Session: 2023–2024 Institution: Government Bangla College	Informally barred from academic activities
303	MD OBAIDULLAH	Department: History Session: 2018–19 Institution: Government Bangla College	Show-cause notice issued
304	MD sakhawate hosssain	Department: Political science Institution: Government Bangla college	Expelled
305	MD MISHON BISWAS JIM	Department: Islami history and culture Session: 2022–23 Institution: GOVERNMENT BANGLA COLLEge	Prohibited from residential halls

SL	Name	Department / Session / Institution	Nature of Repression / Details
306	MD.AKTAR HOSSEN	Department: Accounting Institution: Government Bangla college, Dhaka	Informally barred from academic activities
307	Abid Hasan Fahim	Department: Polatical science Session: 2020–2021 Institution: Government BL College, Khulna	Informally barred from academic activities
308	Shahariar niloy	Department: Political science Session: 2023 Institution: Government Chattogram College	Forced to change institution
309	Md Alifur Rahman	Department: History Session: 2023 Institution: Government CITY College Chittagong.	Suspended
310	Md Asifur Rahman	Session: 2020–2021 Institution: Government City College, chottogram	Informally barred from academic activities
311	Md Ali Akbar	Session: 2016–17 Institution: Government city University College Chittagong	Suspended
312	Md. Sohel Rana	Department: Accounting Session: 2021–2022 Institution: Government Edward College, Pabna	Forced to change institution
313	Younuch Ahmed	Session: 2018–19 Institution: Government homeopathic medical College and hospital, Mirpur -14,Dhaka	Informally barred from academic activities
314	MD AMANULLAH AMAN	Department: CHEMISTRY-28 Session: 2017–18 Institution: Government Iswardi College, pabna	Forced to change institution
315	MD. SOHAN HOSSAIN	Department: Business Session: 2023 Institution: Government keshab Chandra College	Forced to change institution
316	Md Sanjid hasan ananto	Department: Accounting Session: 2020–2021	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: government keshab chandra College Jhenaidah	
317	Avijit adhikary	Department: BSS Session: 19–20 Institution: Government Mojid memorial city college, khulna	Suspended
318	Md Rajan Sarder	Department: Economics Session: 2021–22 Institution: Government PC College Bagerhat	Informally barred from academic activities
319	Md Rajan Sarder	Department: Economics Session: 2021–22 Institution: Government Prafulla Chandra College, Bagerhat	Informally barred from academic activities
320	Jobaidul Islam	Department: Political Science Session: 2020–2021 Institution: Government Shah Sultan College, Bogura	Informally barred from academic activities
321	Didarul alam	Department: Islamic history and culture	Certificate cancelled
322	Md Israfil Sarkar	Department: Accounting Institution: Government titumir college	Informally barred from academic activities
323	MD. ABDULLAH-AL-ZIYAD	Department: Zoology Session: 2018–2019 Institution: Government Titumir College	Certificate cancelled
324	Riad Mia	Department: Bangla Session: 2019–20 Institution: Government Titumir College	Informally barred from academic activities
325	Alif Rahaman Omi	Department: History Session: 2021–2022 Institution: Government Titumir College	Informally barred from academic activities
326	Md. Nur Alam	Department: Management Session: 2019–20 Institution: Government Titumir college	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
327	MD. M.RAUF TALUKDER	Department: History Institution: Government Titumir College	Informally barred from academic activities
328	Md Obaydullah	Department: English Session: 2024–25 Institution: Government Titumir college	Informally barred from academic activities
329	Shajib Rana	Department: History Session: 18–19 Institution: Government Titumir College	Suspended
330	Abdul kadir hridoy	Department: Economics Session: 2016–2017 Institution: Government Titumir College	Show-cause notice issued
331	Md Asadur Rahman	Department: Islamic Studies Session: 2022–2023 Institution: Government titumir college	Forced to change institution
332	Saiful islam Tonmoy	Department: Political science Session: 20–21 Institution: Government Titumir College	Informally barred from academic activities
333	Sahadat Hossain Farid	Department: Islamic History Session: 2018–19 Institution: Government Titumir College	Forced to change institution
334	MD Sadikujjaman	Department: Islamic history and culture Session: 18–19 Institution: Government Titumir college	Forced to change institution
335	MAHMUDUL HAQUE JEWEL	Department: Zoology Institution: Government Titumir College ,Dhaka.	Show-cause notice issued
336	Md. Sojib Hassan	Department: Philosophy Session: 22–23 Institution: Government Titumir College, Dhaka	Informally barred from academic activities
337	Sawrabh Chandra shil	Session: 2020–2021 Institution: Government Unani & Ayurvedic Medical	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
		College and Hospital, Mirpur 13	
338	Md Iqbal Hosen	Session: 2018–2019 Institution: Government unani and ayurvedic medical college	Suspended
339	Fahim Osman	Session: 2020–21 Institution: Government Unani and Ayurvedic Medical College, Mirpur	Informally barred from academic activities
340	Mohammad Abdullah Al Ruman	Department: Islamic History Session: 24–25 Institution: Government.Hazi Mohammad Mohoshin college	Suspended
341	Rabbe molla	Department: Geography (preliminary) Session: 2018–2019 Institution: Govt . Rajendra college faridpur	Informally barred from academic activities
342	Md Ripon Islam	Department: Political science Institution: Govt alimudin degree College Hatibandha Lalmonirhat	Suspended
343	Anik Rahman	Department: Social Work Session: 2020–21 Institution: Govt Bangla college	Prohibited from residential halls
344	Md suman mia	Session: 2020–2021 Institution: govt bangla college	Informally barred from academic activities
345	Md. Asraful islam	Department: Economics Session: 19–20 Institution: Govt bangla College	Show-cause notice issued
346	MD. AZHARUL ISLAM NAYEM	Department: Islamic History & Culture Session: 2020–2021 Institution: Govt Bangla College	Prohibited from residential halls
347	Md Abubakar Siddek Titumir	Department: Bangla Session: 22–23	Show-cause notice issued

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Govt Bangla College	
348	Md Anamul Haque Rasel	Department: Zoology Session: 2020–2021 Institution: Govt Bangla College	Prohibited from residential halls
349	Shantho	Department: Physics Session: 2020–2021 Institution: Govt Bangla College	Expelled
350	Nayeem Uddin Bhuiyan	Department: Islamic Studies Session: 18–19 Institution: Govt Bangla College	Informally barred from academic activities
351	Midul Hasan Riyad	Session: 2023–2024 Institution: Govt Bangla college	Forced to change institution
352	Md Mustak Tahmid	Department: Bangla Session: 2022–2023 Institution: Govt Bangla college, Dhaka	Prohibited from residential halls
353	Md mahbub alam	Department: Political Science Session: 2018–2019 Institution: Govt Bangla College, dhaka	Informally barred from academic activities
354	Hasan	Department: Islamic studies Session: 22–23 Institution: Govt Bangla College, Dhaka	Prohibited from residential halls
355	MD Habibur Rahman	Department: Islamic studies Institution: Govt Bangla College,Dhaka	Informally barred from academic activities
356	Md Parvez Khan omi	Department: Accounting Session: 2024	Suspended
357	Md. Sohel Rana	Department: Sociology Session: 2020–2021 Institution: Govt BM College Barisal	Prohibited from residential halls
358	Md Abu Tayeb	Department: Philosophy Session: 2021 Institution: Gov't City College Chottagram.	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
359	Enam hossain Chowdhury	Department: Political Science Session: 2013–14 Institution: govt haji Mohammad mohsun College	Informally barred from academic activities
360	Mohiuddin Chowdhury Misbah	Department: Political scince Session: 2017–18 Institution: Govt hazi Muhammad Mohsin College,Chattogram	Expelled
361	Md Mohibul Islam	Department: History Session: 22–23 Institution: Govt syed hatem ali College	Prohibited from residential halls
362	saiful islam tanmoy	Department: political science Session: 20–21 Institution: govt titumir college	Forced to change institution
363	Abdul Mannan Jibon	Department: Economics Session: 2017–18 Institution: Govt Titumir College	Forced to change institution
364	Riyad Hasan Rocky	Department: Management Session: 2020–21 Institution: Govt Titumir College	Forced to change institution
365	Md.saifullah	Department: Islamic history and culture Session: 2017–2018 Institution: Govt Titumir College	Certificate cancelled
366	Md Amin Mia	Department: History Session: 2015–2016 Institution: Govt Titumir College	Suspended
367	Biplob mia	Department: Mathematics Session: 2021–2022 Institution: Govt Titumir College Dhaka	Informally barred from academic activities
368	Sorif Alam	Department: Philosophy Session: 2022–2023 Institution: Govt Titumir College, Dhaka	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
369	SAGOR CHANDRA BARMAN	Department: History Session: 2021–22 Institution: Govt Titumir College, Dhaka	Suspended
370	MD Elias	Department: Economics Session: 2022–2023 Institution: Govt. Akbar Ali College	Informally barred from academic activities
371	Muntasir Rahman Sadaf	Department: Bachelor of Business Studies Session: 2018	Informally barred from academic activities
372	Noor Haq	Department: History Session: 2017–2018 Institution: Govt. Azizul Haque College, Bogura	Forced to change institution
373	Salah uddin sarkar	Department: Accounting Session: 2018–19 Institution: Govt. Bangla College	Show-cause notice issued
374	Jobaer bishwash	Department: Islamic history Session: 2023–2024 Institution: Govt. Edward College pabna	Forced to change institution
375	Md Shamim Hossain	Department: Political Science Session: 2020–2021 Institution: Govt. H.S.S College Magura	Suspended
376	Mohammad Shihab Bin Hashem	Department: Bachelor of Arts - BA Session: 2022–23 Institution: Govt. Hazi Muhammad Mohsin College	Suspended
377	Ahsun Emon	Department: Accounting Session: 2019–20 Institution: Govt. Kesob Chandro College	Informally barred from academic activities
378	Md. Mukit Hossain	Department: Management Institution: Govt. M M College Jashore	Forced to change institution
379	Affriduzzaman Soyam	Department: FINANCE AND BANKING Session: 2019	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Govt. Rajendra College	
380	Mahbub Hasan Bijoy	Department: Humanities Session: 23–24 Institution: Govt. Shaheed Suhrawardy College, Dhaka	Expelled
381	MD SOHEL RANA	Department: Economics Institution: Govt. Titumir College	Informally barred from academic activities
382	Abu neshar bappi sarker	Department: History Session: 2018–19 Institution: Govt. Titumir College	Informally barred from academic activities
383	ABDULLA AL NUMAN	Department: Bangla Session: 2020–2021 Institution: Govt. Titumir College	Forced to change institution
384	Ebrahim Kamal Roni	Department: History Session: 2023–24 Institution: Govt. Titumir College	Informally barred from academic activities
385	Bm Rajib Hossain	Department: Philosophy Session: 16–17 Institution: Govt. Titumir College	Informally barred from academic activities
386	Md. Habibur Rahman	Department: Physics Session: 2020–21 Institution: Govt.Bangla College	Suspended
387	Mehedi Hasan	Department: English Session: 2020–2021 Institution: Govt.Bangla college	Prohibited from residential halls
388	Md. AL Amin	Department: Islamic History and Culture Session: 2021–22 Institution: Govt.Bangla College	Informally barred from academic activities
389	Shahariar tonmoy	Session: 2023 Institution: Govt.Michael Madhusudan college	Informally barred from academic activities
390	Mahadi Hasan	Department: Economics Session: 2020–21	Forced to change institution

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Govt.Rajendro College Faridpur	
391	Md sohag mia	Department: Economics Session: 20–21 Institution: Govt.Titumir College	Expelled
392	Ashikur Rahman (Amit)	Department: English literature Session: 21–22 Institution: Govt.Titumir College	Informally barred from academic activities
393	Jisad Ahmed	Department: Department of Mathematics Session: 21–22 Institution: Govt.Titumir College	Suspended
394	MD MINHAZUL ISLAM TOPU	Department: ENGLISH Session: 2019–2020 Institution: Govt.titumir college, Dhaka 1212	Suspended
395	SHEIK MD SHURFU UDDIN RAMY	Session: 2018–19 Institution: Govy Hazi Mohammad mohosin College	Show-cause notice issued
396	Basudeb Roy	Session: 21–22 Institution: Graphic art Institute	Forced to change institution
397	Mohiuddin Bhuiyan	Session: 2019–20 Institution: Green life medical college	Suspended
398	Delwar Hossain	Department: English Session: 20–21 Institution: Green University of Bangladesh	Suspended
399	Shaharier Hasan Apon	Department: Political Science Session: 2024	Suspended
400	Rahimul Islam Niahsd	Department: political science Session: 2022 Institution: Hafez Ziaur Rahman Degree College	Expelled
401	Lira Akter	Department: Mathematics Session: 2018	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Hajee Mohammad Danesh Science and Technology University	
402	Md.Islam Hossain	Department: Department of accounting Session: 2021–2022 Institution: Hajee Mohammad Danes Science and Technology University, Dinajpur	Suspended
403	Md Shawon	Department: Finance and Banking Session: 2020 Institution: Hajee Mohammad Danesh Science & Technology University	Informally barred from academic activities
404	SHEIKH ISHTIAK AHMED	Department: Development Studies Session: 2018–2019 Institution: Hajee Mohammad Danesh Science & Technology University , Dinajpur.	Suspended
405	Md. Al Amin	Department: Agricultural Engineering Session: 2018 Institution: Hajee Mohammad Danesh Science & Technology University Dinajpur	Prohibited from residential halls
406	Md.Moniruzzaman Mamun	Department: Management Session: 2016–2017 Institution: Hajee Mohammad Danesh Science & Technology University, Dinajpur	Suspended
407	Eftakar Jahan Nishad	Department: M.S In Food Engineering & Technology Session: 2024 Institution: Hajee Mohammad Danesh Science & Technology University, Dinajpur	Forced to change institution

SL	Name	Department / Session / Institution	Nature of Repression / Details
408	Md.Moniruzzaman	Department: Management Session: 2016–2017 Institution: Hajee Mohammad Danesh Science & Technology University,Dinajpur	Certificate cancelled
409	Shah Poran	Department: Mathematics Institution: Hajee Mohammad Danesh Science and Technology University	Certificate cancelled
410	Dr Chandan Barman	Department: Doctor of Veterinary Medicine Session: 2016–2017 Institution: Hajee Mohammad Danesh Science and Technology University	Expelled
411	Md. Jisan Ahammed	Department: Marketing Institution: Hajee Mohammad Danesh science and Technology University	Certificate cancelled
412	Muhammad AL-Amin	Department: Marketing Session: 2016–17 Institution: Hajee Mohammad Danesh Science and Technology University Dinajpur	Informally barred from academic activities
413	Mozahid Mohammed Masum Billah	Department: English Session: 2017–18 Institution: Hajee Mohammad Danesh Science And Technology University Dinajpur	Suspended
414	M.TAFSIRUL-E-ABBASI MRIDHA	Department: Management Session: 2017 Institution: Hajee Mohammad Danesh Science And Technology University Dinajpur	Certificate cancelled
415	Sharafat Ahammed Shimul	Department: Economics Session: 2020 Institution: Hajee Mohammad Danesh Science	Forced to change institution

SL	Name	Department / Session / Institution	Nature of Repression / Details
		and technology University Dinajpur.	
416	Al-Baraka Ronik	Department: English Institution: Hajee Mohammad Danesh science and technology University, Dinajpur	Suspended
417	Uttam kumar pal	Department: Statistics Session: 2017 Institution: Hajee Mohammad danesh science and technology University, Dinajpur	Suspended
418	Md Bokhtiar Fahim	Department: Department of Civil Engineering Session: 2018–19 Institution: Hajee Mohammad Danesh Science and Technology University, Dinajpur	Expelled
419	Anit Hasan Sakkhor	Department: English Session: 2019 Institution: Hajee Mohammad Danesh science and technology University, Dinajpur	Informally barred from academic activities
420	MOHAMMAD KHADEMUL Islam	Department: English Session: 2019 Institution: Hajee Mohammad Danesh science and Technology university, Dinajpur	Forced to change institution
421	MD.MONOAWAR HOSSAIN	Department: Mechanical Engineering Institution: Hajee Mohammad danesh science and technology university,Dinajpur	Informally barred from academic activities
422	Md. Yeasir Ranga	Department: Veterinary and animal science Session: 2017–2018 Institution: Hajee	Certificate cancelled

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Mohammed Danesh Science and Technology University	
423	Hasanuzzaman Arpon	Department: BSS Session: 2021–2022 Institution: haraganga college	Informally barred from academic activities
424	Md Nazmul	Department: Humanities Session: 24–25	Suspended
425	Hasina Magi	—	Expelled
426	S M SWAKAWAT HOSSAIN SAJID	Department: Sociology Institution: Hathazari Government College	Informally barred from academic activities
427	Md shelim	—	Expelled
428	Abdullah bin hassan	Department: BA Session: 2024 Institution: Hazi mohammod mohsin college	Show-cause notice issued
429	ASHRAF MAHMUD SHOHAG	Session: 2017–18 Institution: Holy Family Red Crescent Medical College	Forced to change institution
430	Pritom Mazumder	Session: 2015–2016 Institution: Holy family red crescent medical College	Informally barred from academic activities
431	Jobayer Hossain	Session: 2015–16 Institution: Holy family Red Crescent Medical College	Informally barred from academic activities
432	Shagor Ahammed	Session: 2022–23 Institution: HSTU	Informally barred from academic activities
433	Md kawsar hossain	Department: DVM Institution: HSTU	Certificate cancelled
434	Partha Das	Session: 20–21 Institution: Hulain Salehnur Degree College	Suspended
435	Saharia emon	Department: economics Session: 19–20 Institution: Hussain Shahid sarwadi Govt college	Informally barred from academic activities
436	Zahid Hasan	—	Forced to change institution
437	Abdullah Al Mamun	Session: 2023–2024 Institution: Ideal commerce College	Informally barred from academic activities
438	Md Minhajul Islam	Session: 2024	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
439	Md.Jannatul Islam Mahfuj	Department: Computer Science and Engineering Session: 2020 Institution: Independent University Bangladesh	Suspended
440	Shaifur Rahaman Anim	Department: Finance Institution: Independent University, Bangladesh	Informally barred from academic activities
441	Md Rifatul Islam	Session: 2019–2020 Institution: Institute of Health Technology, Fouzdarhat, Chittagong	Informally barred from academic activities
442	MD. Kawser Mahamod Kalim	Department: electrical Session: 23–24 Institution: Institute of Science and information technology	Informally barred from academic activities
443	Tajbin Hossain Jisan	Department: Humanities Session: 2024–25	Show-cause notice issued
444	md miskatul islam	Department: Master of business administration Session: 2024 Institution: International Islamic University	Informally barred from academic activities
445	Mostafizur Rahman Hayat	Department: Law Institution: International Islamic University Chittagong	Informally barred from academic activities
446	Osman Harun Sabit	Department: Law Session: 2025 Institution: International Islamic University Chittagong	Show-cause notice issued
447	SALMAN MK ALAM SHIHAB	Department: LAW Session: 2024 Institution: ISHAKA INTERNATIONAL UNIVERSITY BANGLADESH	Forced to change institution
448	Dr Labib	Session: 2018–19 Institution: Islami Bank medical college, Rajshahi	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
449	Rasel Hosen	Department: Arts Session: 2025 Institution: Islamia degree college	Expelled
450	Mohammad Abdul Latif	Department: Economics Session: 2023–2024 Institution: Islamia Degree College, Chattogram	Informally barred from academic activities
451	Anik Kumar	Department: Social Welfare Session: 2019–20 Institution: Islamic University	Suspended
452	Mehedi Hasan Hafiz	Department: Political science Session: 15–16 Institution: Islamic University	Certificate cancelled
453	Bijon krishna Roy	Department: law and land management Session: 2019–20 Institution: Islamic University	Certificate cancelled
454	Md. Hossain Mojumder	Department: Marketing Institution: Islamic University	Suspended
455	Nabil Ahmed	Department: Computer Science and Engineering Institution: Islamic University	Show-cause notice issued
456	Raton kumer Roy	Department: Development Studies Session: 2018–19 Institution: Islamic University Kushtia	Expelled
457	Nidoy Chandra Roy	Department: Law Institution: Islamic University Kustia	Show-cause notice issued
458	Gazi amir khoshru	Department: Law Session: 2024–2025 Institution: Islamic university, Bangladesh	Show-cause notice issued
459	Kamal Hossen	Department: Law Session: 2018–19	Certificate cancelled

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Islamic University, Kushtia	
460	MD. ALHAJ ALI	Department: Arabic language and literature Session: 2018–2019 Institution: Islamic University, Kushtia	Certificate cancelled
461	MD. SHAHIN ALAM	Department: Political science Session: 2015–2016 Institution: Islamic University, Kushtia	Certificate cancelled
462	MD PIAS MUSTAKIM	Department: Fine Arts Session: 2020–2021 Institution: Islamic University, Kushtia	Expelled
463	Rafael Ahmed Angkon	Department: Finance & Banking Session: 2019–20 Institution: Islamic University, Kushtia	Informally barred from academic activities
464	Masud Rana	Department: English Session: 2020–2021 Institution: Islamic University, Kushtia	Show-cause notice issued
465	Md Rasel Ali	Department: English Session: 2018–19 Institution: Islamic University, Kushtia	Expelled
466	MD Masud Rana	Department: English Session: 2020–2021 Institution: Islamic University, Kushtia	Suspended
467	Kamrujjaman Sharif	Department: Public Administration Session: 2017–2018 Institution: Islamic University,Kushtia	Informally barred from academic activities
468	shehab uddin noyon.	Department: Bechelor science Session: 2021–2022 Institution: islamiya degree college	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
469	Md Emran Hossain (Mirza)	Department: Accounting Session: 2023–2024 Institution: Islamiya University College	Informally barred from academic activities
470	Kawser Biswas	Department: civil Institution: ITT Institute	Show-cause notice issued
471	Md Masud Rana	Department: Computer science And Engaging Session: 2023–24 Institution: IUBAT University	Show-cause notice issued
472	ABDUR RAHIM RABBI	Session: 2017–2018 Institution: Jagannath University	Informally barred from academic activities
473	Md. Imtiaz Ahmed Raunak	Department: Geography & Environment Session: 2020–21 Institution: Jagannath University	Informally barred from academic activities
474	Md. Ibrahim	Department: History Session: 2024–2025 Institution: Jagannath University	Informally barred from academic activities
475	Jubair Al Mahamud Akand	Department: Mathematics Session: 2017–18 Institution: Jagannath University	Informally barred from academic activities
476	Sayed Rifat Uddin	Session: 20–21 Institution: Jagannath University	Informally barred from academic activities
477	Mehedi Hasan	Department: Sociology Session: 2018–19 Institution: Jagannath University	Informally barred from academic activities
478	Abdul Ryhan	Department: Anthropology Session: 2021–2022 Institution: Jagannath University	Informally barred from academic activities
479	Md Rakib	Department: Public Administration Session: 2019–20 Institution: Jagannath University	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
480	Tamjid Rahman Tonim	Department: Law Session: 2021–2022 Institution: Jagannath University	Informally barred from academic activities
481	Niaz Uddin Ridoy	Department: Geography & Environment Institution: Jagannath University	Informally barred from academic activities
482	Tusher Mahmud	Department: Bangla Session: 2019–2020 Institution: Jagannath University	Informally barred from academic activities
483	MD. Abdul Wohed Shomit	Department: Department of Sociology Session: 2020–2021 Institution: Jagannath University	Informally barred from academic activities
484	Md.Pabel Hossain	Department: Theatre And Performance Studies Session: 2020–21 Institution: Jagannath University	Informally barred from academic activities
485	Farhana Ayshe	Session: 2021–22 Institution: Jagannath university	Prohibited from residential halls
486	Toufik Imrose	Department: Sociology Session: 2020–21 Institution: Jagannath university	Suspended
487	Md.Abdur Rahim	Department: Accounting and information systems Session: 2020–21 Institution: Jagannath University	Informally barred from academic activities
488	Joy Sarker	Department: Political Science Session: 2020–21 Institution: Jagannath University	Informally barred from academic activities
489	MD SHAHIN ALOM	Department: Statistics Department Session: 2019–20	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Jagannath University	
490	Abir Haider Khan Akash	Department: Theatre Session: 2016–2017 Institution: Jagannath University	Informally barred from academic activities
491	Asif Ahmed Ovi	Department: Pharmacy Session: 2016–17 Institution: Jagannath University	Forced to change institution
492	Md Habul Hosen Porag	Department: Mathematics Session: 2015–16 Institution: Jagannath University Dhaka	Informally barred from academic activities
493	Md.Ersadul haque	Department: History Session: 2021–2022 Institution: Jagannath university. Dhaka	Suspended
494	Suahb Ahmad	Session: 2021–22 Institution: Jagatshi Gopal Krishna M saifur rahman School & College	Expelled
495	Sajeeb Ahmed	Department: Department of Geography and Environment Session: 2018–19 Institution: Jahangirnagar University	Suspended
496	S. M. Nahid Hasan Sajib	Department: Public Health and Informatics Session: 2018–2019 Institution: Jahangirnagar University	Expelled
497	Md. Ali Hossain Shimul	Department: Physics Session: 2019–2020 Institution: Jahangirnagar University	Suspended
498	Md. Sohel Rana	Department: Accounting & Information Systems Session: 2016–17 Institution: Jahangirnagar University	Expelled
499	Mobassiruzzaman Miskat	Department: Philosophy Session: 2020–2021	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Jahangirnagar University	
500	Md. Ashiquzzaman	Department: English Session: 2018–19 Institution: Jahangirnagar University	Informally barred from academic activities
501	Ashraful Golder	Session: 2016–17 Institution: Jahangirnagar University	Certificate cancelled
502	Danish Shuvo Toppo	Department: Physics Institution: Jahangirnagar University	Expelled
503	Dewan Sourav Mazhar	Department: Chemistry Session: 2017–18 Institution: Jahangirnagar University	Suspended
504	Mahbub Alam Shanto	Department: Anthropology Institution: Jahangirnagar University	Suspended
505	Md Anwar Hosain	Department: Economics Session: 2015–16 Institution: Jahangirnagar University	Certificate cancelled
506	Forhad Hossain	Institution: Jahangirnagar University	Certificate cancelled
507	Rakibul hasan	Department: International Relations Institution: Jahangirnagar university	Certificate cancelled
508	Md Jahid Hasan Pradhan	Department: Physics Institution: Jahangirnagar University	Expelled
509	SARDAR TOUKIR AHMED	Department: Accounting and information systems Session: 2015–16 Institution: Jahangirnagar University	Certificate cancelled
510	Md Minhazul Islam	Department: Chemistry Session: 2019–2020 Institution: Jahangirnagar University	Expelled
511	Tanveer Ahmad Meraz	Department: Mathematics Session: 2019–20	Expelled

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Jahangirnagar University	
512	Md Hasnat Hasan Sharia Prachurzo	Session: 2016–17 Institution: Jahangirnagar University	Certificate cancelled
513	Shanto Chandra Shill	Department: Philosophy Session: 2018–2019 Institution: Jahangirnagar University	Expelled
514	Jahirul islam	Department: Chemistry Session: 2017–18 Institution: Jahangirnagar University	Expelled
515	Farid Ahamed Joy	Department: Department of Statistics and Data Science Session: 2017–18 Institution: Jahangirnagar University	Suspended
516	Md. Sajjad Shoaib Chowdhury	Department: Finance & Banking Session: 2015–16 Institution: Jahangirnagar University	Certificate cancelled
517	MD.MAHADE HASAN	Department: Physics Session: 2014–2015 Institution: Jahangirnagar University	Certificate cancelled
518	Md Ratul Hasan	Department: International Relations Session: 2017–2018 Institution: Jahangirnagar University	Expelled
519	Sabbir Hosen Nahid	Department: Anthropology Session: 2014–2015 Institution: Jahangirnagar University	Certificate cancelled
520	Md.A.Rahaman	Department: Public health and informatics Session: 2016–2017 Institution: Jahangirnagar University	Certificate cancelled

SL	Name	Department / Session / Institution	Nature of Repression / Details
521	MD SHAZIB HASAN	Session: 2017–18 Institution: Jahangirnagar University	Certificate cancelled
522	Md. Masum Billah	Department: Management Studies Institution: Jahangirnagar University	Suspended
523	Md Nayeem Hasan	Department: Zoology Session: 2017–2018 Institution: Jahangirnagar University	Informally barred from academic activities
524	Abdur Rahman Efti	Department: Anthropology Institution: Jahangirnagar University	Certificate cancelled
525	Ahmad Ullah Manna	Department: Geological Sciences Session: 2019–2020 Institution: Jahangirnagar University	Expelled
526	Shoriful Islam Sohan	Department: Environmental Sciences Institution: Jahangirnagar University	Expelled
527	Md.Atikul Islam	Department: Comparative Literature and culture Session: 2021–22 Institution: Jahangirnagar University	Suspended
528	Shourov Chandro Barmon	Department: Law and Justice Session: 2018–2019 Institution: Jahangirnagar University	Suspended
529	Md Tanjim Sakib	Session: 18–19 Institution: Jahangirnagar University	Suspended
530	Faizul Islam nirob	Department: Finance and banking Session: 17–18 Institution: Jahangirnagar University	Certificate cancelled
531	Riyan Islam	Session: 2019–2020 Institution: Jahangirnagor university	Expelled

SL	Name	Department / Session / Institution	Nature of Repression / Details
532	Md. Taiful Islam polash	Department: Fisheries Session: 2017–18 Institution: Jamalpur science and technology University	Suspended
533	Md Hobib Ahmed	Session: 2024	Suspended
534	Md Mehedi Hasan	Department: Electrical and Electronic Engineering Session: 2016–2017 Institution: Jashore University of Science and Technology	Informally barred from academic activities
535	Rakib Hasan	Department: Finance and Banking Session: 2019–20 Institution: Jashore University of Science and Technology	Informally barred from academic activities
536	Mohammad Rafi	Department: Physical education and sports science Session: 2020–21 Institution: Jashore University of science and technology	Informally barred from academic activities
537	Redwon Ahmed (Rafi)	Department: Mathematics Session: 2020–21 Institution: Jashore University of science and technology	Informally barred from academic activities
538	Nrependro Nath Roy	Department: Physical Education and Sports Science Session: 2018–19 Institution: Jashore University of Science and Technology	Expelled
539	Md. Shihab Uddin	Department: Physical Education and Sports Science Session: 2016–17 Institution: Jashore University of Science and Technology	Show-cause notice issued

SL	Name	Department / Session / Institution	Nature of Repression / Details
540	Md Zohirul Islam	Session: 2019–20 Institution: Jashore University of Science and technology	Informally barred from academic activities
541	Md Rafiqul islam	Department: Law & justice Session: 23–24 Institution: Jatiya kabi kazi nazrul islam University	Suspended
542	Mostakim Mia	Department: Statistics Session: 2019–2020 Institution: Jatiya Kabi Kazi Nazrul Islam University	Certificate cancelled
543	MD. JONAYEADUL ISLAM PRINCE	Department: Human Resource Management Session: 2019–20 Institution: Jatiya Kabi Kazi Nazrul Islam University	Informally barred from academic activities
544	Md Parvej Matubbar	Department: Philosophy Session: 2019–20 Institution: Jatiya Kabi Kazi Nazrul Islam University	Certificate cancelled
545	Md Tanvir Islam Himel	Department: Computer science Institution: Jessore Polytechnic institute	Informally barred from academic activities
546	Rifatuzzaman Rifat	Session: 2019–2020 Institution: Jhenaidah City College	Suspended
547	interni korte pari ni	Session: 2020–2021 Institution: Jhenaidah Institute of health technology	Prohibited from residential halls
548	MD ASIF IQBAL APON	Department: Civil Session: 22–23 Institution: Jhenaidah Polytechnic Institute	Suspended
549	MD robiul Islam Shohan (siam)	Department: management Institution: Jinendra City College	Suspended
550	Joy	—	Show-cause notice issued
551	MD.Mirazul Islam Shawon	Department: Public Administration Session: 20–21 Institution: JU	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
552	BILLAL SHIKDAR	Department: MANAGEMENT Session: 2024–2025 Institution: K C COLLEGE JHENAIDAH	Informally barred from academic activities
553	MD Maruf Hossain	Department: Humanities Session: 2021–2022	Informally barred from academic activities
554	Sheikh Fahim	Department: Political science Institution: Kaliganj government college	Informally barred from academic activities
555	Kamruzzaman Nayem	Department: Sociology	Expelled
556	Md Shafi	Institution: Kanaighat govd College	Expelled
557	Fahim Ahmed	Session: 2025 Institution: Kanaighat Government College	Show-cause notice issued
558	Habibun Nabi	Session: 2018–2019 Institution: Kanaighat Govt College	Informally barred from academic activities
559	Sadek Ahmed	Institution: Kanaighat govt College	Suspended
560	Shakil Ahmed	Department: Political Science Institution: Kanaighat Govt college	Suspended
561	Mijanur Rahman	Department: Arts Session: 2024–2025 Institution: Kanaighat govt College	Expelled
562	Rayhan Ahmed	Department: Political Science Session: 2021–2022 Institution: Kanaighat Govt College, Sylhet	Forced to change institution
563	Masrur Alom shahi	Session: 2021–2022 Institution: Kanaighat Govt. College	Suspended
564	Mohammad Meharab Hossain rafi	Session: 2020–2021 Institution: Karnaphuli government degree College	Expelled
565	Abrahim Hossen Limon	Department: Accounting Institution: Kazipur munchur ali government College	Show-cause notice issued

SL	Name	Department / Session / Institution	Nature of Repression / Details
566	amith biswha sharma	Department: Arts Session: 24–25 Institution: Khagrachhari govt college	Prohibited from residential halls
567	Md.Hasanul Islam	Session: 2021–2022 Institution: Khagrachhari Govt College	Forced to change institution
568	Sajjad Hossain	Department: Faculty of Fisheries and Ocean Sciences Session: 2019–2020 Institution: Khulna Agricultural University, Khulna	Prohibited from residential halls
569	Shahinur Islam	Session: 17–18 Institution: Khulna medical College	Suspended
570	Md. Mahfizur Rahman Masum	Session: 2021–22 Institution: Khulna Medical College, Khulna	Informally barred from academic activities
571	Devdas Tigor Dip	Session: 20–21 Institution: Khulna Polytechnic Institute	Certificate cancelled
572	Ruman sharif	Department: Electrical technology Session: 24–25 Institution: Khulna Polytechnic Institute	Suspended
573	Sowrov Ahsan Robin	Department: Mass communication & journalism Session: 2022–23 Institution: Khulna University	Prohibited from residential halls
574	Sarder Safiqul Islam	Department: Architecture Session: 2016–17 Institution: Khulna University of Engineering & Technology	Prohibited from residential halls
575	MD. Fakrul Islam	Department: Building Engineering & Construction Management Session: 2017–18 Institution: Khulna	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
		University of Engineering & Technology	
576	Dipro Das Kundu	Department: Civil Engineering Institution: Khulna University of Engineering & Technology - KUET	Prohibited from residential halls
577	Fuaduzzaman Fahim	Department: Textile Engineering Session: 2018–19 Institution: Khulna University of Engineering and Technology	Suspended
578	Md Shakil Ahamed	Department: Science Session: 23–24	Informally barred from academic activities
579	Salim Rahman Shanto	Department: Economics Session: 2023 Institution: Kobi Nozrul Government College	Informally barred from academic activities
580	Rudranill Singha Shuvo	Session: 2013–14 Institution: KUET	Informally barred from academic activities
581	Md Antazul Haque	Department: Degree. Political Science Institution: Kurigram govt college	Informally barred from academic activities
582	MD. Ahsan Habib Munna	Department: Bachelor of Arts Session: 2019–2020 Institution: Kurigram Govt. College	Informally barred from academic activities
583	MD.Samir Rahman Shemanto	Department: Philosophy department Session: 2023–24 Institution: Kushtia government college	Forced to change institution
584	Washim Akram	Institution: Kushtia Government College	Informally barred from academic activities
585	Md. Sabbir rahman	Session: 2017 Institution: Kushtia gvt College	Informally barred from academic activities
586	Mir Akash Ahmed	Session: 2018–19 Institution: Kushtia Medical College	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
587	Md Rakibujjaman jisan	Session: 20–21	Expelled
588	Kabir Hossen	Institution: Lalmonirhat Government College	Prohibited from residential halls
589	Lutfor Rahman Aurongo	Department: management Session: 2023–2024 Institution: Lalmonirhat government college	Show-cause notice issued
590	Ali Ahamed	Department: Law Advocatship Session: 2024–2025 Institution: Law College Cox’s Bazar	Forced to change institution
591	Tanvir Hossain Rahul	Department: Electronics Session: 19–20 Institution: Laxmipur government Polytechnical Institute	Informally barred from academic activities
592	Tazwar Rahman	Department: Civil engineering Session: 2021 Institution: Leading University	Suspended
593	Hasan Ahmed	Department: tourismand hospitality management Session: 2018 Institution: Leading university	Informally barred from academic activities
594	M M Ishtekar Ahmed Bhuiyan Moin	Department: Law Session: 2024 Institution: Leading university, sylhet	Suspended
595	Hasibul Islam Niloy	Department: sociology Session: 2018–2019 Institution: longla adhunik Degree College	Informally barred from academic activities
596	Saber Hussain	Session: 2020–21 Institution: M.C College, Sylhet	Expelled
597	Md Omar Ali	Department: Economics Session: 2021–2022 Institution: M.C College,Sylhet	Prohibited from residential halls

SL	Name	Department / Session / Institution	Nature of Repression / Details
598	Jahidul Haque Samian	Session: 20–21 Institution: M.C.College Sylhet	Suspended
599	MD Ben Asif	Session: 2023	Forced to change institution
600	MD Rahul shekh	Department: POLITICAL SCIENCE	Informally barred from academic activities
601	Hossain Mohammad Movsin	Session: 2020 Institution: Manarat International University	Informally barred from academic activities
602	Fahim Hossain	Department: Pharmacy Session: 2019–2020 Institution: Manarat International University	Suspended
603	MD Shamim Reza(Antor)	Department: LLB Session: 2020–2021 Institution: Manarat International University	Suspended
604	Fahim Hossain	Department: Pharmacy Session: 2020–2021 Institution: Manarat international University	Suspended
605	MD.Sojib Rana	Session: 2022–2023	Informally barred from academic activities
606	Abdullah Al Rafi	Department: Electrical Session: 2020–21 Institution: Mangrove Institute Of Science And Technology	Certificate cancelled
607	Md. Mosharof Hossain Murad	Session: 2020–21 Institution: Manikganj gvt. Devendro College and University	Suspended
608	Md Harunu	Session: 2017–18 Institution: Marine City Medical College & Hospital	Informally barred from academic activities
609	?	Department: Accounting Session: 17–18	Show-cause notice issued
610	Robiul Islam	Session: 2024–25	Expelled
611	Masum Ahmed	Department: Humanities Session: 2024	Suspended
612	Manik shil	Department: Environmental science and resource management	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Mawlana Bhasani science and Technology University	
613	Md Sadik Iqbal	Department: Physics Session: 2019–20 Institution: Mawlana Bhasani Science And Technology University,Tangail.	Suspended
614	Emranul Islam	Department: Criminology & Police Science Session: 2020–2021 Institution: Mawlana Bhashani Science & Technology University	Suspended
615	Ahsan Habib polash	Department: Islamic history and culture	Suspended
616	Jamil Hosen	Session: 2022 Institution: Mc College	Show-cause notice issued
617	Abu Naser	Department: Chemistry Session: 19–20 Institution: Mc college	Show-cause notice issued
618	Sujat ahmad	Department: Bangla Session: 17–18 Institution: Mc College	Informally barred from academic activities
619	Dildar Hussain	Department: Bangla Department Session: 2022–2023 Institution: MC College	Show-cause notice issued
620	Jakaria Ahmad	Session: 2024–25 Institution: MC College	Show-cause notice issued
621	Adnan Kaisar Loshkor	Department: Political Science Session: 2019–20 Institution: MC College	Show-cause notice issued
622	Saydur Rahman	Department: Political Science Session: 2023–2024 Institution: MC College Sylhet	Forced to change institution
623	Salman ahmed	Department: Bangla Session: 21–22 Institution: Mc College Sylhet	Expelled

SL	Name	Department / Session / Institution	Nature of Repression / Details
624	Ruhul Amin Shaon	Department: BSC (PASS) Session: 2019–20 Institution: Mc College, Sylhet	Expelled
625	MD:Ali Nokib	Department: Botany Session: 19–20	Informally barred from academic activities
626	Imran Mahmud Anik	Department: Accounting Session: 2019–2020 Institution: Meherpur Gov College	Suspended
627	Badhon khan	Department: Philosophy Session: 2024–2025 Institution: Meherpur government College	Show-cause notice issued
628	Mizanur Rahman	Department: Bangla Session: 2021	Show-cause notice issued
629	Rifat Hossain	Session: 2024 Institution: Mohammdpur Preparatory school and College	Forced to change institution
630	Kazi Sirat Hasan	Institution: Momena Ali Biggan School	Forced to change institution
631	Kazi sirat hasan	Department: Science Session: 2024 Institution: Momena Ali Biggan School	Forced to change institution
632	Md.Toufiq Ahmmed	Session: 2016–17 Institution: Monno Medical College,Manikganj	Prohibited from residential halls
633	Sanjid Hossain sojib	Department: commerce Session: 2024–2025	Expelled
634	Md. Shadman Shakib	Department: Management Session: 2017–18 Institution: Moqbular Rahman Gov.t College Panchagarh	Informally barred from academic activities
635	md.Afikul islam	Department: political Science Session: 2023–2024 Institution: moulovibazar government College	Show-cause notice issued
636	Shafiul Islam Sowrob	Department: Political Science	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Session: 2024 Institution: Moulvibazar Govt College	
637	md oliul Islam	Department: Islamic history Session: 2018–19 Institution: Moulvibazar govt college	Show-cause notice issued
638	Sourob mahamud srabon	Session: 22–23 Institution: Munshigonj political institute	Forced to change institution
639	isfak mojumder	Session: 2024 Institution: Munshir hat Islamiay Fazil degree Madrasa	Suspended
640	RAEYHAN UDDIN	Department: Political Science Session: 2019–2020 Institution: Murari Chand College (M C College, Sylhet)	Informally barred from academic activities
641	Tanvir Hossan Manna	Session: 2020–2021 Institution: MurariChad (MC) College	Forced to change institution
642	Kamurzzaman Ontor Sarkar	Institution: Mymensingh College, Mymensingh	Informally barred from academic activities
643	Protik Biswas	Session: 2016–17 Institution: Mymensingh Medical College	Suspended
644	Md. Rokibul Hasan Rokon	Session: 2019–20 Institution: Mymensingh medical College	Suspended
645	Md. Rokibul Hasan Rokon	Session: 2019–20 Institution: Mymensingh Medical College	Suspended
646	Dipak Kumar	Department: Accounting Session: 2020–21 Institution: Naogaon Government College	Prohibited from residential halls
647	Sagor Hossain	Department: BSS Session: 19–20 Institution: Naogaon government degree college	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
648	Md. Sayen Uddin Wadud	Session: 2019–20 Institution: Naogaon Medical College	Suspended
649	Farhan Shihab	Session: 2019–20 Institution: Naogaon Medical College	Suspended
650	Sudarshon Chandra Sarker	Session: 2019–20 Institution: Naogaon Medical College	Suspended
651	Mithun Biswas	Department: Accounting Session: 2014–15 Institution: Narail government Victoria college	Certificate cancelled
652	MD Tamim Ahmed	Session: 2023–24 Institution: Naria Government College	Informally barred from academic activities
653	Mobarak Hossion	Department: political since Session: 23–24 Institution: nation university	Show-cause notice issued
654	Abdullah Al Hossain	Institution: National Institute of Engineering Technology	Certificate cancelled
655	Sahadat hossain	Session: 22–23 Institution: National University of fgc campus	Forced to change institution
656	MD Robin Hossain	Session: 23–24 Institution: Nawab habibullah model school and college	Show-cause notice issued
657	Mahmudur Reza Shupto	Department: History Session: 2023–24 Institution: Netrakona government college	Informally barred from academic activities
658	Hasib Ibn Hannan Redom	Department: BA Session: 2020 Institution: Netrakona Govt College	Informally barred from academic activities
659	Opu islam	Department: Islamic History And culture Institution: Netrakona Govt College	Informally barred from academic activities
660	Azharul Islam Sojib	Department: Botany Session: 19–20	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Netrokona Govt. College	
661	MD.Badiyoujjaman Shovo	Department: Business Study Session: 2019 Institution: Netrokona Govt. College	Informally barred from academic activities
662	MD MASUM HOSSEN	Department: POLITICAL SCIENCE Session: 2019–20 Institution: New Model Degree College	Show-cause notice issued
663	MD Masum Hossain	Session: 2019–20 Institution: New Model Degree College	Suspended
664	Jasim Uddin	Department: social work Session: 2019–20 Institution: new model University college	Show-cause notice issued
665	MD ABUL HOSEN	Department: History Session: 2024–2025	Prohibited from residential halls
666	Ashikur Rahman Rafsan	Department: Textile Engineering Session: 2021–22 Institution: Niter,Dhaka University	Forced to change institution
667	Shafayet islam Dipto	Department: management Session: 2018–19 Institution: Noakhali Government College	Forced to change institution
668	Ifrat Jahan Shila	Department: Education Session: 2019–20 Institution: Noakhali Science and Technology University	Informally barred from academic activities
669	Md. Saharia Akber	Session: 2021–2022 Institution: Noakhali Science & Technology University	Informally barred from academic activities
670	Pronoy Barua	Department: Bangla Session: 2018–19 Institution: Noakhali Science & Technology University	Informally barred from academic activities
671	Md Naeem Mostofa	Department: Education Session: 2019–2020	Show-cause notice issued

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Noakhali Science and Technology University	
672	Abdulla Alh Noman	Department: Economics Session: 2016–17 Institution: Noakhali Science And Technology University	Informally barred from academic activities
673	Tanim Ahmmed	Department: Agriculture (Entomology) Session: 2021–22 Institution: Noakhali Science and Technology University	Informally barred from academic activities
674	Abu Yousuf	Department: Educational administration Session: 2018–19 Institution: Noakhali science and technology University	Informally barred from academic activities
675	Miftahul Hasan Sabbir	Department: Tourism and Hospitality Management Session: 2018–19 Institution: Noakhali Science and Technology University	Informally barred from academic activities
676	Md. Abu Baker Siddqu	Department: Bachelor of Business administration Session: 2022–2023 Institution: Noakhali science and technology university	Informally barred from academic activities
677	Mehrab Hossain Masabih	Department: Law Session: 2019–20 Institution: Noakhali Science and Technology University	Informally barred from academic activities
678	MD NAYEEM AKON	Department: Educational Administration Session: 2018–19 Institution: Noakhali Science And Technology University	Forced to change institution
679	Md Mafin Shikder	Department: Agriculture Session: 2016–17 Institution: Noakhali science and technology University	Informally barred from academic activities
680	Mohaiminul islam6 Sarkar	Department: Department of Environmental Science and Disaster Management Session: 2023–2024	Forced to change institution

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Noakhali Science and Technology University(NSTU)	
681	Md Jahirul Islam	Department: Law Session: 2018–2019 Institution: Noakhali Science and technology university(NSTU)	Informally barred from academic activities
682	MD. Hasanur Rahman	Session: 23–24 Institution: Nordan University	Expelled
683	Choitannyo Saha	Department: Electronics & Computers Engineering Session: 2023 Institution: North South University	Forced to change institution
684	S.m.Fahim faisal	Department: Civil Session: 20–21 Institution: North wastan University	Suspended
685	Solaiman Sheikh	Department: Law Session: 2024 Institution: North Western University	Informally barred from academic activities
686	Raihan Zaman Ayon	Department: LLB (HONOURS) Institution: North Western University,Khulna	Suspended
687	Md Abir Hossain	Institution: North Western University,Khulna	Forced to change institution
688	Sk Abdullah Al Noman	Department: Law Institution: Northern University Bangladesh	Informally barred from academic activities
689	Sudeepto Biswas Deep	Department: LLB Session: 2020 Institution: Northern University Bangladesh	Informally barred from academic activities
690	Sheikh Abdul Kader	Department: LLB Session: 2021–22 Institution: Northern University Bangladesh	Show-cause notice issued

SL	Name	Department / Session / Institution	Nature of Repression / Details
691	Sayad Md Bayezid Hosan	Department: English Institution: Northern University Bangladesh	Prohibited from residential halls
692	Md Abu Rasel Sumon	Department: Science Session: 2023–2024	Certificate cancelled
693	Raien kabir Noweab	Session: 21–22	Show-cause notice issued
694	Pronoy Barua	Department: Bangla Session: 2018–19	Informally barred from academic activities
695	Mohammad Aminul islam	Department: English Session: 19–20 Institution: Omar goni mes College	Forced to change institution
696	FERDOWS WAHID AKIB	Session: 2020–2021 Institution: OMARGANI M.E.S COLLEGE,CHATTOGRAM	Show-cause notice issued
697	Mohammad Johir	Session: 2024–2025 Institution: Omargani MES College University Chittagong	Informally barred from academic activities
698	Sayed Ashikur Rahman	Department: B.B.S(accounting sub) Session: 2012–2013 Institution: omargoni m.e.s college	Expelled
699	Md burhanul islam	Session: 2016–17 Institution: omargoni mes College	Expelled
700	Meheraz Meah	Session: 2020–21 Institution: Omorgani Mes College	Prohibited from residential halls
701	A B M Junayed	Department: BA Session: 2021 Institution: Open University, Rangamati	Suspended
702	Md. Munna Hossain	Department: Bangla Session: 2024–25	Show-cause notice issued
703	Masud ahamad	Session: 2016–17 Institution: Pabna medical college	Informally barred from academic activities
704	Md Jahid Hassan	Department: Wet process engineering Session: 2016–2017	Show-cause notice issued

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Pabna textile engineering college	
705	Md.Rafat Bin Islam	Department: Electrical and Electronic Engineering Session: 2017–18 Institution: Pabna University Of Science and Technology	Show-cause notice issued
706	SM MASUD RANA	Department: Mathematics Session: 2019–20 Institution: Pabna University of Science and Technology	Certificate cancelled
707	MD JOHORUL Islam PIASH	Department: Economics Session: 2017–2018 Institution: pabna University of science and technology	Certificate cancelled
708	Ashraful Islam	Department: Mathematics Session: 2019–20 Institution: Pabna University of science and technology	Expelled
709	Fazle Rabby	Department: Economics Session: 2018–2019 Institution: Pabna University of Science and Technology	Expelled
710	Md. Hamidur Rahman (Shamim)	Department: Physics Institution: Pabna University of Science and Technology	Certificate cancelled
711	Md. Almasur Rahaman	Department: Bangla Session: 2018–19 Institution: Pabna University of Science and Technology (PUST)	Expelled
712	MD Al Amin Antu	Department: Civil engineering Session: 2017–18 Institution: Pabna Univesity science And Technology	Informally barred from academic activities
713	S M Yeasine Arafat	Department: BA Session: 21–22 Institution: Paikgacha Govt College	Expelled
714	Md. Kibria Hasan	Session: 2025	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
715	Muhammad Ripon	Department: BSS Session: 2021–22 Institution: Pathraj Government College	Forced to change institution
716	MD jasim uddin	Department: Political science Session: 2021–2022 Institution: Patuakhali govt college	Show-cause notice issued
717	Sabbir MOLLA	—	Expelled
718	Kbd. Samiul Alam	Department: Agriculture Session: 2018–19 Institution: Patuakhali Science & Technology University	Informally barred from academic activities
719	Md.Oviruzzaman Ovik	Department: Political science Session: 2019–20	Suspended
720	Arshed Samir	Department: BBA Institution: premier university	Forced to change institution
721	Md Khadimul Islam	Department: Department of Law and Justice Session: 2024 Institution: Presidency University	Informally barred from academic activities
722	Nasir Ahmed nazim	Department: Bsc in civil engineering Session: 2022 Institution: Presidency university of Bangladesh	Informally barred from academic activities
723	Fahim shahriar	Department: Law Session: 2022–2023 Institution: Prime University	Show-cause notice issued
724	Meraz Bin Morshed	Department: Law Session: 2024 Institution: Prime University	Informally barred from academic activities
725	Md.Shaharia hasan	Department: Bangla Institution: Prime University	Informally barred from academic activities
726	Abul Hasnat Ashak	Department: BBA Session: 2021 Institution: Prime University	Informally barred from academic activities
727	ASIF khan	Department: BBA Session: 23–24 Institution: Prime University	Show-cause notice issued

SL	Name	Department / Session / Institution	Nature of Repression / Details
728	Obaidul Polok	Department: Vote Engineering Session: 2021 Institution: PUTKI (Polok University of technology knowledge and Information)	Certificate cancelled
729	Jisan Murad	Department: Business Study Session: 2024–2025 Institution: Quwaish Burishchar Sheikh Mohammad City Corporation College	Expelled
730	Refaul Islam	Department: MBA (,Marketing) Session: 2024–2025 Institution: Rabindra maitree University ,kushtia	Show-cause notice issued
731	Najmul Hasan Tuhin	Department: Sociology Session: 2019–20 Institution: Rabindra University	Suspended
732	Mst. Rukaya Islam Susmita	Department: Bangla Session: 2018–19 Institution: Rabindra University Bangladesh	Expelled
733	ABDUR RAHMAN	Department: BANGLA Session: 2022–2023 Institution: Rabindra University Bangladesh	Suspended
734	Md. Omor Faruk Dolphin	Department: Bangla Session: 2018–19 Institution: Rabindra University, Bangladesh	Suspended
735	Md. Abu Huraira	Department: Bangla Session: 2018–19 Institution: Rabindra University, Bangladesh	Suspended
736	Muhotasim Fuad	Department: Management Session: 2018–19 Institution: Rabindra University, Bangladesh	Suspended
737	Md Mehedi hasen	Department: Music Session: 2020–2021	Show-cause notice issued

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Rabindra University, Bangladesh p	
738	Anik Ghosh	Department: Bangla Session: 2017–2018 Institution: Rabindra University,Bangladesh	Suspended
739	Md. Abu Jafor	Department: Bangla Session: 2018–19 Institution: Rabindra University. Bangladesh	Informally barred from academic activities
740	Sahria all Radim Chy	—	Show-cause notice issued
741	Nepuzzman Shantonu	Department: Accounting Session: 2020 Institution: Rajbari Govt. College	Forced to change institution
742	Md.Nazmul Hosen	—	Suspended
743	Rajib Ahmed	Session: 2019	Suspended
744	Md Nahid Khan	Department: Bachelor of Business Studies (BBS) Session: 2020 Institution: Rajnagar Government College	Informally barred from academic activities
745	Rajesh Kumar	Department: Management Session: 2018–2019 Institution: Rajshahi College	Informally barred from academic activities
746	MD. Razu Ahammed	Department: Islamic History and Culture Session: 2016–2017 Institution: Rajshahi College	Suspended
747	Md Hasnat Shariar	Department: Botany Institution: Rajshahi Govt. City College	Show-cause notice issued
748	Nahid Hasan	Session: 2018–2019 Institution: Rajshahi medical college	Show-cause notice issued
749	Mahdin Ahmed Khan	Session: 2018–19 Institution: Rajshahi Medical College	Suspended
750	Md Emran Hossen	Department: Electrical Session: 21–22 Institution: Rajshahi Polytechnic Institute	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
751	Fajle Rabby	Session: 2020–2021 Institution: Rajshahi University	Informally barred from academic activities
752	Abdullah Showaib	Department: Arabic Session: 2022–2023 Institution: Rajshahi University	Informally barred from academic activities
753	Md.Mahafuz Alam Sakib	Department: Management studies Session: 2018–2019 Institution: Rajshahi University	Forced to change institution
754	md.Shuhan hassan	Department: History Session: 2020–2021 Institution: Rajshahi University	Informally barred from academic activities
755	Shashwata Saha Sagor	Department: Mechanical Engineering Session: 2019–2020 Institution: Rajshahi University of Engineering and Technology	Expelled
756	Sheikh Md. Sazzad Hossain Sayeed	Department: Materials Science and Engineering (MSE) Institution: Rajshahi University of Engineering and Technology (RUET)	Informally barred from academic activities
757	MD Rakibul Islam	Department: LLB (66 A)	Prohibited from residential halls
758	Mohammad Hasan	Institution: Ramgonj Government College	Informally barred from academic activities
759	NUR NOBI HOSSAIN	Department: Political Science Session: 2022–2023 Institution: Rangamati government College	Forced to change institution
760	MD. Robayet Alam	Department: English Language & Literature. Session: 2022–23 Institution: Rangamati Government College	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
761	Md.Sohel Rana	Department: History Institution: Rangamati Government College)	Informally barred from academic activities
762	Ayad Sharif Siraj	Session: 2019–2020 Institution: Rangamati Medical College	Expelled
763	Hasu Dewan	Session: 2017–2018 Institution: Rangamati Science and Technology University	Suspended
764	Md. Mohiuddin Munna	Session: 2016–2017 Institution: Rangamati Science and Technology University	Expelled
765	Mohammad Raihanul islam Raihan	Department: Political Science Session: 2020–21 Institution: Raozan Government College	Suspended
766	Mohammed Belal Hossain	Department: Political Science Session: 2020–21 Institution: Raozan government College	Expelled
767	selim prodhan shrabon	Institution: Rk Chowdury University College	Informally barred from academic activities
768	Mrinmoy Kanti Biswas	Department: Civil Engineering Session: 2019–20 Institution: RUET	Expelled
769	Mostain Billah	Department: Botany Session: 19–20 Institution: Satkhira Government College	Suspended
770	MD. MEHEDI HASAN (UJJOL)	Department: Polital Science Session: 2024 Institution: Satkhira Govt College	Informally barred from academic activities
771	MD Mahafuz Sheikh	Department: Civile Session: 21–22 Institution: Satkhira Polytechnic Institute	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
772	Sanjoy Sarkar	Department: Civil Session: 23–24	Informally barred from academic activities
773	Saif Ahmed Nasim	Department: English Literature Session: 2019–20 Institution: Savar Government College	Show-cause notice issued
774	Taj Hasan Joy	Department: BBA Institution: Savar government College	Informally barred from academic activities
775	Raj Hasan	Department: arts Session: 2023 Institution: Savar laboratory College	Expelled
776	Tonu Chandra	Department: Accounting Session: 23–24	Suspended
777	Md Fatin Tajwar	Session: 2023–2024 Institution: Shah Sharif Degree College Monohorgonj,Cumilla	Forced to change institution
778	Hasan Shahriar Rabbi	Session: 2024 Institution: Shahbazpur high school and College	Suspended
779	Omeo Britto	Department: Bangla Session: 2020–2021	Suspended
780	Abdullah Al Junaid	Department: Arts Institution: Shahjalal l degree college	Show-cause notice issued
781	Md Mahbobur Rahman	Department: Statistics Institution: Shahjalal University of Science and Technology	Expelled
782	Md Sazzad Hossain	Department: Forestry Institution: Shahjalal University of Science and Technology	Informally barred from academic activities
783	Amit Saha	Institution: Shahjalal University Of Science And Technology	Suspended
784	Md.Habibur Rahman Habib	Department: Statistics Institution: Shahjalal University of Science and Technology	Expelled

SL	Name	Department / Session / Institution	Nature of Repression / Details
785	N M Rakayet Hasan (Nabil)	Department: Social Work Session: 2020–21 Institution: Shahjalal University of Science and Technology	Suspended
786	Maruf Mia	Department: Public Administration Institution: Shahjalal University of Science and Technology, Sylhet	Expelled
787	Zenin Anowar	Department: Civil and Environmental Engineering Session: 2019–20 Institution: Shahjalal University of Science and Technology, Sylhet	Informally barred from academic activities
788	SHIMUL MIA	Department: Political Studies Session: 2020–21 Institution: Shahjalal University of Science and Technology, Sylhet.	Expelled
789	Shariar Talukder Saimun	Department: Statistics Institution: Shahjalal University of Science and Technology,Sylhet	Informally barred from academic activities
790	Farhan Hossain Chowdhury	Session: 2020 Institution: Shahjalal university of science and technology,Sylhet.	Expelled
791	Md Sharif Hossain	Department: English Session: 2018–19 Institution: Sheikh Hasina University	Informally barred from academic activities
792	MD. SHOVO AKHANDA	Department: Economics Session: 2021–2022 Institution: Sheikh Hasina University	Show-cause notice issued
793	Farjana Faija Eka	Department: Bangla Session: 2019–2020 Institution: Sheikh Hasina University	Show-cause notice issued

SL	Name	Department / Session / Institution	Nature of Repression / Details
794	sakhawat hosen	Department: Bangla Institution: Sheikh hasina University	Informally barred from academic activities
795	Dipta Chakra Borty	Department: English Session: 2022–2023 Institution: Sheikh Hasina University	Show-cause notice issued
796	Dipta Chakra Borty	Department: Department of English Session: 2022–2023 Institution: Sheikh Hasina University, Netrokona.	Show-cause notice issued
797	Ajharul Islam Rifat	Department: Economics Session: 2020–21 Institution: Sheikh Hasina University,Netrokona/ (Netrokona University)	Show-cause notice issued
798	Murtuza hasan	Department: Wet process engineering Session: 2019–20 Institution: Sheikh kamal textile engineering College, Jhenaidah	Informally barred from academic activities
799	MD SHARIF AHAMMED	Department: Yarn Engineering Session: 2017–18 Institution: Sheikh Kamal Textile Engineering College,Jhenaidah	Informally barred from academic activities
800	A.K.M Tomal Abdullah	Department: agriculture Session: 2016 Institution: Sher e bangla agricultural university	Informally barred from academic activities
801	Osmit Mozumdar Orgha	Department: Bsc.vet Science and AH Session: 2020–21 Institution: Sher e Bangla agricultural University	Suspended
802	Mohammad Samiul Hoque	Department: Agroforestry snd Environmental Science Institution: Sher e Bangla Agricultural University	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
803	Sakhawat Hossain Sifat	Department: Seed Technology Session: 2017–2018 Institution: Sher E Bangla Agricultural University	Suspended
804	Md.Nayeem Shorker	Department: Agriculture Session: 2018–2019 Institution: Sher e Bangla agricultural University	Forced to change institution
805	Sharif Rupa Rahman	Department: Animal science and veterinary medicine Session: 2017 Institution: SHER E Bangla agricultural university	Informally barred from academic activities
806	SA Aman Ullah Aman	Department: Agriculture Institution: Sher -e Bangla Agricultural University	Informally barred from academic activities
807	Md Nadiruzzaman Nishat	Department: Agricultural Economics Session: 2018–2019 Institution: Sher E Bangla Agricultural University, Dhaka	Forced to change institution
808	Md Asadujjaman Sujan	Department: Soil Science Session: 2024 Institution: Shere Bangla Agricultural University	Informally barred from academic activities
809	Jamiul Alam Porosh	Department: Agriculture Session: 2016–17 Institution: Shere Bangla Agricultural University	Suspended
810	Tanmoy Kumar Roy	Department: Fisheries Session: 2018–19 Institution: sher-e bangla agricultural university	Informally barred from academic activities
811	S M Sajib Hossain	Department: Soil science Institution: Shere Bangla agriculture University	Informally barred from academic activities
812	Ahsan Kabir	Department: Agriculture Institution: Shere Bangla Agriculture University	Forced to change institution
813	Md. Shamim Al Mamun	Department: Agricultural Chemistry	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Sher-e-Bangla Agricultural University	
814	Abdullah Sharef Akanda	Department: Agriculture Session: 2018–19 Institution: Sher-e-Bangla Agricultural University	Informally barred from academic activities
815	Altabur Rahman	Session: 2022–23 Institution: Sher-e-Bangla Agricultural University	Informally barred from academic activities
816	MD. Abu Bakar Siddiq (Sabbir)	Department: Department of Soil Science Institution: Sher-e-Bangla Agricultural University	Informally barred from academic activities
817	Md Khokon Mia	Department: Agriculture Session: 2019–2020 Institution: Sher-E-Bangla Agricultural University	Informally barred from academic activities
818	Jibon Chandro Roy	Department: Agriculture Session: 2019 Institution: Sher-e-Bangla Agricultural University	Informally barred from academic activities
819	Jahid Hasan (Tamal)	Department: Agriculture Session: 2018–19 Institution: Sher-e-Bangla Agricultural University	Informally barred from academic activities
820	Mohd Mostafizur Rahman(Hriday Dastagir)	Department: Agriculture Session: 14–15 Institution: Sher-e-Bangla Agricultural University	Certificate cancelled
821	Md.Asraful Islam	Department: Agriculture Session: 2019 Institution: Sher-e-Bangla Agricultural University	Informally barred from academic activities
822	Md. Mohibullah Rahman Sagor	Session: 2022–23 Institution: Sher-e-Bangla Agricultural University	Expelled
823	Md Shurjo islam	Department: Agriculture Session: 17–18 Institution: Sher-e-Bangla Agricultural University	Informally barred from academic activities
824	Mostofa Rafid	Session: 2022 Institution: Sher-E-Bangla Agricultural University	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
825	Mohammad Sarwar	Department: Agriculture Session: 2016–17 Institution: Sher-e-bangla agricultural university	Informally barred from academic activities
826	Shah Ashik-Al-Mahbub	Department: Agriculture Session: 2017–18 Institution: Sher-e-Bangla Agricultural University	Informally barred from academic activities
827	Md.Monirul Islam	Department: Agriculture Session: 2024 Institution: Sher-e-bangla Agricultural University	Prohibited from residential halls
828	MD. SAIFULLAH	Department: Animal Science and veterinary medicine. Session: 2014–15 Institution: Sher-e-bangla agriculture University	Informally barred from academic activities
829	Afzal Hossain Rabbi	Department: Agriculture Session: 18–19 Institution: Sherpur Agriculture Training Institute	Prohibited from residential halls
830	Ashiq mia	Department: Political science Session: 18–19	Informally barred from academic activities
831	Ahsan ullah Nayeem	Department: cmt(Computer Technology) Session: 2019–2020 Institution: Sherpur Polytechnic Institute	Informally barred from academic activities
832	Md.Hasem Mia	Department: Computer Science Session: 2021–22 Institution: Sherpur Polytechnic Institute	Informally barred from academic activities
833	Md Jamel hosen	Department: Electronics Institution: Sherpur polytechnic institute	Show-cause notice issued
834	Md Zahid Hasan	Department: architecture Session: 2018–2019 Institution: shyamoli ideal Polytechnic Institute	Show-cause notice issued
835	Shaker Ahamef	Session: 2017–18 Institution: Sir Salimullah Medical College	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
836	Nahiduzzaman Sabbir	Session: 2017–18 Institution: Sir Salimullah Medical College	Suspended
837	Md. Maruf Hasan	Department: English Session: 2020–2021 Institution: Sirajganj Government College	Informally barred from academic activities
838	ZIM AHMED AKASH	Department: Accounting Session: 2018–19 Institution: Sirajganj government college	Informally barred from academic activities
839	Akbor ali	Department: Zoology Session: 2018–19 Institution: Sirajganj govt College	Informally barred from academic activities
840	MD:Abu sayed	Department: Mathematics Institution: Sirajganj govt. College	Suspended
841	MD. ATIK HOSEN	Department: Bangla Session: 2019–20 Institution: Sirajganj govt. College, Sirajganj.	Expelled
842	Md.Anik Hossain	Department: Accounting Session: 2018–19 Institution: Sirajganj govt.college,Sirajganj	Suspended
843	Md.Rakibul islam	Session: 2024–2025 Institution: Sirajganj law college	Informally barred from academic activities
844	sksiam Chowdhury	—	Show-cause notice issued
845	Joy	Department: Bangla Session: 2022–23 Institution: Sohid M Munsur ali College, pabna	Show-cause notice issued
846	Md Kaisar Mahamud	Session: 2020–21 Institution: Sohid Smrity Govt College Muktagachha Mymensingh	Informally barred from academic activities
847	Rimoy Hasan shakil	Session: 2025	Informally barred from academic activities
848	Lob Chandra Das	Session: 2019–20 Institution: South surma government College, Sylhet	Forced to change institution

SL	Name	Department / Session / Institution	Nature of Repression / Details
849	Solayman hossain	Department: MBA Session: 2024 Institution: Southeast university	Informally barred from academic activities
850	Md Belayet Hossain Bipu	Session: 2023 Institution: Southeast University	Informally barred from academic activities
851	Hasan Mahmood Rihan	Department: LLB Institution: Southeast University	Informally barred from academic activities
852	Shayad Mamur Kabbo	Department: English Session: 18–19 Institution: Southeast University	Informally barred from academic activities
853	MD. Muktadir Hossain Mubin	Department: Department of Law Session: 2023 Institution: Southeast university	Forced to change institution
854	Tanvir Chowdhury	Department: BBA Session: 2016–2017 Institution: Southeast university	Informally barred from academic activities
855	Shibly Sadique Arup	Department: Law (LLB) Institution: Southeast University	Informally barred from academic activities
856	Abu Shadad Mohammed Saem	Department: Law Session: 2023 Institution: Southeast University	Forced to change institution
857	SOYKOT HOSSAIN	Session: 19–20	Show-cause notice issued
858	MD.Khalid sayfullah	Session: 2023 Institution: Stamford University	Forced to change institution
859	Asfak Jaman Shakib	Department: Pharmacy Session: 2023 Institution: Stamford University Bangladesh	Suspended
860	Hasibul hasan Zobo	Department: Law Institution: Stamford university Bangladesh	Show-cause notice issued
861	Polash hasan	Department: LLB Session: 2023	Show-cause notice issued

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Stamford university Bangladesh	
862	Imtias kays	Department: BBA Institution: Stamford University Bangladesh	Show-cause notice issued
863	Abdullah al Mohammed	Department: Law Session: 24–25 Institution: Stamford University Bangladesh	Suspended
864	Riad Bhuiyan	Department: Microbiology Institution: Stamford University Bangladesh	Show-cause notice issued
865	Jayanta Deb Rocky	Department: LLB Session: 2022 Institution: Stamford University Bangladesh	Show-cause notice issued
866	Mirza Shahariar Nahin	Department: Department of Law Institution: Stamford University Bangladesh	Prohibited from residential halls
867	Md. Ratin Mia	Department: Law Institution: Stamford University Bangladesh	Suspended
868	Jahid Hasan Shovon	Session: 2016–2017 Institution: Stamford university Bangladesh	Informally barred from academic activities
869	Md.Rafiqul Islam	Department: Journalism Session: 2022 Institution: Stamford University Bangladesh	Informally barred from academic activities
870	MD ARIF MIAH	Department: BBA Session: 2021 Institution: Stamford University of Bangladesh	Show-cause notice issued
871	Razia Sultana Zerin	Department: Microbiology Session: 2014 Institution: stamford university of bangladesh	Informally barred from academic activities
872	Md. Faysal Rabbi	Session: 22–23 Institution: Stamford University, Bangladesh	Informally barred from academic activities
873	Jamil Hassan Showmik	Department: LLB Session: 2025	Forced to change institution

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: Stampford University Bangladesh	
874	MD Mahfuz Alom	Institution: state college	Show-cause notice issued
875	Saif al hussen Sahan	Department: Arts Session: 2024 Institution: State college Sylhet	Informally barred from academic activities
876	Sujan Miah (Sujon mahmud)	Department: Political Science	Show-cause notice issued
877	Shahin Miah	Department: Philosophy Session: 11–12	Show-cause notice issued
878	Md Asim Ahmed Sagor	Department: Management Institution: Syed Hatem Ali College Barishal	Prohibited from residential halls
879	Mazharul Islam	Department: Civil Engineering Session: 2018–19 Institution: Sylhet Engineering College	Informally barred from academic activities
880	Ashab Jalil Nakib	Department: Science Session: 25–26 Institution: Sylhet Government college	Forced to change institution
881	Md Arifur Rahman	Department: BSS Institution: Sylhet government College	Prohibited from residential halls
882	Anisul Haq Emon	Department: BSS Session: 2019 Institution: Sylhet government College	Informally barred from academic activities
883	Syed Ali Akbor Nahid	Session: 2023–2024 Institution: Sylhet Government College	Forced to change institution
884	Hussain Muhammad shiblu	Department: Bangla Session: 2022–2023 Institution: Sylhet government College	Suspended
885	Nahidul islam suyeb	Department: Bangla Institution: sylhet government college	Expelled
886	Mamun Ahmed	Session: 2022–2023 Institution: Sylhet government college sylhet	Expelled

SL	Name	Department / Session / Institution	Nature of Repression / Details
887	Probith Nath	Session: 19–20 Institution: Sylhet Government College Sylhet	Forced to change institution
888	Imtiaz Ahmed Shuvon	Session: 2017–18 Institution: Sylhet Govt College	Suspended
889	Fahim Masud khan	Department: BSS Session: 2023 Institution: Sylhet govt College	Suspended
890	AFRUJUR RHAMAN SHRABON	Session: 2024 Institution: SYLHET GOVT COLLEGE	Forced to change institution
891	Jubair Ahmed	Session: 18–19 Institution: Sylhet govt college	Suspended
892	Md Mahir Shourov	Session: 2024	Suspended
893	Sowmik sajid	Session: 2020–2021 Institution: Sylhet mag osmani med college	Suspended
894	Md.Sorwar Uddin	Session: 2017–18 Institution: Sylhet MAG Osmani Medical College	Prohibited from residential halls
895	BUET	Department: Civil Engineering Session: 2020–21	Expelled
896	Nur a arabi supro	Department: International education & reacers Session: 2019–2020 Institution: Teachers training College Dhaka	Informally barred from academic activities
897	Mominul islam	Department: Marketing Session: 23–24 Institution: tejgaon college	Expelled
898	Md Nazmul Haque	Department: Bangla Session: 2022–23 Institution: Tejgaon College	Forced to change institution
899	Md Asradul Islam	Department: Bangla Session: 22–23 Institution: Tejgaon College	Show-cause notice issued
900	Sayed Saiful Hoque	Department: Chemistry Session: 2022–23 Institution: Tejgaon College	Forced to change institution

SL	Name	Department / Session / Institution	Nature of Repression / Details
901	Mahmudul Ashon Sheam	Department: Marketing Session: 23–24 Institution: Tejgaon College	Show-cause notice issued
902	Md Naim hossen	Department: Sociology Institution: Tejgaon College and university	Show-cause notice issued
903	MD ARMAN ALI OVI	Department: Political Science Session: 2022–23 Institution: Tejgaon College, Dhaka	Show-cause notice issued
904	Shazzadur Rahman Pritom Abdullah	Department: Islamic Studies Session: 18–19 Institution: Tejgaon College, Dhaka	Expelled
905	Md Shahid Hassan	Department: Humanities Session: 2025	Suspended
906	Rifat ahamef	Department: Political Science Session: 2021–2022 Institution: Titumir College	Informally barred from academic activities
907	Fakhrul Islam Emon	Department: Islamic history and culture Session: 2018–19 Institution: Titumir College	Expelled
908	Nazrul Islam Niloy	Institution: United international University	Show-cause notice issued
909	Irfanul Hoque Mazumder	Session: 2023 Institution: United International University	Forced to change institution
910	Promet Mitro Roaza	Department: B.sc Civil Engineering Session: 2023–2024 Institution: University Creative Technology Chittagong	Suspended
911	Ashikur Rahman	Department: Mathematics Session: 2018–2019 Institution: University of Chattogram	Suspended
912	Mohammad Amran Ashiq	Department: Development Studies Session: 2018–19	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: University of Chittagong	
913	Mohammad Minhaj Uddin	Department: Economics Session: 22–23 Institution: University of Chittagong	Informally barred from academic activities
914	Shafiqul Islam (Shawon)	Department: Physics Session: 2015–16 Institution: University of Chittagong	Expelled
915	Md Shah Amran	Department: Economics Session: 15–16 Institution: University of Chittagong	Certificate cancelled
916	Prodip Chakroborti @Durjoy	Department: Islamic history and culture Session: 2010–2011 Institution: University of Chittagong	Certificate cancelled
917	amit hasan akib	Department: statistics Session: 2016–17 Institution: university of Chittagong	Informally barred from academic activities
918	MD.Khaled Masud	Department: Department of Law Session: 2017–2018 Institution: University of Chittagong	Expelled
919	Samiya Islam	Department: Department of Political Science Session: 2020–2021 Institution: University of Chittagong	Informally barred from academic activities
920	SK.REHAD	Department: Islamic History And Culture Session: 2020–2021 Institution: University of Chittagong	Informally barred from academic activities
921	Sazzad Hossain	Department: Human Resource & Management Session: 2019–2020 Institution: University of Chittagong	Show-cause notice issued

SL	Name	Department / Session / Institution	Nature of Repression / Details
922	Alamin	Department: Anthropology Session: 2015–2016 Institution: University of Chittagong	Certificate cancelled
923	Mohammad Abrar Rezowan Nobel	Department: Bangladesh Studies Session: 2022–23 Institution: University of Chittagong	Suspended
924	sharif uddin	Department: Islamic Studies Session: 13–14 Institution: University of Chittagong	Certificate cancelled
925	Md Milon Mia	Department: Dept. Of Public Administration Institution: University of Chittagong	Expelled
926	TANVIR ALAM	Department: SOCIOLOGY Session: 2018–2019 Institution: UNIVERSITY OF CHITTAGONG	Suspended
927	Sourab Bhuiyan	Department: History Session: 2018–19 Institution: University of Chittagong	Certificate cancelled
928	Kazi Sazedul Islam	Session: 2020–21 Institution: University of Chittagong	Suspended
929	Abu Sied Amit	Department: English literature Session: 21–22 Institution: University of Chittagong	Forced to change institution
930	Md. Sharif Uddin Chowdhury	Session: 2014–15 Institution: University of Chittagong	Certificate cancelled
931	MD Abdullah AL Hasan	Department: Management Session: 2017–18 Institution: University Of Chittagong	Informally barred from academic activities
932	Md Roky Hassan	Department: Sociology Session: 18–19	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: University of Chittagong	
933	Ahsan habib sopan	Department: History. Session: 2012–2013 Institution: University of Chittagong.	Certificate cancelled
934	Sabat Al Islam	Department: Banking & Insurance Session: 2017–18 Institution: University of Dhaka	Suspended
935	Anwar Hossain Lalon	Department: Geography and Environment Session: 2018–19 Institution: University of Dhaka	Expelled
936	Noshin Sharmili	Department: Law Session: 2018–19 Institution: University of Dhaka	Show-cause notice issued
937	MD. Ridwanur Rahman	Department: Department of Linguistics Session: 2021–22 Institution: University of Dhaka	Informally barred from academic activities
938	Md Amit Khandaker	Department: Soil, Water & Environment Session: 2018–19 Institution: University of Dhaka	Expelled
939	Rubaiat Rahat	Department: Urdu Session: 21–22 Institution: University of Dhaka	Informally barred from academic activities
940	Zahid Ahmed	Department: Statistics Session: 2017–18 Institution: University of Dhaka	Expelled
941	Md. Mamun Ali	Department: Mathematics Session: 2014–15 Institution: University Of Dhaka	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
942	Asif Hossain	Department: Marketing Session: 2018–19 Institution: University of Dhaka	Expelled
943	Sifunnasa Elme	Session: 20–21 Institution: University of Dhaka	Informally barred from academic activities
944	Md Yousuf Tuhin	Session: 2018–19 Institution: University of Dhaka	Suspended
945	Md.Atikur Rahman	Department: Law Session: 2017 Institution: University of Dhaka	Informally barred from academic activities
946	Raidul Khan Koushik	Department: Department of Development Studies Session: 2018–19 Institution: University of Dhaka	Expelled
947	Majedul Tagore	Department: Pali and Buddhist studies Session: 2020–21 Institution: University of Dhaka	Suspended
948	NIZHUM IFTAR	Department: Criminology Session: 2020–21 Institution: University of Dhaka	Expelled
949	Mehidi Hasan	Department: Institute of Health economics Session: 2018–19 Institution: University of Dhaka	Suspended
950	Jawad	Department: psychology Session: 18–19 Institution: University of Dhaka	Suspended
951	Nahid Bhuiyan	Department: Economics Session: 2016–17 Institution: University of Dhaka	Expelled

SL	Name	Department / Session / Institution	Nature of Repression / Details
952	Naimur Rahman	Session: 2018–19 Institution: University of Dhaka	Expelled
953	Md. Ashfak Sarker Abir	Department: Zoology Session: 2016 Institution: University of Dhaka	Show-cause notice issued
954	Md Nahid Hasan	Department: Anthropology Session: 2019–20 Institution: University of Dhaka	Show-cause notice issued
955	Khorshed	Session: 2019–19 Institution: University of Dhaka	Informally barred from academic activities
956	Rubayet Hasan Samir	Session: 2017–18 Institution: University of Dhaka	Informally barred from academic activities
957	FOYSAL MOLLA	Department: HISTORY Session: 2017–18 Institution: University of Dhaka	Certificate cancelled
958	Sadat Sharif Esha	Department: History Session: 2021–2022 Institution: University of Dhaka	Informally barred from academic activities
959	Md. Kamrul Islam	Department: Department of International Business Session: 2017–18 Institution: University of Dhaka	Informally barred from academic activities
960	Md Shakiur Rahman	Department: Political Science Institution: University of Dhaka	Suspended
961	Md Mainul Hossen	Department: Criminology Institution: University of Dhaka	Suspended
962	Khalid Mahmud Miraz	Department: Department of criminology Session: 2020–21 Institution: University of Dhaka	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
963	Md Kamrul Hasan	Department: Islamic History & Culture Session: 2019–20 Institution: University of Dhaka	Show-cause notice issued
964	MD.Munem Shahariar Moon	Department: urdu Session: 2014–15 Institution: University of Dhaka	Certificate cancelled
965	Md.Robin Ahmed	Session: 2018–19 Institution: University of Dhaka	Suspended
966	Ariful Islam Alif	Department: Department of Marketing Session: 2018–19 Institution: University of Dhaka	Show-cause notice issued
967	Md Arifur Rahman (Arif Sikder)	Department: Political Science Session: 2019–20 Institution: University of Dhaka	Expelled
968	Imran	Department: Arabic Literature Session: 2017–18 Institution: University of Dhaka	Expelled
969	Rifat Hossain	Department: Bangla Session: 2016–17 Institution: University of Dhaka	Informally barred from academic activities
970	Saykat Hossen Dolon	Department: Department of Sociology Institution: University of Dhaka	Informally barred from academic activities
971	Etteja Hasan Rakib	Department: Political Science Session: 2019–20 Institution: University of Dhaka	Suspended
972	Jeba Fouzia Sadia	Department: Economics Session: 2021	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Institution: University of Dhaka	
973	Kazi Shehab Uddin Timur	Department: Anthropology Session: 2020–21 Institution: University of Dhaka	Informally barred from academic activities
974	Anika Bushra Mariya	Department: Information Science and Library Management Session: 2019–20 Institution: University of Dhaka	Informally barred from academic activities
975	Md. Humayun Kabir	Department: Political Science Session: 2019–20 Institution: University of Dhaka	Show-cause notice issued
976	MD POLLOB RANA PARVES	Department: Public administration Session: 2018–2019 Institution: University of Dhaka	Suspended
977	Tanvir Alam Chowdhury	Department: Criminology Session: 2017–18 Institution: University of Dhaka	Expelled
978	Anika Ibnat Etu	Department: English Language ESOL Session: 2016–17 Institution: University of Dhaka	Informally barred from academic activities
979	Nur E Ehsan (Urdho)	Department: Political Science Session: 2020–21 Institution: University of Dhaka	Show-cause notice issued
980	Fahim Tazwear	Session: 2020–21 Institution: University of Dhaka	Suspended
981	Shithi Sarker	Department: Marketing Session: 2020–2021 Institution: University of Dhaka	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
982	Mohammad Sowkat	Department: Bangla Session: 2018–19 Institution: University of Dhaka	Show-cause notice issued
983	Md. Moksedul Islam	Department: Political Science Session: 2020–21 Institution: University of Dhaka	Expelled
984	Arafat Islam Plabon	Department: Fisheries Session: 2017–18 Institution: University of Dhaka	Suspended
985	Mst.Tania Akhter	Department: World Religions and Culture Session: 2018–19 Institution: University of Dhaka	Informally barred from academic activities
986	Kamruzzaman Razu	Department: Department of Sociology Session: 2019–20 Institution: University of Dhaka	Expelled
987	Md. Rabbi	Department: Bangla Session: 2016–17 Institution: University of Dhaka	Prohibited from residential halls
988	Amir khusru Mahamud	Department: Islamic Studies Session: 2020–2021 Institution: University of Dhaka	Show-cause notice issued
989	MD Hadayatul	Department: Department Mass Communication & Journalism Session: 2017–18 Institution: University of Dhaka	Certificate cancelled
990	Md. Sagor Molla	Department: Islamic Studies Session: 2023–24 Institution: University of Dhaka	Prohibited from residential halls

SL	Name	Department / Session / Institution	Nature of Repression / Details
991	Achyuta Jyoti Saha	Session: 2018–19 Institution: University of Dhaka, Institute of Fine Arts	Informally barred from academic activities
992	MD Mahedy Hassan	Department: IRE (Iot & Robotics Engineering) Session: 2018–19 Institution: University Of Frontier Technology, Bangladesh	Informally barred from academic activities
993	Mohammad Abyaz Sazed	Institution: University Of Liberal Arts Bangladesh	Informally barred from academic activities
994	Abdullah Al Shawon	Department: media studies and journalism (Msj) Session: 2018 Institution: University of Liberal Arts Bangladesh	Informally barred from academic activities
995	Md Fayed Karim	Department: Media studies &journalism (MsJ) Institution: University of Liberal Arts Bangladesh (ULAB)	Forced to change institution
996	Dalim Mirja	Department: English Language and Literature Session: 2019–20 Institution: University of Rajshahi	Informally barred from academic activities
997	Tanvir Hossain Tahsin	Department: International Relations Session: 2022–23 Institution: University Of Rajshahi	Prohibited from residential halls
998	Rowshon Jamil	Department: Islamic Studies Session: 2020–21 Institution: University of Rajshahi	Informally barred from academic activities
999	Tazrin Ahmed Khan Medha	Department: Law Session: 2016–17 Institution: University of Rajshahi	Informally barred from academic activities
1000	Md. Menhajul Islam	Department: Social Work Session: 2019–20 Institution: University of Rajshahi	Expelled

SL	Name	Department / Session / Institution	Nature of Repression / Details
1001	Raisul Islam Akash	Department: Statistics Session: 20–21 Institution: University Of Rajshahi	Informally barred from academic activities
1002	Toufiq Ahmed	Department: Information science and library management Session: 2021–22 Institution: University of rajshahi	Informally barred from academic activities
1003	Miskat Hasan	Department: Accounting and information systems Session: 19–20 Institution: University of Rajshahi	Suspended
1004	Hasibur Rahman Hasib	Department: Arabic Session: 2022–23 Institution: University of Rajshahi	Informally barred from academic activities
1005	Dhrubojeet Debnath	Department: Tourism and Hospitality Management Session: 20–21 Institution: University of Rajshahi	Informally barred from academic activities
1006	Md. Menhajul Islam	Department: Department of Social Work Institution: University of Rajshahi	Expelled
1007	Toufiq Ahmed	Department: Information science and library management Session: 2021–22 Institution: University of Rajshahi	Forced to change institution
1008	Tanjil Hasan Sumon	Department: International Relations Session: 20–21 Institution: University of Rajshahi	Informally barred from academic activities
1009	MD ABDULLAH AT TASRIF	Department: Social Work Institution: University of Rajshahi	Suspended

SL	Name	Department / Session / Institution	Nature of Repression / Details
1010	Mobashir Raihan Rafi	Department: Law Session: 2020–21 Institution: University of Rajshahi	Informally barred from academic activities
1011	Dhrubo Jeet Debnath	Department: Tourism and Hospitality Management Session: 2020–21 Institution: University of Rajshahi	Informally barred from academic activities
1012	Golam Mosawbir Jawed	Department: Humanities Session: 2026	Expelled
1013	Md. Biplob khan	Department: Electrical And Elecronic Engineering Session: 2024 Institution: Word University Bangladesh	Suspended
1014	Md Easin Arafat	Department: LLB Institution: World university of Bangladesh	Show-cause notice issued
1015	Md. Toriqul Islam Famim	Department: Bachelors of law Session: 22–23 Institution: World university of Bangladesh	Informally barred from academic activities
1016	Md. Toriqul Islam Famim	Department: bachelor of law Session: 22–23 Institution: world university of Bangladesh	Informally barred from academic activities
1017	Md Akib Hossain	Department: Department of Law Session: 2023–2024 Institution: World University of Bangladesh	Informally barred from academic activities
1018	Razaun Ahmed Rabbi Talukder	Session: 2021–2022 Institution: World University Of Bangladesh	Show-cause notice issued
1019	MD:MORSALIN	Department: Civil Session: 19–20 Institution: World University of Bangladesh	Informally barred from academic activities
1020	Abdul khalak	Department: Law Session: 2023	Show-cause notice issued

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		Institution: World University of Bangladesh	
1021	Munni Akter Mim	Session: 2023 Institution: World University of Bangladesh (WUB)	Informally barred from academic activities
1022	Md. Shahan Ahmed	Institution: Zokigonj GOB College	Expelled
1023	Naimul Islam Alif	Department: Humanities Session: 2023	Show-cause notice issued
1024	Md. Billal Hossain	Department: Management Session: 18–19 Institution: Adarsha Bikrampur Degree College	Forced to change institution
1025	Ahsanur Rahman Asif	Department: Department of Al-Fiqh and Law Session: 2018–2019 Institution: Islamic University, Kushtia, Bangladesh	Informally barred from academic activities
1026	Yamin Ahmed	Department: Bangla Institution: MC College, Sylhet	Informally barred from academic activities
1027	Mahamudul Hasan Prithom	Department: Accounting Session: 2020–21 Institution: Carmichael College, Rangpur	Informally barred from academic activities
1028	Pronoy Dey	Department: Humanities Institution: Khagrachhari Government College	Informally barred from academic activities
1029	Md. Ibrahim Khalil	Department: Humanities Session: 2025 Institution: Khagrachhari Government College	Informally barred from academic activities
1030	Khalid Hossain Antor	Session: 2022–23 Institution: Chittagong College	Informally barred from academic activities
1031	Md. Rasel Ahmed	Session: 14–15 Institution: Chittagong Polytechnic Institute	Show-cause notice issued
1032	Sumit Mondal	Department: Language and Linguistics Institution: University of Chittagong	Suspended

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1033	Mazharul Islam Joj Mia	Department: Public Administration Session: 2017–18 Institution: University of Chittagong	Expelled
1034	Mahmuduzzaman Omar	Department: Department of Law Session: 2020–21 Institution: University of Chittagong	Expelled
1035	Zahedul Islam Emon	Department: History Session: 2023–2024 Institution: Chittagong Government College	Show-cause notice issued
1036	Sohag Chakma	Department: Political Science Session: 2018–2019 Institution: Chittagong Government City College	Informally barred from academic activities
1037	Md. Faizul Islam Tanvin	Department: Computer Science and Engineering Session: 2024 Institution: Jagannath University	Informally barred from academic activities
1038	Shahriar Emon	Department: Public Administration Session: 2020–21 Institution: Jagannath University	Informally barred from academic activities
1039	Md. Rashedul Islam Real (Real Sarkar)	Department: Bangla Language and Literature Session: 2016–2017 Institution: Jatiya Kabi Kazi Nazrul Islam University	Expelled
1040	Md. Hijratul Hasan San	Department: Fisheries / Aquaculture (Postgraduate) Institution: Jamalpur Science and Technology University	Informally barred from academic activities
1041	S. M. Shafiq	Department: Economics Session: 2011–2012 Institution: Dhaka College	Certificate cancelled
1042	Md. Sajib Sikder (Rakibul Islam)	Department: Islamic History and Culture	Informally barred from academic activities

SL	Name	Department / Session / Institution	Nature of Repression / Details
		Session: 2012–13 Institution: Dhaka College, Dhaka	
1043	Md. Rohed Hossain	Department: Electronics Session: 2018 Institution: Dhaka Polytechnic Institute	Suspended
1044	Adnan Habib Khan (Ador)	Department: Islamic History and Culture Session: 2017–18 Institution: University of Dhaka	Informally barred from academic activities
1045	Md. Yamim Azadi Sarkar	Department: Philosophy Session: 19–20 Institution: University of Dhaka	Expelled
1046	Hridoy Hasan Rion	Department: Islamic Studies Session: 2020–21 Institution: University of Dhaka	Informally barred from academic activities
1047	Md. Ataullah Imam	Department: Health Economics Session: 20–21 Institution: University of Dhaka	Suspended
1048	Sabbir Hossain Khoka	Department: Islamic History and Culture Session: 2019–20 Institution: University of Dhaka	Show-cause notice issued
1049	Arif Ahmed Suman	Department: Management Information Systems Institution: University of Dhaka	Show-cause notice issued
1050	S. M. Jibrail-E-Rakib	Department: Department of Bangla Session: 20–21 Institution: Naogaon Government College, Naogaon	Informally barred from academic activities
1051	Arif Ahmed Joy	Session: 21–22	Show-cause notice issued
1052	Shihab Rahman	Session: 2022–2023	Expelled

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1053	Irfan Bin Siraj	Department: Management Institution: Nazirhat College	Suspended
1054	Dr. Arup Ratan Das Apu	Session: 2015–16 Institution: Pioneer Dental College, Dhaka	Informally barred from academic activities
1055	Md. Shehzad Hasan	Session: 2017–2018 Institution: Pabna University of Science and Technology	Certificate cancelled
1056	Sajedur Rahman Sohan	Department: Political Science Session: 2022–2023 Institution: Bangabandhu Sheikh Mujibur Rahman Science and Technology University, Gopalganj 8100	Show-cause notice issued
1057	Abu Sufian	Department: Humanities Institution: Barlekha Government Degree College	Show-cause notice issued
1058	Rabbi Hasan	Department: Department of History Session: 2019–20 Institution: University of Barishal	Forced to change institution
1059	Boltu	—	Informally barred from academic activities
1060	Habibur Rahman	Session: 2020–2021 Institution: Bangla College	Prohibited from residential halls
1061	ASIF IQBAL RIPON	Department: Department of Law, LLM (Masters) Session: 2023–2024 Institution: Bangladesh Islami University	Informally barred from academic activities
1062	Ferdous Alam Limon	Department: Accounting Session: 17–18 Institution: Biral Government College, Dinajpur	Show-cause notice issued
1063	Mst. Tamanna Akter	Department: Bangla Session: 2021–2022 Institution: Begum Badrunnesa Government Girls' College	Prohibited from residential halls

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1064	Md. Rahim	Institution: Matiranga Government Degree College	Certificate cancelled
1065	Md. Samrat Hossain Molla	Department: English Session: 20–21 Institution: Mohammadpur Central College	Show-cause notice issued
1066	Kabiur Alam Niru	Department: Accounting Session: 2017–18 Institution: Rangpur Model College, Rangpur	Suspended
1067	Md. Asaduzzaman Murad	Session: 2023–2024 Institution: Rajshahi Polytechnic Institute	Show-cause notice issued
1068	Md. Hasin Shahriar (Aritra)	Department: Botany Session: 22–23 Institution: University of Rajshahi	Informally barred from academic activities
1069	Shahadat Hossain	Department: Islamic History and Culture Session: 2016–17 Institution: University of Rajshahi	Show-cause notice issued
1070	Asadullah-Hil-Galib	Session: 2014–15 Institution: University of Rajshahi	Expelled
1071	Sohanur Rahman Lincoln	Session: 21–22 Institution: Ruzel Shikshapalli Agriculture Institute, Netrokona	Forced to change institution
1072	Dip Ghosh	Department: English Session: 2021–2022 Institution: Sheikh Hasina University, Netrokona	Informally barred from academic activities
1073	Ujjal Das	Department: Economics Session: 2020–21 Institution: Sheikh Hasina University, Netrokona	Show-cause notice issued
1074	Md. Sagar Hasan	Session: 22–23 Institution: Sherpur Polytechnic Institute	Show-cause notice issued
1075	Abdur Rakib	Session: 2017–18 Institution: Sherpur	Informally barred from academic activities

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		Polytechnic Institute, Sherpur	
1076	Al Amin Hridoy	Session: 2022–23 Institution: Sherpur Government College	Expelled
1077	Gautam Das Rony	Department: Faculty of Agriculture Session: 2015–16 Institution: Sher-e-Bangla Agricultural University, Dhaka-1207	Informally barred from academic activities
1078	Shahriar Hossain Yad	Department: Arts Session: 2024–2025 Institution: Shyamganj Hafez Ziaur Rahman Degree College, Shyamganj	Forced to change institution
1079	Md. Akram Hossain (Al Akram Payel)	Department: Business Studies Institution: Government Akbar Ali College	Expelled
1080	Oihik Baishnab	Department: Political Science Session: 2021–2022 Institution: Government Titumir College	Forced to change institution
1081	Shariful Islam Sagar	Department: Botany Institution: Government Bangla College	Show-cause notice issued
1082	Ejazul Islam Ejaz	Session: 21–22 Institution: Government City College, Chittagong	Suspended
1083	Abhijit Sarkar Rahul	Department: Political Science Session: 2023–24 Institution: Government Sundarban College, Khulna	Informally barred from academic activities
1084	Jihadul Islam Badhon	Institution: Government Haji Jamal Uddin College	Informally barred from academic activities
1085	Mahmudul Hasan Murad	Session: 2018–2019 Institution: Government Homeopathic Medical College	Informally barred from academic activities

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1086	Meraj Hossain Mubin	Department: Law Session: 2021 Institution: Southeast University	Informally barred from academic activities
1087	Md. Jibon Sheikh	Session: 16–17 Institution: Sirajganj Government College, Sirajganj	Suspended
1088	Yamim Hossain	Session: 2019–20 Institution: Sylhet Agricultural University	Informally barred from academic activities

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