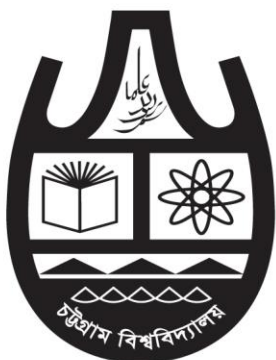
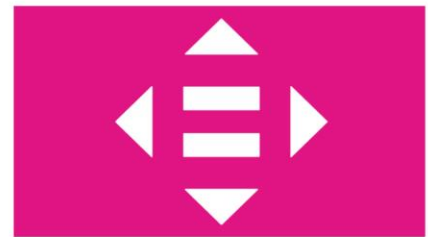


ANNUAL **SDG-10** REPORT

**REDUCED
INEQUALITIES**



**UNIVERSITY OF
CHITTAGONG**

Chittagong-4331, Bangladesh



SDG 10: REDUCED INEQUALITIES

The University of Chittagong is committed to reducing inequalities and increasing opportunities for people regardless of age, gender, disability, race, ethnicity, religion, or economic status.

Higher education plays a pivotal role in shaping the future of individuals and societies and it is very true for the society of a developing country like Bangladesh. It is a gateway to opportunities, fostering personal growth, professional development, and societal advancement. However, access to higher education remains skewed, often reflecting entrenched social and economic disparities. To address these inequities and promote inclusivity, the University of Chittagong has implemented special quota systems for undergraduate admissions.

Rationale for Special Quotas

Special quotas aim to bridge the gap in access to higher education by providing preferential consideration to underrepresented groups. These groups often face systemic barriers that hinder their educational attainment. By reserving a certain percentage of admissions for these groups, universities can level the playing field and ensure that their student bodies reflect the diversity of society.

Types of Special Quotas

Various types of special quotas exist, each addressing a specific need or circumstance. The quota system of the University of Chittagong is described below.

- **Quota for Tribal community:** The Chittagong Hill Tracts region is the home of the tribal population. To ensure access to quality education the University of Chittagong has taken a special system to provide opportunities to the indigenous community by allowing the highest number of students compared to any other universities in Bangladesh. This quota is reserved for students from tribal communities, acknowledging their historical marginalization and unique sociocultural backgrounds. There is another Quota for Underprivileged Tribal which is the sub-quota within the tribal quota targets students from underprivileged tribal communities, preventing further marginalization and ensuring their inclusion in the tribal quota.

- **Quota for Non-Tribal Underprivileged:** This quota provides preferential treatment to students from non-tribal communities who face economic and social disadvantages, addressing disparities that extend beyond tribal affiliations.
- **Quota for Physically Disabled:** This quota ensures access to higher education for individuals with physical disabilities, recognizing the challenges they face in navigating mainstream educational systems.
- **Quota for Professional Sportspersons:** This quota encourages the pursuit of both academic and athletic excellence by providing opportunities for talented sportspersons to continue their education while pursuing their sporting aspirations. There is another special consideration for the unique talents and potential of students from Bangladesh Institute of Sports Education (BKSP) providing them with a platform to pursue higher education alongside their athletic pursuits.
- **Quota for University Employees:** This quota acknowledges the contributions of university employees and their families, providing them with an opportunity to further their education and professional development.

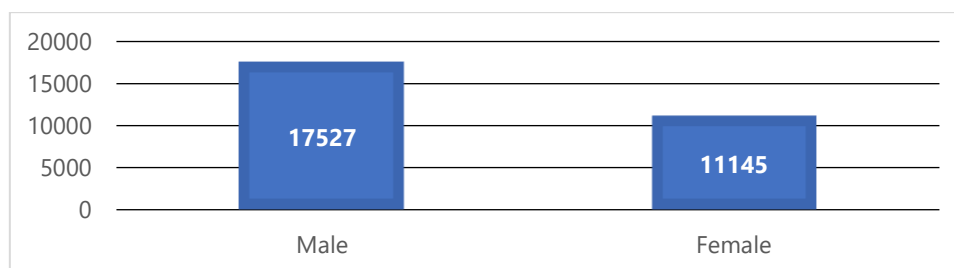
The commitment of the University of Chittagong to promote the rights of ethnic minority groups and other underprivileged groups is reflected in the above-mentioned quotas.

Ensuring Gender Parity and Meritocracy

While special quotas aim to address historical and ongoing inequities, it is crucial to maintain gender parity and uphold meritocracy. This means that within each quota category, admissions decisions should be based on individual merit, ensuring that the most qualified candidates are selected regardless of gender.

In summary, special quota systems play a vital role in promoting equity and inclusivity in higher education. By providing preferential consideration to underrepresented groups, any university can level the playing field and create a more diverse and representative student body. However, it is essential to implement these quotas transparently and fairly, ensuring gender parity and upholding meritocracy. By doing so, universities can fulfil their mission of providing access to quality education for all, regardless of background or circumstance.

Our Students

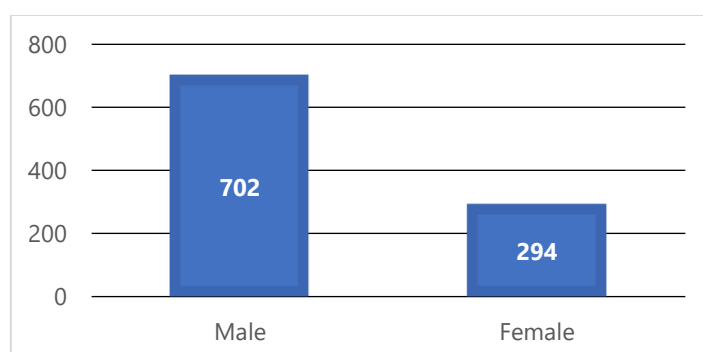


The student body at our university comprises a total of 28,672 students, with 17,527 males and 11,145 females. While our overall enrolment is substantial, it is imperative to address the gender disparity. Currently, male students constitute approximately 61.1% of the total, leaving female students at around 38.9%. The number of students from Tribal community is 467 and that with Disability is around 47. We are actively working towards narrowing this gap through targeted initiatives, including mentorship programs and awareness campaigns, to ensure an equitable and supportive academic environment for all students.

Our staff

As part of our ongoing commitment to fostering a more inclusive and equitable environment within our university, we are pleased to present an update on our initiatives to reduce gender inequality across various levels of university jobs. It is also to be mentioned here that the university policy clearly indicates that there will be no discrimination in the procedure of academic or staff recruitment in terms of gender, minorities, disabilities, low income, and traditional background.

Academic Staff

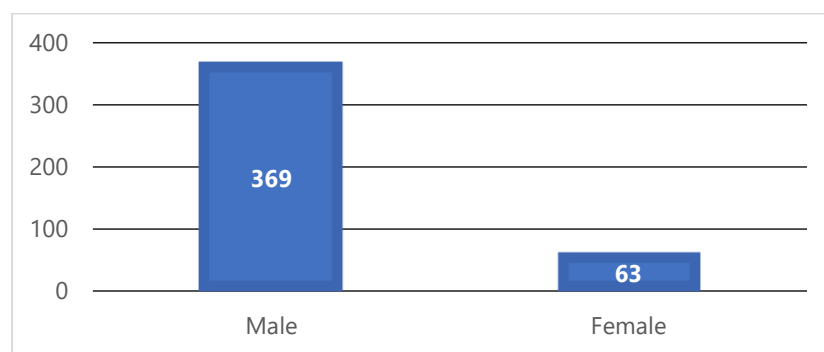


The total number of teachers currently stands at 996, with males constituting approximately 70% and females 30%. While the gender distribution among teachers is not yet balanced, we acknowledge the need for further efforts to attract and retain female talent in teaching positions.

Recognizing the importance of female representation in leadership roles, we are pleased to report that 52 women hold senior academic positions within the university. This represents a positive step towards breaking gender barriers and fostering a more diverse leadership cadre.

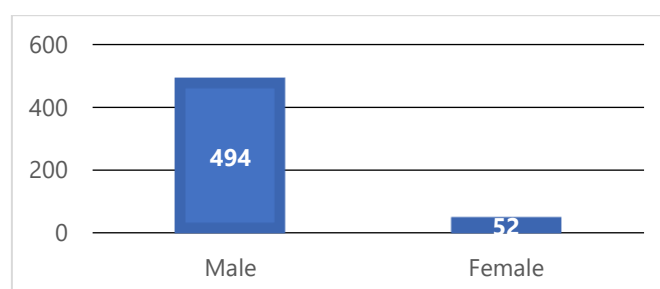
Administrative staff

Among our officer staff, consisting of a total of 432 personnel, 85% are male (369), and 15% are female (63). Recognizing the significance of gender diversity in leadership roles, we are committed to enhancing opportunities for female staff members to assume officer positions. Through focused strategies such as mentorship programs, leadership training, and transparent promotion processes, we aim to achieve a more balanced representation in our officer corps. Our commitment to fostering an inclusive environment remains steadfast, ensuring that individuals of all genders have equal opportunities for professional growth and contribution within our university community.



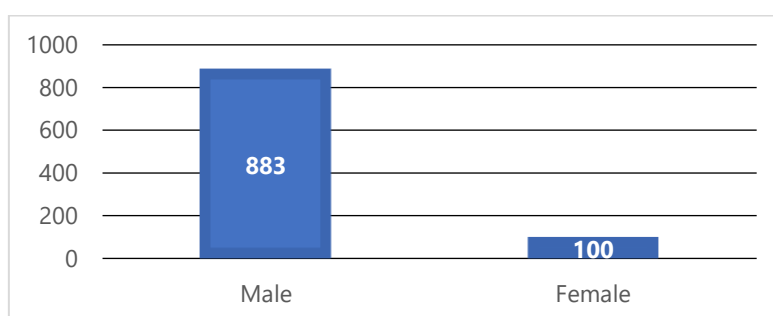
Number of 3rd Class Employees

The total number of 3rd class employees is 546, with females constituting approximately 9.5%. We are actively working to increase female representation in this category through targeted recruitment and professional development opportunities.



Number of 4th Class Employees

In the 4th class employee category, females represent approximately 10% of the total workforce. To address this, we are implementing measures to create a more inclusive work environment, focusing on providing equal opportunities for career advancement and recognition.



Disability Support Policy

The University of Chittagong keeps a special quota each year for the inclusion of students with disability. This institution is further committed to creating an inclusive living environment for those with disabilities. Each of the departments and institutes provides them with support services i.e., personal assistants and interpreters during their class lectures and also for appearing exams.

As part of the Disability Accommodation Policy, each residential hall within the university campus has a special quota and designated block specifically tailored to meet the needs of disabled students. This thoughtful provision aims to ensure accessibility and convenience for residents facing physical challenges. Importantly, the university regularly reviews and reevaluates the allocation of these dedicated blocks based on the number of students assigned to each hall. This dynamic approach reflects the institution's commitment to adapting its accommodations in response to the evolving needs of its diverse student population, reaffirming its dedication to fostering an inclusive and supportive community within the campus.

To facilitate unhindered access to our residential halls and academic buildings, the University of Chittagong has conscientiously implemented certain measures within the

constraints of our available resources. Notably, some of our recent academic structures, such as the Faculty of Biological Sciences, have been equipped with ramps to ensure ease of mobility for individuals with disabilities. Moreover, within the realm of our residential accommodations, a considerate practice is observed wherein disabled students are consistently assigned to ground-floor rooms. This strategic allocation mitigates the necessity for navigating staircases, thereby promoting a more accessible and welcoming living environment for all members of our academic community.

Addressing income inequality

The university is committed to addressing income inequality by providing opportunities to future students regardless of race, gender, ethnicity, or socioeconomic background. It strives to cultivate future leaders and professionals without discrimination, ensuring that students from all backgrounds have access to a high-quality education that prepares them for success. By offering an inclusive curriculum and comprehensive support services, the university creates an environment where students from underrepresented groups feel valued and empowered to achieve their full potential. Through mentoring, tutoring, and career guidance, the university helps students overcome obstacles and realize their academic and career goals. In this way, the university plays a significant role in reducing income inequality and enhancing overall well-being by equipping all students with the knowledge, skills, and confidence needed to thrive in their chosen paths.

Conclusion

The University of Chittagong has introduced a wide range of necessary policies and steps to empower the disadvantaged and marginalized populations, promoting the social, economic, and political inclusion of all, regardless of age, gender, disability, race, ethnicity, religion or other status. It contributes to a more equitable society through equipping individuals with the skills, knowledge and opportunities they need to overcome socioeconomic barriers and achieve greater financial stability.