SUSTAINABLE DEVELOPMENT GOAL

10

REDUCED INEQUALITIES

UNIVERSITY OF DHAKA

Sustainability Progress Report 2025

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SDG 10: Reduced Inequalities

1. Executive Summary

Reducing inequalities in higher education requires more than providing equal access to academic opportunities. It requires institutions to identify and address the economic, social, physical, cultural, and administrative barriers that prevent individuals from participating fully in university life. The University of Dhaka (DU), through its academic departments, residential halls, administrative offices, alumni associations, and institutional partners, undertook a range of initiatives during 2025 to advance this broader understanding of inclusion.

The available institutional records for 2025 demonstrate a multi-dimensional approach to reducing inequalities. These initiatives focused on supporting financially disadvantaged students, improving accessibility for students with disabilities, strengthening protection against harassment and bullying, advancing gender-responsive student welfare, promoting ethnic and cultural diversity, and addressing inequalities in access to safe and adequate student accommodation.

Financial assistance constituted one of the most visible areas of progress. Through departmental trust funds, alumni contributions, corporate partnerships, and research endowments, the university extended scholarships, stipends, and research grants to undergraduate and postgraduate students. Notable interventions included financial assistance to 50 economically disadvantaged first-year students in the Department of Law, scholarships for 159 students in the Department of Islamic History and Culture, and research grants and scholarships amounting to BDT 5.80 lakh for 18 scholars and students in the Department of World Religions and Culture.

The university also undertook targeted measures to improve educational participation for students with disabilities. These included a dedicated monthly stipend for a visually impaired student, wheelchair facilities in a residential hall, improved administrative support services, and accessible voting arrangements during the 2025 student union elections.

Gender equity and student protection received considerable institutional attention. The university established high-level committees addressing sexual harassment, bullying, and ragging, while introducing complaint-reporting mechanisms across academic and residential units. It also institutionalized Female Student Day in its academic calendar, expanded access to reproductive healthcare and menstrual hygiene facilities, and advanced residential infrastructure projects intended to accommodate additional female students.

Beyond individual welfare interventions, DU promoted social inclusion through indigenous cultural activities, inter-university policy debates, and regional artistic collaboration. At the infrastructure level, the university advanced a BDT 2,841 crore Mega Development Project, with plans to create 7,700 additional residential seats across nine halls. Emergency structural repairs were also completed across 240 student rooms in three residential halls following seismic events in late 2025.

Taken together, these activities demonstrate the university's commitment to addressing inequalities through both immediate student support and longer-term institutional development. They also illustrate the importance of combining financial assistance, inclusive governance, accessible infrastructure, cultural recognition, and student protection in building a more equitable higher education environment.

2. Institutional Approach and Alignment with SDG 10

The University of Dhaka's contribution to SDG 10 during the reporting period can be understood through an institutional approach that recognizes inequality as a multi-dimensional challenge.

Within higher education, inequalities may arise from differences in family income, disability status, gender, access to accommodation, administrative barriers, and unequal recognition of cultural identities. Addressing these challenges requires interventions that go beyond conventional academic support.

During 2025, the university's activities reflected five interconnected priorities:

1. **Socioeconomic inclusion:** Reducing financial barriers to higher education through scholarships, stipends, and research grants.
2. **Equal access and participation:** Supporting students with disabilities and improving access to administrative and democratic processes.
3. **Protection and gender equity:** Strengthening institutional safeguards against harassment and improving gender-responsive welfare services.
4. **Cultural and social inclusion:** Recognizing ethnic diversity, promoting minority cultural heritage, and encouraging dialogue on social justice.
5. **Equitable infrastructure:** Improving residential conditions, expanding student accommodation, and strengthening campus safety.

These priorities contribute primarily to the following SDG 10 targets:

- **Target 10.2 – Empower and promote the social, economic and political inclusion of all:** Through financial assistance, disability support, cultural inclusion, and accessible participation in university activities.
- **Target 10.3 – Ensure equal opportunity and reduce inequalities of outcome:** Through transparent student support mechanisms, anti-harassment policies, accessible services, and institutional safeguards.
- **Target 10.4 – Adopt policies, especially fiscal, wage and social protection policies, to progressively achieve greater equality:** Through institutional financial assistance, student welfare provisions, and investments in equitable residential and support infrastructure.

The university's initiatives also demonstrate the relevance of institutional partnerships. Alumni associations, departmental trust funds, corporate donors, healthcare providers, government agencies, and international partners contributed to different aspects of the university's inclusion agenda.

3. Socioeconomic Inclusion Through Scholarships and Financial Assistance

3.1 Reducing Financial Barriers to Higher Education

Economic inequality remains an important barrier to participation and progression in higher education. Students from financially disadvantaged families may face difficulties meeting educational and living expenses, even when they demonstrate strong academic potential.

Recognizing this challenge, the University of Dhaka continued to mobilize departmental trust funds, alumni contributions, corporate partnerships, and institutional endowments to provide targeted financial assistance. These mechanisms supported students at different stages of their academic careers, from first-year undergraduate education to postgraduate research.

Rather than relying on a single university-wide funding mechanism, the university's approach involved decentralized financial support across academic departments and residential institutions. This enabled individual departments and alumni networks to respond to the specific circumstances of their students.

3.2 Departmental Trust Funds and Alumni Contributions

Several departments extended direct financial support to economically disadvantaged students during the reporting period.

On 14 August 2025, the Department of Law awarded one-time grants of BDT 10,000 each to 50 meritorious and economically underprivileged first-year undergraduate students through the Muhammad Shah Alam Scholarship Fund. Funded by alumnus Advocate Md. Shah Alam, the initiative sought to reduce financial pressure during the early stages of university education and help prevent academic discontinuation due to economic hardship.

Similarly, the Institute of Social Welfare and Research selected six financially disadvantaged first-year undergraduate students for support through the Prof. Dr. Golam M. Matbor Trust Fund Scholarship.

The Department of Islamic History and Culture demonstrated another significant example of alumni-supported student welfare. Through its 75th anniversary reunion scholarships, the department distributed special scholarships to 75 students and general scholarships to another 84 students, reaching a total of 159 student recipients. The initiative was supported by the department's Former Students Association.

Other departments also maintained targeted scholarship programmes:

- The Department of Arabic awarded scholarships to 34 high-achieving but underprivileged undergraduate and postgraduate students through the A.Z.M. Kutubul Islam Nomani and Khandakar Md. Habibullah Trust Funds.
- The Department of Tourism and Hospitality Management provided scholarships to 10 economically disadvantaged first-year BBA students through the Henna Alam Scholarship.

- The Department of Political Science awarded one-time scholarships of BDT 12,000 each to six underprivileged undergraduate students through the Political Science Satirtha Forum Trust Fund.
- The Department of Physics awarded one-time scholarships of BDT 15,000 each to eight deserving undergraduate students through the Bir Muktijoddha Amena Zaman Memorial Trust Fund.

These interventions demonstrate how departmental endowments and alumni engagement can complement institutional resources to address financial barriers and support students from different socioeconomic backgrounds.

3.3 Supporting Postgraduate Research and Academic Excellence

The university's financial assistance programmes also extended beyond undergraduate education. Several initiatives supported postgraduate students and early-career researchers, recognizing that financial constraints can affect not only access to higher education but also the ability to pursue advanced academic work.

The Department of World Religions and Culture distributed a total of BDT 5.80 lakh through the Syed Delawar Hossain Maizbhandari and Syed Emdadul Hoque Maizbhandari Funds. The assistance reached 18 scholars and students, including two PhD researchers, one MPhil researcher, two MA research monograph students, and 13 undergraduate and postgraduate students. The initiative was implemented in collaboration with the Darul Irfan Research Institute.

The Department of Educational and Counseling Psychology also awarded postgraduate research grants through the Bilquis-Mahbub Trust Fund. Three first-year MPhil students received one-time awards of BDT 24,000 each, with selection based on research progress, attendance, and academic conduct.

Other academic support initiatives included:

- A BDT 12,000 one-time award to a high-performing Economics graduate through the Shah A M S Kibria Memorial Trust Fund.
- Scholarships for undergraduate students through the Badrunnesa Gafur Memorial Trust and Bangladesh Pharmaceutical Society funds at the Faculty of Pharmacy.
- Monthly stipends for undergraduate students through departmental scholarships in Psychology, Information Science and Library Management, and Biochemistry and Molecular Biology.
- Financial awards for undergraduate and postgraduate students through the Dr. Sayed Nurul Alam Memorial and Dr. Motiur Rahman Memorial Scholarships.

These programmes reflect an approach that combines financial need, academic performance, and research potential. They also help strengthen the connection between socioeconomic inclusion and the development of future researchers.

3.4 Corporate and Institutional Partnerships

The university also pursued external partnerships to diversify its student financial assistance mechanisms.

On 9 October 2025, the university issued a notice inviting applications from 10 regular undergraduate students of the 2022–2023 academic session for the Sumitomo Corporation Asia & Oceania Pvt Ltd Scholarship. Applicants were required to have obtained a minimum GPA of 4.80 in both SSC and HSC examinations, excluding the fourth subject.

The scholarship was designed to be renewable for three consecutive years, subject to satisfactory academic progress, regular attendance, and good conduct.

This initiative represents an important example of corporate engagement in promoting educational opportunity. Its multi-year structure also has the potential to provide more sustained support than a one-time financial award.

Overall, the financial assistance initiatives demonstrate the university's efforts to reduce the influence of economic circumstances on students' educational opportunities. By combining alumni philanthropy, departmental trust funds, corporate partnerships, and postgraduate research support, DU continued to strengthen the financial foundations of a more inclusive academic environment.

4. Disability Inclusion and Accessible Student Services

4.1 Supporting Students with Disabilities

Reducing inequalities requires ensuring that students with disabilities can access educational opportunities and participate in university activities without facing unnecessary physical or financial barriers.

During the reporting period, the University of Dhaka introduced targeted welfare and accessibility measures to address some of these challenges.

On 9 October 2025, the Department of Political Science authorized a dedicated monthly financial allowance of BDT 5,000 for Abdullah Al Naim, a visually impaired first-year student from the 2023–2024 academic session. The allowance amounted to BDT 60,000 over one year and was intended to provide sustained financial assistance throughout the academic year.

This initiative represents an important example of targeted support based on individual accessibility and welfare needs. It recognizes that students with disabilities may require additional financial resources to participate effectively in higher education.

4.2 Improving Physical Mobility and Residential Accessibility

Physical accessibility is another essential component of an inclusive university environment.

On 13 November 2025, Kavi Jasimuddin Hall procured and stationed dedicated wheelchairs within its premises. These facilities were intended to support injured, physically challenged, and ailing students, helping them move more easily across residential facilities.

Although limited in scale, this intervention reflects the importance of providing practical mobility support within student accommodation and shared campus spaces.

4.3 Improving Access to Administrative Services

Administrative complexity can create additional barriers for students, particularly when obtaining academic documents or resolving urgent institutional matters.

To address this issue, the university enhanced the operational capacity of its central Information Center on 14 August 2025. Two dedicated student service officers were attached under the supervision of the Public Relations Office to coordinate directly with the Controller of Examinations and other administrative offices.

The initiative was designed to expedite student requests for transcripts, certificates, and mark sheets.

A direct administrative support channel was also established under a Deputy Registrar through email and WhatsApp to facilitate the resolution of urgent student complaints.

These measures demonstrate that inclusion also depends on how efficiently students can access institutional services. Simplified administrative coordination can reduce unnecessary delays and make university services more responsive to student needs.

4.4 Ensuring Accessible Democratic Participation

The university also addressed accessibility in student representation and democratic participation.

During the student union elections held on 11 September 2025, election management restructured the voter station at the Physical Education Center. Specialized barrier-free entrance and exit pathways were constructed for voters from Jagannath Hall, Shahid Sergeant Jahurul Haq Hall, and Salimullah Muslim Hall.

This arrangement was intended to facilitate orderly and non-discriminatory participation in the electoral process.

The initiative highlights an important dimension of SDG 10: inclusion should extend beyond access to education and encompass participation in institutional decision-making and student governance.

Collectively, these interventions demonstrate the university's efforts to address disability-related financial, physical, administrative, and participation barriers.

5. Institutional Protection, Anti-Harassment and Equal Opportunity

5.1 Strengthening Institutional Safeguards

A genuinely inclusive university must provide an environment in which students can study, work, and participate without fear of harassment, intimidation, bullying, or discrimination.

During 2025, the University of Dhaka strengthened its institutional mechanisms for addressing gender-based harassment, bullying, and ragging through the establishment of high-level committees and the introduction of decentralized complaint-reporting arrangements.

On 9 October 2025, following decisions of the university Syndicate, two high-level oversight bodies were established:

- The Sexual Harassment Prevention and Investigation Committee, chaired by Professor Dr. Upama Kabir, Dean of the Faculty of Engineering and Technology.
- The Anti-Bullying and Anti-Ragging Committee, chaired by Professor Dr. Shahnaz Huda of the Department of Law.

The establishment of these committees represented an important institutional step towards strengthening accountability and providing formal mechanisms for addressing misconduct.

5.2 Decentralizing Complaint-Reporting Mechanisms

Alongside the formation of the committees, the Pro-Vice-Chancellor (Administration) issued directives to faculty deans, hall provosts, hostel wardens, department chairs, institute directors, and the university Proctor.

The directives required the installation of locked physical complaint boxes across academic and residential units. A mandatory weekly collection schedule was introduced, with complaints to be transmitted directly to the respective committee chairs.

Departments and institutes were also instructed to organize joint faculty-student awareness workshops on harassment and ragging prevention.

The importance of this initiative lies in making complaint-reporting mechanisms available closer to students' everyday academic and residential environments. Decentralized reporting channels can help reduce the practical difficulties students may experience when seeking institutional assistance.

5.3 Extending Protection to Academic and Residential Spaces

Several university units undertook complementary activities to reinforce the new institutional framework.

The Faculty of Fine Arts organized orientation programmes for incoming undergraduate students on 10 July 2025, explicitly communicating that ragging is a punishable criminal offense.

Kavi Sufia Kamal Hall and Bangladesh-Kuwait Maitree Hall installed dedicated complaint boxes for sexual harassment prevention and anti-bullying and anti-ragging in their administrative and residential spaces.

Furthermore, the university Syndicate officially renamed the Centre for Women's Studies as the Centre for Gender and Development Studies on 11 September 2025. This change reflected an institutional effort to align the centre's research and advocacy scope with contemporary gender and development concerns.

Together, these initiatives strengthened the institutional foundation for a safer and more accountable academic environment. Their contribution to SDG 10 lies in reinforcing equal opportunity and protecting students from discriminatory or abusive practices that may undermine their participation in university life.

6. Gender Equity, Women's Empowerment and Student Welfare

6.1 Recognizing Female Student Leadership

Gender equality is closely connected to reducing inequalities in higher education. Universities have an important role in recognizing women's contributions, ensuring their safety, and addressing structural barriers that may limit their academic and social participation.

On 14 July 2025, the University of Dhaka institutionalized Female Student Day and incorporated the observance into its permanent academic calendar. The decision was formally promulgated on 17 July.

The inaugural observance took place at the Raju Sculpture and recognized injured female students Sanjida Ahmed Tonwi and Synthia Mehreen Sakal for their leadership during social uprisings. They received crests, certificates, and financial assistance in recognition of their contributions.

By formally incorporating the observance into the academic calendar, the university established a recurring institutional platform to recognize female student leadership and contributions to society.

6.2 Expanding Women's Healthcare and Reproductive Health Support

Access to appropriate healthcare is an important component of student welfare and gender-responsive education.

On 18 September 2025, Kavi Sufia Kamal Hall established a healthcare partnership with Ad-din Mother Care Limited. The partnership aimed to organize female health awareness campaigns, routine medical consultations, and specialized reproductive health support services for resident students.

The initiative addressed an important aspect of student welfare by extending healthcare support into the residential environment.

The university also expanded access to menstrual hygiene facilities. Automated sanitary vending machines were procured and installed at Sheikh Fazilatunnesa Mujib Hall, with support from the DU Alumni Association. These machines were intended to ensure continuous and subsidized access to essential menstrual hygiene products.

Such initiatives contribute to a more supportive residential environment by recognizing the specific healthcare and hygiene requirements of female students.

6.3 Expanding Female Residential Accommodation

Access to safe and adequate accommodation is an important factor influencing women's participation in higher education.

During the reporting period, the university advanced the Bangladesh-China Maitree Hall construction project, valued at BDT 244 crore and funded by the Chinese Government. The proposed residential facility is designed to accommodate 1,500 female students.

Internal university approvals were completed in October 2025. Subsequently, on 18 December 2025, Chinese Ambassador Yao Wen, accompanied by a technical feasibility team and university representatives, conducted an on-site inspection near the Jagannath Hall area. Physical construction was scheduled to begin within the following one to two months.

Although the project had not yet entered the construction stage during the reporting period, its planned capacity represents a significant commitment to addressing the shortage of female residential accommodation.

6.4 Improving Existing Residential Facilities

In addition to long-term construction plans, the university undertook immediate improvements to existing female residential facilities.

On 18 December 2025, Bangladesh-Kuwait Maitree Hall received 500 ergonomic chairs and 40 double bunk beds to improve residential living conditions.

These improvements addressed practical accommodation and furnishing needs while supporting a more comfortable residential environment for female students.

Overall, the university's gender-focused initiatives combined recognition of female leadership, healthcare access, menstrual hygiene support, and residential infrastructure development. This integrated approach reflects the importance of addressing both immediate welfare needs and structural inequalities affecting women's participation in higher education.

7. Cultural Diversity, Minority Inclusion and Social Equity Advocacy

7.1 Promoting Indigenous Heritage and Cultural Recognition

Reducing inequalities also requires recognizing and respecting the identities, languages, traditions, and cultural contributions of different communities.

The University of Dhaka promoted cultural inclusion during the reporting period through programmes that provided opportunities for ethnic minority students and communities to preserve and showcase their cultural heritage.

On 10 July 2025, the Dhaka University Jum Literature and Cultural Council organized the Jum Magazine Publication and Cultural Diversity Festival at the Teacher-Student Centre (TSC). The Vice-Chancellor inaugurated the event.

The festival provided a platform for the publication, preservation, and presentation of the literary, linguistic, and artistic traditions of indigenous and ethnic minority student communities.

Beyond celebrating cultural diversity, the initiative contributed to creating greater institutional visibility for communities whose cultural identities and heritage are often underrepresented in mainstream academic and social spaces.

7.2 Encouraging Policy Dialogue on Social Inclusion

The university also promoted critical discussion of social inequalities and inclusive public policy.

On 9 October 2025, the Dhaka University Debating Society, in collaboration with ActionAid, organized a two-day inter-university debate festival titled "Proposing Policies for Social Inclusivity" at the TSC Auditorium.

The event brought together student debaters from different universities to examine national legislative frameworks concerning equity, social justice, and institutional accessibility.

This initiative provided students with an opportunity to engage critically with the policy dimensions of inequality. It also encouraged inter-university dialogue on how institutional and national policies can contribute to a more inclusive society.

7.3 Promoting Equality Through Art and Regional Collaboration

Art and cultural expression can provide important platforms for discussing equality and social justice.

On 20 November 2025, the Department of History of Art organized a four-day national workshop titled "Art of Equality" (Samatar Shilpa).

The workshop brought together art faculty members and students from several institutions, including Jahangirnagar University, Rajshahi University, Jagannath University, Khulna University, Shanto-Mariam University of Creative Technology, Dhaka Art College, Narayanganj Fine Arts Institute, and S.M. Sultan Fine Arts College.

Through this regional academic and artistic engagement, the workshop explored egalitarian visual culture and provided a collaborative platform for examining equality through artistic expression.

7.4 Demonstrating Solidarity with Vulnerable Communities

The university community also demonstrated humanitarian solidarity beyond the national context.

On 13 November 2025, the Master of Professional Banking Alumni Association of the Department of Banking and Insurance presented financial assistance to Palestinian Ambassador Yousuf Ramadan at the Embassy of Palestine in Dhaka. The contribution was intended to support war-affected children in Gaza.

Although this initiative was humanitarian in nature rather than a direct campus-based inclusion programme, it reflected the university community's engagement with the welfare of vulnerable populations and its broader commitment to social responsibility.

Collectively, these initiatives demonstrate that the university's contribution to reducing inequalities extends beyond financial assistance and campus facilities. Cultural recognition, public dialogue, artistic collaboration, and humanitarian engagement also contribute to building a more inclusive academic community.

8. Equitable Infrastructure, Residential Housing and Campus Safety

8.1 Addressing Structural Inequalities in Student Accommodation

Adequate and safe student accommodation is an important condition for equitable participation in higher education. Limited residential capacity and overcrowded living conditions can disproportionately affect students who have fewer financial resources or limited alternatives for accommodation.

Recognizing these challenges, the University of Dhaka pursued both immediate safety interventions and long-term infrastructure development during the reporting period.

These activities were particularly significant following seismic events in late 2025, which highlighted the need to strengthen the structural safety of existing residential facilities.

8.2 Emergency Structural Repairs in Residential Halls

Following the seismic events, central coordination committees chaired by the university Treasurer, supported by technical subcommittees from Bangladesh University of Engineering

and Technology (BUET), conducted structural safety assessments and emergency repair activities across several residential halls.

By December 2025, substantial repair work had been completed in three halls.

Haji Muhammad Muhsin Hall: Structural repairs were completed across 112 of the hall's 175 student rooms. Additional work included ferrocement plastering and restoration of dining hall roofs, balcony ceilings, drop walls, parapet walls, bathrooms, the hall mosque, and reading room ceilings.

Surya Sen Hall: Repairs were completed across 96 of 141 student rooms on the third, fourth, fifth, and sixth floors. The work also covered corridor ceilings, ground-floor canteen facilities, bathrooms, and mosque structures.

Muktijoddha Ziaur Rahman Hall: Physical repairs were completed across 32 of 121 student rooms. The interventions included room repairs, repainting, and ferrocement roof casting over the North Block, ground-floor reading rooms, and shared washrooms.

Across these three residential halls, a total of 240 student rooms received reported repair interventions.

These activities were important not only for maintaining physical infrastructure but also for protecting students' safety and improving the reliability of residential facilities. For students who depend on university accommodation, safe housing is directly connected to educational continuity and overall well-being.

8.3 Advancing the University Master Development Plan

While emergency repairs addressed immediate safety concerns, the university also advanced a long-term infrastructure programme to address structural inequalities in campus facilities.

On 20 November 2025, the Ministry of Education approved the university's BDT 2,841 crore Mega Development Project. An initial Annual Development Programme allocation of BDT 60 crore was approved for immediate procurement activities.

A Project Director had been appointed on 12 October 2025, and the Annual Procurement Plan was published through the government electronic Government Procurement (e-GP) portal.

One of the most significant components of the project is the expansion of student residential accommodation. The plan includes:

- Four new female residence halls with an additional capacity of 2,600 seats.
- Five new male residence halls with an additional capacity of 5,100 seats.
- A combined increase of 7,700 residential seats across nine halls.

This expansion is intended to address the university's longstanding accommodation shortages and improve the availability of residential facilities for students.

The broader development plan also covers 31 buildings and associated infrastructure, including six modern academic buildings, two residential blocks for faculty and administrative officers, dedicated house tutor quarters across the nine new halls, and five administrative and utility service buildings.

In addition, the plan includes environmental restoration and landscaping of four central campus waterbodies, improvements to the main sports field, construction of two public toilet blocks, upgraded drainage networks, and modernized waste management infrastructure.

Although these developments extend beyond SDG 10 alone, they have important implications for campus equity. Better residential capacity, safer facilities, improved sanitation, and more reliable infrastructure can help create a more supportive educational environment for students from different backgrounds.

8.4 Promoting Transparent Residential Seat Allocation

Equitable access to residential accommodation also depends on transparent allocation procedures.

On 9 October 2025, Amar Ekushey Hall processed 225 applications for residential accommodation and assigned 117 available seats in accordance with official university guidelines.

This example demonstrates the importance of formal allocation procedures in managing limited residential resources. Transparent processes can strengthen accountability and reduce the scope for arbitrary or discriminatory decisions.

Overall, the university's infrastructure-related interventions combined immediate structural safety improvements, transparent allocation procedures, and large-scale residential expansion plans. Together, these measures represent an important contribution towards more equitable and secure campus living conditions.

9. Consolidated Performance and Institutional Outputs

The following table summarizes some of the selected measurable outputs from the university's SDG 10-related activities during the available reporting period.

Strategic area	Selected institutional output
Financial inclusion	50 economically disadvantaged Law students received one-time grants of BDT 10,000 each.
Alumni-supported scholarships	159 students received scholarships through the Department of Islamic History and Culture's 75th anniversary programme.
Research and academic support	18 scholars and students received BDT 5.80 lakh in grants and scholarships through the Department of World Religions and Culture.
Departmental scholarships	34 underprivileged students received scholarships through the Department of Arabic.

Disability inclusion	One visually impaired student received approval for a BDT 5,000 monthly stipend for one year.
Physical accessibility	Dedicated wheelchairs were stationed at Kavi Jasimuddin Hall.
Administrative accessibility	Two dedicated student service officers were attached to the central Information Center.
Democratic participation	Barrier-free voter pathways were arranged for students from three residential halls during the September student union elections.
Institutional protection	Two high-level committees were established to address sexual harassment, bullying, and ragging.
Complaint mechanisms	Mandatory locked complaint boxes and weekly collection arrangements were directed across academic and residential units.
Gender equity	Female Student Day was incorporated into the permanent academic calendar.
Healthcare and hygiene	Healthcare partnership established at Kavi Sufia Kamal Hall; sanitary vending machines installed at Sheikh Fazilatunnesa Mujib Hall.
Female accommodation	Bangladesh-China Maitree Hall project advanced, with a planned capacity of 1,500 female students.
Cultural inclusion	Jum Cultural Diversity Festival and national Art of Equality workshop organized.
Residential safety	Structural repair interventions covered 240 student rooms across three residential halls.
Long-term housing equity	BDT 2,841 crore Mega Development Project approved, with BDT 60 crore initial ADP allocation and 7,700 planned additional residential seats.

10. Conclusion

During 2025, the University of Dhaka undertook a broad range of initiatives addressing socioeconomic disadvantage, disability-related barriers, gender inequality, institutional protection, cultural exclusion, and unequal access to residential infrastructure.

The university's efforts combined immediate interventions, such as scholarships, stipends, healthcare services, mobility support, and emergency repairs, with longer-term institutional measures, including regulatory committees, residential expansion projects, and improved administrative arrangements. The scale and diversity of these initiatives demonstrate that reducing inequalities within higher education requires coordinated action across academic, administrative, residential, and community-oriented functions.

While several initiatives were still at the approval, planning, or early implementation stages by the end of 2025, the available evidence indicates meaningful institutional progress towards a more inclusive university environment. By continuing to strengthen financial assistance, accessibility, accountability, gender-responsive welfare, cultural recognition, and equitable infrastructure, the University of Dhaka can further advance its contribution to SDG 10 and its broader responsibility to promote inclusive and equitable higher education.