

Course 8 :The rights and duties of the student

I. Introduction

The student must have all the possible conditions to evolve harmoniously within higher education institutions. It therefore has rights that only make sense if they are accompanied by a responsibility that translates into homework. Government and our ministry give the student the role of an equal partner in the higher education system, which is one of the greatest results of student participation in higher education reform. There is need for students to become involved in management and decision-making at the Faculty and University (especially regarding the issues of importance to students and the quality of classes). The new environment is much better for higher quality studying.

II. Rights of the student

These rights are important to ensure that students are treated fairly and given the opportunity to learn in a safe and supportive environment

The right to learn: Learn sciences and education gives numerous benefits such as: *All students have the right to learn. This means they should be provided with the opportunity* to attend school or participate in another learning environment, and be given the materials and information they need to gain knowledge. Even students with severe disabilities and those who have extensive discipline problems deserve the opportunity to learn; it just may take more time and resources to make that happen. Adults should be advocates for students' right to learn and fight back against laws, policies, and procedures that prevent this from happening. Teachers and administrators must also work to ensure that students can work in an environment that is conducive to learning

Learning helps improve quality of life, increase income, reduce poverty, improve health, promote gender equality, strengthen peace and security, foster economic development and improve the quality of the environment. Additionally, education can help develop skills such as critical thinking, problem solving, communication and collaboration, which are important for success in life

I.1 The right to a qualified teacher. The student is entitled to quality education and research training. To do this, he is entitled to quality supervision using modern and adapted teaching methods. In some areas of the world, teacher tenure laws and other corrupt systems keep ineffective teachers in the classroom. Administrators should work to remove those teachers from the classroom and

provide training to help teachers improve their skills so that all students can have access to highly qualified teachers. Even though it takes a lot of time, teachers should work to continually improve their knowledge and teaching strategies and reflect upon their practice to ensure that they're being as effective as they can. Even veteran teachers need to reflect upon their practice from time to time.

I.2 The right to fair assessment. The student is entitled to a fair, equitable and impartial assessment. The delivery of the notes, accompanied by the corrected and the scale of the test and, if necessary, the consultation of copy, must be made in reasonable times not exceeding those fixed by the pedagogical committees and the regulatory texts. The student has the right to lodge an appeal if he feels wronged in the correction of a test. Students are entitled to fair, equitable and impartial evaluation. The submission of marks, together with the answer key and the test scale, and, if necessary, the consultation of copies, must take place within a reasonable period of time, not exceeding that set by the pedagogical committees and regulatory texts. One of the biggest complaints against standardized tests is that they do not offer a fair assessment of student learning. Many tests are biased toward wealthier students who have a store of crucial background knowledge that they can use to answer questions on the test. Rather than using a standard assessment, educators must consider the knowledge of their specific students and develop assessments that help them demonstrate what they have learned.

I.3 The right to have quality teaching. Students are entitled to quality teaching and research training. To this end, they are entitled to quality supervision using modern, appropriate teaching methods. The course syllabus must be provided at the beginning of the year. Course materials (syllabus, references to books and handouts, etc.) must be made available to students and brought to their attention.

I.4 The right to receive support. Students have access to the library, teaching laboratories, computer resource center and all the material resources required for quality training. Whether students have learning or behavioral difficulties or simply need some extra help, they have the right to receive support in the classroom. It may involve tutoring students who need extra help or allowing students to retake a test after they've reviewed the material again. Sometimes support will come in the form of a teacher who is willing to sit down and let a student share about struggles at home or other problems they're facing. Students

should feel like they can go to the adults in the school to receive help with whatever issues they may be experiencing.

I.5 The right to be treated with kindness. The student has the right to respect and dignity from members of the university community.

I.6 The right to respect the difference: Students come into the classroom with all kinds of differences such as: Colors, Religion, Gender segregation They are different races. They have different socio-economic statuses. They have different interests and viewpoints. Teachers should not put students down or treat them negatively because of these differences and they should not allow other students to bully them or put them down for these differences either. Instead, teachers should create a classroom environment that recognizes the value of different perspectives

I.7 The right to Freedom expression

- The student has the right to freedom of expression and opinion in accordance with the rules governing academic institutions
- Freedom of speech and Freedom of choice. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly.
- In a classroom where students feel respected and are treated with kindness, they may feel more comfortable expressing themselves.
- University should be a place where students can speak up and have the freedom to give the wrong answer or make a mistake without being ridiculed. This free expression doesn't just come in through Q&A or review sessions. It also applies to writing, art, drama, and other activities where students put themselves and their opinions out into the world. Of course, teachers should help students understand what types of expression are appropriate. For example, threatening violence against a teacher or student is not allowed because it violates other rights students have.

I.8 Rights of safety and wellbeing. The student has the right to safety, hygiene and health prevention, both in university and in university residences

I.9 The right to be informed and well represented :The student has the right to information about the structures of the University of djillali Bounaama of Khemis Miliana, including its rules of procedure such as:

- The student elects his representatives to the educational committees without hindrance or pressure
- The student may create, in accordance with the legislation in force, student associations of a scientific, artistic, cultural and sporting nature. These associations must not interfere in the administrative and educational management of the university outside the framework set by current regulations

I.10 Dress codes..

. Short shorts or pants that do not cover undergarments. (No sagging pants at any time). Clothing that does not cover the torso. (The bottom of shirts, blouses, and sweaters must overlap the top of pants so that the body is not exposed). See-through or revealing clothing. No muscle shirts, tank tops, or midriff tops.

II THE DUTIES OF THE STUDENT

II.1 The student must respect the regulations in force.

The student must respect the dignity and integrity of the members of the university community.

- The student must respect the right of members of the university community to free expression.
- The student must respect the results of the juries of deliberations.

1. Civility in university

- The student is obliged to provide accurate and precise information when registering, and to fulfil his administrative and educational obligations towards the establishment and its structures.
- The student must demonstrate civility and good manners in all of his behaviours.
- Fraud and respects of rulesThe student must never defraud or resort to plagiarism.

- The student must preserve the premises and materials at his disposal and respect the rules of safety and hygiene in all structures of the university.
- The student must in no way close the doors of the administrative and educational structures of the university. It should not hinder their operation by using students as a human shield.
- A student has the responsibility to respect the rights and property of others, including other students, the faculty and University officials.
- A student has the responsibility to be fully acquainted with the published University Student Rules and to comply with them, as well as federal, state, and local laws..
- A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
- A student has the responsibility to maintain a level of behavior which is consistent in supporting the learning environment of the institution and to recognize the University's obligation to provide an environment for learning

II.2 Penalties and disciplinary councils

The student is duly informed of the faults with which he is accused. The penalties he incurs are provided for by the regulations in force and the rules of procedure of the university. They are the responsibility of the disciplinary councils and can go to the final exclusion of the university.

II.3 Regulations on examinations

•**Standstill of Rights and Obligations** - the student has the right to standstill the student's rights and obligations on personal request exclusively, in case of serious illness, professional development leave for at least 6 months, military service, conscientious objection, child care up to one year , sustenance of pregnancy, and in other cases stipulated by the statute of the Universities and the Faculty.

II.4 Disciplinary Responsibility - The statute of the University and the Faculty defines the minor and major violations of student obligations, what disciplinary

authorities will act in this regard, as well as the manner of conducting disciplinary proceedings against the student. If a student commits a major violation of obligations, exclusion from studies can be imposed as the most severe punitive measure.

II.5 Student status ceases in following cases:

- Dropping out from the University

- graduation
- Failure to enrol in the academic year
- Failure to graduate by the deadline established in the double number of school years required for the completion of the study programme
 - Exclusion from studies at a higher education institution as a disciplinary measure

II.6 Others ideas

Student participation in the work of universities and colleges

Students as partners in the higher education process should be involved in the decision-making, study improvement and quality of studies. Students have the right to vote and to be elected as a member of the student body of the college and university. Every full-time student, regardless of the cycle of study, has the right to run for a member of the student parliament, as well as to elect his or her representatives to the student parliament of the Faculty and University.

II.7 Student Parliament Rules of Procedure

The Student Parliament is, according to the Law on Higher Education, a body of the Faculty and University, and is the highest form of student representation. Student parliaments will elect all student representatives in the bodies of the Faculty and Universities. The Student Parliament elects up to 20% of the members of the teaching and scientific council from the ranks of students, 20% of members of all bodies implementing the reform of the teaching process, and 1/6 of the Faculty and University council members.

In order to improve the studies and other supporting content for students, it is advisable that as many students as possible participate in various student activities as well as in the elections for the Student Parliament.

In each situation we confront, a rights-based approach requires us to ask: What is the content of the right? Who are the rights claim-holders? Who are the corresponding duty-bearers? Are claim holders and duty bearers able to claim their rights and fulfil them? If not how can we help them to do so? This is the heart of a human rights based approach'

III Text to read and analyze

Mary Robinson, former UN High Commissioner for Human Rights.

The right to education is pivotal in the pursuit of development. Over the last ten to fifteen years, civil society and UN agencies have been making strides to bring development and human rights together, so that the theoretical frameworks from both disciplines are integrated in practice. A human rights-based approach (HRBA) combines development theory and practices with the human rights legal framework to operationally promote and protect human rights and address the inequalities that lie at the heart of development problems.

A HRBA shifts development plans, policies, and programmes from mere charity to a process of empowerment whereby people know of and claim their rights and where duty-bearers can be held accountable. This means giving people greater opportunities to participate in shaping the decisions that impact on the enjoyment of their human rights. It also means increasing the ability of those with responsibility for fulfilling rights to recognise and know how to respect those rights, and ensuring they can be held accountable. The concept of HRBA includes five principles, known as PANEL principles, see the accordion below for more information.

A HRBA to the right to education means that civil society organisations support local communities, who serve as active agents of change. Local communities identify the focus of rights advocacy, whether it is increased enrolment of girls in primary education or improved teacher training for better quality education, and identify the appropriate duty bearer to claim their rights.

HRBA can be applied at all levels of engagement – from the way in which schools operate, to the decisions of local authorities, to the way in which national policies are made. Once the content of the right and the corresponding duty-bearer is identified, local communities and civil society can then develop and implement a strategy for claiming rights which may include a variety of tactics, such as collecting data for reports, developing awareness-raising campaigns, lobbying governments or taking cases to court.

There are many different strategies that civil society can use and the tactic that is selected will depend on a number of factors, including the issue, the duty bearer, local and national contexts and resources available to implement the strategy. Most of the time, multiple strategies are needed to achieve the aim. It is often easiest to start at the community level, and then groups that work nationally, regionally and internationally.

Moving from theory to action is crucial for the realisation of the right to education on the ground. We recommend reading the [Right to Education Handbook](#) for practical guidance on making the right to education a reality for all. In addition, helpful manuals have been developed by partner organisations to guide you in taking action, including: