

**AUTONOMY IN MEDICAL INSTITUTIONS: SOLUTIONS TO IMPROVE
PRACTITIONERS CONTEXTUAL LIFE SKILLS****Sidhique Aslam***

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ABSTRACT

Life skills are usually associated with managing and living a better quality life. WHO defined life skill as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. Studies are showing Individuals standard of living has direct relation with the life skill. The challenges of an individual are also contextual. Context are mainly two type, they are articulated and accidental. Schools, colleges/university and job area are articulated and real life situations are accidental. Ability and interest of an individual determine his/her articulated and accidental context. One has to go through both this articulated and accidental context. So the whole life skill, an individual has to acquire may not have international or national standardized nature. There are some primary skills which can standardize. But in broad way each individual need some additional skill depending upon the context to live effectively with the demands and challenges of everyday life. This is contextual life skill. Here in this context this paper exposing the space of an autonomous institution to integrate, update and sustainment of this contextual life skill in this century.

KEYWORDS: Articulated context, Accidental context, Contextual life skill, Locally-Global person.**INTRODUCTION**

Individuals are born with inert potentiality. Each individual has an inner thirst to develop his or her ability to survive in a given situation. The perfection and ability to deal with his situation are different among individuals. These differences are naturally constructed. But these naturally in built differences are not the limitation of the individuals. If anyone is not going beyond this naturally constructed ability in a way he or she is delimiting himself.

WHO defined life skill as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. Twenty first century is the century where individual has to go for perfect tight competition in his all walk of life. Individuals are living in twenty first century individually. By the word individually, denoted the position of individual in this post modern world is „self stand“. Each individual are striving for individual sovereignty. Some of the main skill one should need in twenty first century are problem solving, Creativity, Analytical thinking, Collaboration, Communication,

of life in which the individual is entering with all pre plans they are known as articulated life situation. In this articulated life situation institutionally starts from pre primary and it will go through out his or her life situation to his death. Institutionalized articulation and non institutionalized articulated life situations are there. The above mentioned examples are for the institutionalized articulated life situation. The non institutionalized articulated life situations are the situation where individual attend a party or a marriage function or any other events. In this non institutionalized articulated situation are also needed special life skills.

Accidental life situation are the next broad classification of life situations. In the human being course of life one has to go through different life situation where he or she is entering without any preplan. But here the individual has to use different life skill to deal existing life situation. Here the individual use the life skill which he acquired from family, educational institution, surrounding or his inert ability. The real ability of the individual is clearly exhibit in this accidental life situation. This accidental life situation may come at within the articulated life situation.

Contextual life skill and its types

If we are closely observing one individual life there can be several types of life situation. Broadly it can be classified in to articulated and accidental. The situation

Even though articulated and accidental life skills are there it is not a pure water type compartment. Instead it is kept on overlapping in individuals” different life

situation. To maintain balance in this overlapping situation will prove one's real life skill. These real life skills are the contextual life skill which an individual is needed to sustain in this contemporary world.

These contextual life skills are not fixed in all the ages in history. It varied from region to region, individual to individual, and century to century. In this twenty first century world the individuals need proper training to develop this contextual life skill. These developments need proper plan and procedure.

Life Skill and Institutional autonomy

Here the question arises how the institution of a region can integrate, update and sustain the life skill of an individual. To come across this question investigators have to address the theoretical mode of autonomous policy in academic institution. What exactly the essence of institutional autonomy in academics? This question will address the concern of life skill and institutional autonomy. In an individual development stage the individual is attending different academic institution from childhood onwards. When one reached at his/her fifth age he/she asked to attend the pre primary institution. Even though this is optional one, now people are compelled to send their kids. From this preprimary onwards the individuals start engage with articulated life situation or articulated context.

This is the time he/she is practicing the life skill which he/she learned from his home atmosphere such as keep cloth neatly, arranging books properly inside the bag and keeping tiffany etc. Also it is the same time individual learns different life skill to live in primary institution or his/her coming days. For example Life skill like adjustability, social relationship, basic alphabets and numerical understanding etc are developing in this stage. Along with all culture is the one important factor which determines one's value and way of living. When this preprimary institution work with complete autonomy the institution can practice and include the cultural aspects of that region from this childhood onwards. Since the cultural preservation and transmission become the important aim of an education primary institution can implement this through autonomous nature. This autonomous nature can implement at village level. This will also facilitate to develop culturally responsive pedagogy at pre primary level. In a way this will integrate different local life skill to the institution and transit to the kids. It will also ensure to develop individual life skill in once both artificial and accidental context. The same example can contextually read in high school and higher secondary.

The next crucial stage of one individual life is the post senior secondary period. Here the individual has to acquire multi life skill to survive in his campus sphere and in all walks of life. Multi life skill means the individual should fit to compete with the articulated and accidental life situation. This competent only ensure the

development of contextual life skill. This contextual life skill is developing through the syllabus and other activity which is conducting inside the institution. This can be done through a locally administered governing council with inside and outside expert. Autonomous policy in higher education ensuring this locally administered academic management inside the institution.

This acquisition makes him more comfort in his all life zone. For this the campus should update with the existing social and cultural reality. When the campus update with the reality it will integrate the life skill which the individual need to survive in that particular place and globally. In this twenty first century individual should be a global citizen with the strength of local knowledge. This locally-global person can construct through autonomous institution. Being a locally-global person is the best example of contextual life skill succeeded person.

In this context the investigator have to see the broad aspects of concept autonomy. Etymologically autonomy means "self norm". The term may be applied both to the individual person and to a group or an institution. An autonomous person is, fundamentally, one able to act according to his or her own direction the prerequisite for rational human action, according to Kant. An autonomous institution is one able to regulate its own affairs. The relation between the self government of a group and individual autonomy is complicated by the need to distinguish between the collective self-government of a group and the self-direction of an individual member of that group, as Rousseau's writings illustrate. Ideas about individual autonomy are closely linked to conceptions of freedom "The only safe and better way to improve the quality of undergraduate education is to the link most of the colleges from the affiliating structure. Colleges with academic and operative freedom are doing better and have more credibility. The financial support to such colleges boosts the concept of autonomy." (UGC XII Plan (2012-2017) Guidelines for Autonomous Colleges).

An Autonomous medical Institutions will have freedom to determine and prescribe its own courses of study and syllabi and Prescribe rules for admission in consonance with the reservation policy the State Govt. also make decision on methods of assessment of student work, the conduct of examinations a notifications of results, Use of modern tools of educational technology to achieve higher standards a greater creativity.

Purpose and assumptions of institutional autonomy

Institutional autonomy is based upon the argument (based on long experience) that the institutions can properly undertake the work expected of them by the community which supports them only if they have freedom of choice and of action. This does not exempt them from public interest and criticism, nor does it mean

that their policies should not be under review by themselves, and by others.

One major aspect of institutional autonomy lies in the determination of curricula and the setting of standards. Although choices will necessarily depend upon prior educational achievement at school and upon employers' and professional bodies' needs and expectations of graduates, and there will be financial limitations in some disciplines, responsibility for what is taught and how well it is taught lies with the institutions.

Institutions can react to society's needs by the provision of new courses or the modification of existing ones much more effectively through their own network of contacts (including lay members of governing bodies and alumni) than through inflexible official channels concerned with manpower planning. This course updating process will highly help in the case of life skill.

CONCLUSION

Life skills are very contextually oriented one in this twenty first century especially in a medical institution. Contextually oriented life skill can make proficient in individual through institutionalized way. In this period established institution has high role. It starts from baby care to post doctoral level and so on. Entire human beings are tied with any of the institution until death. So, to compete with his life space individual need two type of life skill. These articulated and accidental life skills are mentioned above and how it becomes a contextual life skill in twenty first century. How this contextual life skill integrate, update and sustain in an individual of a medical institution through institutional autonomy is the argument of this article. Creating a locally-global citizen is the perfect solution to integrate, sustain and update contextual life skill in individual.

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