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JVCXKL - MIDDLETON DONAVAN

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The competitive examinations have become a routine procedure of recruitment and admissions for higher position and education. Now-a-days a large number of short/objective type questions appear in the examination. These questions call for quick answering for success within a specified short period of time. A sincere effort has been made by the authors to present them in most easy, short and understandable language for the benefit, students, farmers and those who are interested in agriculture and agricultural extension. "Indira's Objective Agricultural Extension" for competitive exams in agricultural extension discipline contain 15 chapters covering all related discipline. The chapters included such as: Introduction, historical perspective in relation to agriculture and extension, extension principles, approaches and programming, extension education, teaching and methods, extension learning and evaluation, communication and communication technology, audio - visual aids, innovation, evaluation and adoption, participatory rural appraisal, rural development and panchayati raj, economic principle, sociology and social work, training manual, agricultural

statistics and appendix. This book has given due importance and whole syllabus was covered as per UGC, ICAR and SAU's programmes in relation to agriculture extension. Each chapters contains multiple choice questions and total about 9000 objective questions with multiple choice have been framed and arranged sequentially for the easy understanding of the students. Recent information and development in the field of agriculture extension have been incorporated in the text. This book is primarily intended to serve as a appearing in competitive examinations of undergraduate, post graduate and doctorate programmes in agricultural extension of various universities. Thus this book is based on the syllabus of student of agriculture stream, it may be useful not only to students but also teachers, researchers as well as extension workers. The chapters are chosen in view to cover the course contents of competitive examinations like IAS, IFS, ARS, PCS, Banking, SAU's, UGC and to get admissions in various degree programmes of SAU's and other universities. This book will fulfill the requirement of students of agriculture and agricultural extension stream for appearing in different competitive examinations.

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The aim of this book is to provide a comprehensive and practical guide for developing and implementing an Objective Structured Clinical Examination (OSCE) for the medical educators/health sciences educators/tutors/faculty/clinicians/OSCE planners, who are involved in clinical teaching and assessment of students, trainees and residents. The book starts with the essential theoretical foundation before progressing to the practical implementation steps. It contains a good balance of medical education research and practical tips to provide readers an easy to digest, yet comprehensive, guide for the implementation of OSCE as an appropriate assessment tool. Contents: The Birth and Propagation of the OSCE The OSCE in the Context of a Holistic Assessment Value of the OSCE as an Assessment Tool Selecting the Skills to be Tested in an OSCE through Blueprinting Utilizing Different Formats of OSCE for Greater Efficiency Writing OSCE Stations Creating a Scoring Template for Assigning Marks Preparing Patients for the OSCE Preparing Simulators for the OSCE Preparing the Groundwork for Conducting an OSCE Determining Passes and Fails in an OSCE- Post-Assessment Quality Assurance Feedback, Moderation, and Banking Helping Poorly Performing Students in an OSCE OSCE as a Tool for the Selection of Applicants Frequently Asked Questions about the OSCE Readership: Medical Educators, Health Science Educators, Clinicians, Tutors, Examiners, OSCE Planners, Trainees to prepare themselves to take OSCE. Key Features: The book is written not only to guide educators to develop and conduct OSCEs, but also for post-exam evaluation and analysis of such activity to assure quality assessment. The book is also unique in the presentation of specific topics, such as OSCE for selection of candidates for a specific educational program, quality assurance, helping students with poor performance, where little is written in a book or a guide format. Also, for those who want to have a quick answer to their queries, a compilation of 'Frequently Asked Questions' is presented at the end of the book. The three authors of the book from three different countries and with affiliations to reputed educational institutes world over (not only in their own countries), have substantial practical experience in developing, conducting and evaluating OSCEs. In addition they have wide international experience in working as resources persons for workshops and staff development programs on OSCE. All three are holding degrees in Medical Education as well as practicing physicians, with extensive experience in clinical teaching and assessment. Keywords: OSCE; Clinical Assessment; Clinical Examinations; Simulated Patient; Standardized Patients; Standard Setting; Evaluation; Real Patient; Short Case; Long Case; Mini-CEX

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The DRCOG (Diploma) is an examination for doctors who wish to offer obstetrics, gynaecology and other aspects of women's health care in a primary care setting (GP surgeries, walk-in centres and family planning clinics). This book provides a comprehensive guide to the new style DRCOG examination which was introduced in October 2007. It includes: • an overview of the curriculum and syllabus • a guide to the format of the DRCOG examination • sample questions for each of the question formats: extended matching questions (EMQs), single best answer questions (S-BAs) and multiple choice questions (MCQs) • six sample papers • answers to all of the sample questions and papers • tips for candidates.

Multiple Choice Questions on Basic Medical Sciences could help students to learn and get acquainted with the questions that are generally asked in multiple choice questions (MCQ) examinations in basic medical sciences subjects – anatomy, physiology, biochemistry and pharmacology. The medical curriculum has moved away from the traditional system to integrated-holistic system over the years. Many medical schools have adopted integration in preclinical and clinical years and students will be evaluated across their subjects as clinical and basic sciences knowledge amalgamates the holistic human body. Integration will allow the student to understand the intricate body systems comprehensively and homeostasis and pathological derangements in the human body. MCQ-form of examinations is the complex type of evaluations where students find them as most tedious forms of evaluation. Unless a student has in-depth knowledge in the content of the subject, seldom they answer the MCQ correctly. Students need to get good exposure and practice while preparing for MCQ examinations. There are very few reference books available on MCQ, students being in the transition period in preclinical years from fresh high school graduation, basic sciences years of medical education need extra efforts to learn and understand. A form of guide or reference to learn the MCQ evaluation is a dire need for the students. This short book on MCQ will definitely help medical, nursing and allied health sciences students as basic sciences are the foundation for future clinical years. Student's curiosity to learn medical subjects through multiple choice questions shall enhance their deep learning and reasoning as clinical conditions needs a reference on normal body structure and functions. This book may provide a foundation in the initial years and a guide to build their basic sciences knowledge to higher level.

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Both educators and their students are involved in the process of assessment – all parties are expected to meet and exceed expectations in the face of competing conditions. New practices are being developed to enhance students' participation, especially in their own assessment, be it through peer-review, reflective assessment, the introduction of new technologies, or other novel solutions. Though widely researched, few have measured these innovations' effectiveness in terms of satisfaction, perceived learning, or performance improvements. Innovative Practices for Higher Education Assessment and Measurement bridges the gap between political discourse, theoretical approach, and teaching practices in terms of assessment in higher education. Bringing new insights and presenting novel strategies, this publication brings forth a new perception of the importance of assessment and offers a set of successful, innovative practices. This book is ideal for educators, administrators, policy makers, and students of education.

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