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K.P. Soman
Jijeesh T.K.

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Fair and objective?

Analysing the impact of using Artificial Intelligence in assessing student work in higher education

The growing use of Artificial Intelligence (AI) in education is revolutionising evaluation methods and learning environments. In assessing student work, AI-based grading systems offer objectivity, consistency, and efficiency. From automated essay scoring systems to standardised exams, these technologies assert to be fair and objective assessments. However, the precision of algorithms raises some significant concerns and questions: can AI really evaluate critical thinking and creativity? More importantly, are these systems naturally biased? Do they subtly distort assessments? Is human teacher assessment really free from prejudices? Can human evaluators give equally innovative responses the same marks? Many reports from several Indian institutions have exposed incidents of biased assessments by human evaluators.

Marking subjective work

Whether the assessment is objective or descriptive, AI performs well to evaluate Engineering and scientific disciplines, particularly when given reference notes for LLMs and probable solution strategies. It can effectively review thousands of student writings, therefore relieving teachers of some of their work and guaranteeing consistent marking. But when assessing subjective work such as essays, literary analysis, or philosophical arguments, AI assessment is not so appropriate since subjectivity allows for several points of view and interpretations. The subjectivity of a student's answer cannot be constrained by strict criteria or limits.

Critical thinking and creativity do not live by strict rules. For AI, the capacity of a student to offer original viewpoints, participate in sophisticated debate, or use metaphorical and symbolic language is tough to gauge. AI sometimes struggles to understand abstract concepts, humour, irony, and creativity even while it can evaluate structural aspects, coherence, and lexical richness.

Within a limited period, AI can effectively evaluate objective-based criteria for several students. Unlike an objective-type question, a philosophical inquiry such as what is beauty lacks a single, clear response. Rather, it encourages several points of view, all of which could be reasonable. In the same vein, take Alfred Tennyson's poem, *Ulysses*, can offer different insights over several readings. Here, AI-assisted evaluation struggles to precisely evaluate the depth, nuance, and originality of subjective answers.

Challenges

Usually assembled from previously graded papers, AI systems learn from large datasets, which sometimes include prejudices carried on from human assessors. Studies have revealed that graduates of AI could appreciate verbose writing, criticise non-native English speakers, or undervalue unorthodox ideas that deviate from the prevalent trends in the training data.

Sometimes, contextual understanding presents challenges for AI. In literary or philosophical articles, where arguments depend on historical or cultural background, AI's incapacity to deduce some deeper meanings may lead to erroneous assessments. An AI model taught on Western literature, for instance, might not correctly evaluate a work anchored in Eastern philosophy or indigenous storytelling traditions. However, Retrieval-Augmented Generation (RAG) AI technology can help eliminate false information and increase accuracy,.

One basic question arises: Should AI completely replace human teacher evaluation? Although it can help simplify tests, it is difficult to completely remove human judgement. Teachers contribute a necessary qualitative viewpoint that AI, in some circumstances, lacks. They value uniqueness in ways that robots cannot, know the complexity of arguments, and grasp the change of perspective of a student.

But, as everyone sees things differently, human assessment could potentially have aspects of prejudice. By contrast, AI-based assessment guarantees openness by following well defined, predefined standards. As the evaluation process is kept under track, any student can access their marks and the distribution of scores depending on several criteria at any moment. Human evaluation may not always allow this degree of uniformity and accessibility.

Every system of evaluation has benefits and drawbacks of its own. As many analysts advise, the best way to guarantee accuracy and fairness would be a hybrid strategy combining AI evaluation with human supervision and ongoing monitoring.

K.P. Soman is Dean and Jijeesh T.K. is Faculty Associate (English), School of Artificial Intelligence, Amrita University, Coimbatore

SCHOLARSHIPS

D. K. Bhave Scholarship
An opportunity offered by the Savitribai Phule Pune University.
Eligibility: Open to graduates of the Engineering Faculty of the Savitribai Phule Pune University, or final-year students pursuing B.E. or B.Tech programmes in any branch of an NBA-accredited institute who have secured merit-based admission for a Master's programme in Engineering and Technology at an accredited university in the U.S., Canada, Germany, or the U.K. and have a minimum Grade B record
Rewards: 50% of total cost of first year fees maximum
Application: Online
Deadline: May 30
www.b4s.in/edge/DKBS1

Post-Matric Scholarship for OBC Students, Delhi
Offered by the Ministry of Social Justice and Empowerment, Government of India, and managed by the Department of Welfare of SC, ST, OBC.
Eligibility: Students from OBC community domiciled in Delhi and pursuing studies in a recognised institution at the post-matriculation level with at least 75% attendance and an annual family income not exceeding ₹2,50,000.
Rewards: Up to ₹10,000 for tuition fees and ₹10,000 annual allowance.
Application: Online
Deadline: May 31
www.b4s.in/edge/PMDS1

IET India Scholarship Award
An initiative from the Institution of Engineering and Technology (IET).
Eligibility: Open to first-, second-, third-, or fourth-year Engineering students in a a full-time UG course from AICTE or UGC-approved institutions who have cleared all credit courses in a single attempt with a minimum aggregate 60%.
Rewards: ₹1,000,000
Application: Online
Deadline: May 31
www.b4s.in/edge/IET5

Courtesy: buddy4study

Competition

Samsung has launched the fourth edition of its Solve for Tomorrow initiative, a nationwide contest for students in the 14-22 age group to submit solutions across four key themes: AI for a Safer, Smarter, and Inclusive Bharat; Future of Health, Hygiene, and Well-being in India; Social change through Sports and Tech for Education and Better Futures; and Environmental Sustainability via Technology.

Last date to apply is June 30.

For details, visit www.samsung.com/in/solvefortomorrow/

OFF THE EDGE
Nandini Raman

What's your path?

Uncertain about your career options? Low on self-confidence? This column may help.

I am in the fourth year of BVA-Audiography. I joined the course due to my passion for music and the technical side of its production. However, my interest has waned. I began reading newspapers daily over the last two years on my lecturer's advice. Now I wish to move from visual media to the print media or library science, or the information and communications sector. I am also interested in environmental issues. What can I do and what are my career options? Hari

Dear Hari,

Build a portfolio your work, whether it's writing samples, audio production, or other relevant projects. Gain practical experience via internships, volunteer work, and freelance projects to build your resume. Connect with professionals in your fields of interest. Depending on your chosen career path, a PG degree or diploma may help you step into your desired career.

For a career in the journalism, build a portfolio of writing samples on environmental issues, music, or other topics that interest you. Consider a PG diploma or degree in journalism or mass communication. Internships or freelance opportunities with newspapers, magazines, or online publications will help develop strong writing, editing, and research skills. You could become a reporter, feature writer or copy editor.

For a career in Library Science/Information and Communications, consider a Master's in Library and Information Science (MLIS). Explore opportunities in digital libraries, archives, and information management roles. Career options include librarian, archivist, information manager, digital content manager and so on.

The information and communications sector is very broad with roles across public relations, corporate communications, or social media management. Develop skills in content creation, social media marketing, and digital communication. You could be a communications officer for an NGO, social media manager or a content creator

Your interest in environmental issues can be integrated into any of the above career paths. Volunteer with environmental organisations, seek opportunities to write or create content and consider postgraduate studies in related courses. You can work as an environmental journalist, communications officer for a NGO, researcher at a think tank or work for governmental agencies.

I love the tech world and have some good projects and papers. I also love to learn about finance and business strategies. Is an MBA a good option to leverage both interests? Deepa

Dear Deepa,

An MBA will provide you with the basic, core business foundation, provide leadership skills, networking opportunities, career advancement and leadership roles. A specialisation in technology management, finance, entrepreneurship, or product management will give you the business acumen to complement your technical skills.

Other options can be product management, technical consulting, Fintech (financial technology), venture capital/private equity, data analytics or business intelligence and entrepreneurship.

Read up on business and finance strategy, follow industry trends and news and take online courses in business-related topics. Network and leverage online platforms like LinkedIn.

Consider working for a start-up or a company that operates at the intersection of these two fields to gain some practical experience before you create a career for yourself.

I am an EEE graduate, working as a software engineer for 18 months. I attempted the UPSC exam but did not clear it. Now I am trying for a job in software development and preparing for MBA entrance exams. Should I do a Master's in Public Policy or Developmental Studies? Lavender

Dear Lavender,

You seem to be a little all over the place right now. Your engineering background is a valuable asset. The UPSC attempt indicates interest in public service.

Your next step should align with your long-term goals and values. Clarify your priorities. What are you passionate about? What is more important: financial security or social impact?

Software Development will leverage your existing skills and experience, offers good prospects and earning potential and provides a stable, in-demand career path. But it may not align with your passion for public service.

An MBA, will enhance your business acumen and leadership skills, open doors to management and consulting roles in the tech industry. But it requires significant time and financial investment and may not address your interest in public policy.

A Master's in Public Policy or Developmental Studies aligns with your interest in public service, provides an understanding of policy-making and development issues and opens opportunities in government, international organisations and the non- governmental sector. However, it may require a career shift and potential salary adjustments. The job market is also more competitive than the tech sector and less secure financially.

Can you integrate your technical skills with your interest in development? For example, work on technology solutions to social problems or pursue a career in e-governance or data-driven policy-making, or work for a tech company that focuses on social impact.

Gain relevant experience and volunteer with NGOS or organisations that work on issues you care about. Explore online courses or certifications in public policy or development.

Talk to people in public policy and developmental studies about their career paths and work. This will help you to decide if this is right for you.

I am in Class 12 (Humanities) and want to do B.A. Economics. Is it a Central University better than a private university? Also, what will be my career prospects? Mithun

Dear Mithun,

Central Universities are more affordable due to significantly lower tuition fees. Many have experienced and reputed faculty with well-established and rigorous academic programmes. They attract students from diverse backgrounds and have a strong alumni network.

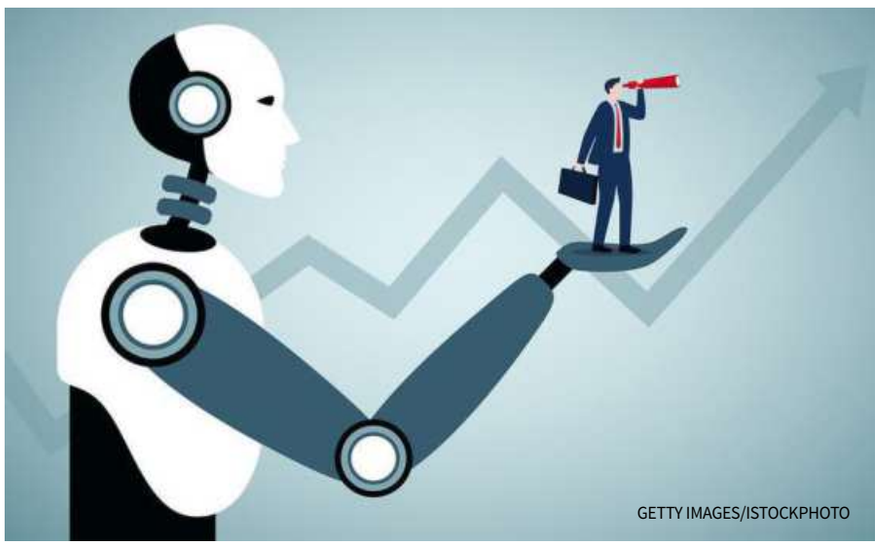
But their admission process can be highly competitive, infrastructure can vary (some lack modern facilities compared to the well-funded private universities) and the system may be bureaucratic.

Private universities often have more modern infrastructure and state-of-the-art facilities. Most have strong ties with industry, providing internship and placement opportunities and may offer more flexible and specialised programmes. The tuition fees is significantly higher. But the quality of education can vary greatly between institutions.

After B.A. Economics, career paths can be across Finance and Banking (commercial, investment), financial analysis, Investment management, insurance and others. Jobs will be available in the government and public sector through the civil services, research and academia, data analysis and in the NGO sector.

Disclaimer: This column is merely a guiding voice and provides advice and suggestions on education and careers.

The writer is a practising counsellor and a trainer. Send your questions to eduplus.thehindu@gmail.com with the subject line Off the Edge



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The AI-Business connection

Management institutes must equip students with strategic, ethical, and practical expertise to lead and innovate in an AI-driven business world.

Gaurav Sarin

With AI drastically changing organisational landscapes, management students must understand its strategic ramifications and technological underpinnings.

AI affects crucial domains like operations, finance, marketing, and human resources and so Business schools should ensure that the curriculum emphasises topics such as automation, AI-driven decision-making, predictive analytics, and consumer insights.

Recognising AI's limits, such as data biases, privacy issues, and the need for human oversight in crucial decision-making processes is also necessary, as is the need to be in line with legal requirements, ethical governance and regulatory compliance.

B-Schools need to address the adoption of AI by giving students the tools they need to overcome opposition and propel digital transformation. Students must be taught how to integrate AI into company strategy, match AI projects with corporate goals, and cultivate innovative attitudes. Further, they have to learn to close the gap between technical know-how and business strategy by collaborating with data scientists and AI experts.

This requires a diversified strategy that includes data analytics classes, AI-driven case studies, and simulations, internships and industry partnerships and workshops by industry experts.

Real-world experience

Practical and experiential learning will help combine academic understanding, practical application, and experiential learning. Students can gain real-world experience of how AI influences decision-making in the business sector through activities such as case studies and AI-powered analytics seminars.

The use of interactive learning tools and simulation of real-world business environments can also help enhance problem-solving and strategic thinking skills.

Emphasis on the ethical aspects and governance of AI will make students aware of the possibilities of bias and issues of transparency, and regulatory compliance.

Inspire creativity

Not only will this lead to students being better equipped to navigate the complexities of AI adoption but also inspire them creatively. Learning can be further improved through the use of tailored learning platforms, workshops and seminars.

The introduction of AI into a wide range of business disciplines enables B-Schools to ensure that graduates are equipped with the analytical and strategic abilities essential to thrive in a future that is driven by AI.

In conclusion, a complete AI curriculum not only enhances students' technical understanding but also equips them with the ability to implement AI in a manner that is strategic, ethical, and imaginative within the context of the corporate ecosystem.

The writer is Associate Professor in the Information Systems and Analytics Area and Chairperson of the MBA (AI and DS) programme at TAPMI, Manipal.

Beyond the American dream

Flexible immigration policies, widening global career horizons, cheaper education, and deeper industry engagement have led students to look beyond traditional study-abroad destinations

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Ritika Gupta

For decades, Indian students considered the U.S. and the U.K. as the standard for foreign education and employment. Though these destinations continue to attract aspirants, there has been a noticeable shift in the last few years.

Other destinations such as Germany, New Zealand, the UAE, France, Malaysia, Sweden, and the Netherlands, are rising in popularity. This has been due to interconnected factors such as flexible immigration policies, widening global career horizons, cheaper education, and deeper industry engagement.

Let's take a look at some of these destinations:

Germany: At the forefront of Science-related fields, it provides an 18-month post-study work visa. The Blue Card facilitates quick movement into the permanent residency phase for international graduates who have job offers in their field. Germany is almost free of tuition and has a booming economy, thus making it one of the most accessible and rewarding non-English-speaking destinations.

New Zealand: It promises international students who have completed their undergraduate degrees and above a three-year post-study work visa.

The UAE: Initiatives such as the Golden Visa and the growing number of free zones have made the UAE, especially Dubai and Abu Dhabi, attractive destinations for students looking to study abroad.

France: Allows stay up to two years after a Master's degree and is a preferred destination for students of luxury management, fashion, culinary arts, and engineering courses.

The Netherlands: Gives international graduates a one-year orientation visa allowing them to find a job without work permission. Dutch employers are more open to international hired talent, especially in Tech, Design, and research-related jobs.

Sweden: Provides a one-year post-study visa and offers an inclusive working culture.

Spain: Grants a post-study residence permit of one year to graduates from recognised universities looking for work. Madrid and Barcelona are seeing many start-ups and MNCs in the creative, business, and tourism sectors.

Malaysia: Students can work on post-study terms if they have proper jobs that fill national skill gaps. A business hub in Southeast Asia, it is a rich source of internships and entry-level jobs in finance, logistics, and hospitality.

As globalisation ascends and digital transformation becomes all-pervasive, several destinations are going through sectoral booms. Here are the sectors to consider in each country:

Germany and the Netherlands: Engineering, automotive, ICT, and Data Science

France: Luxury, tourism, fashion, and sustainability.

Sweden: Green tech, Life Sciences, and innovation-based roles.

Spain: Digital marketing, hospitality, fintech, and creative industries.

Malaysia: E-commerce, logistics, and financial services.

The UAE: Real estate, finance, hospitality, and digital services are growing exponentially.

New Zealand: Agriculture, environmental science, healthcare, and education.

Financial planning

Financial sustainability remains a concern for international students, and part-time jobs play a crucial role in bridging the gap between living expenses and tuition. While most are student friendly, each destination has its own regulations.

Germany: Students can work part time for 20 hours during the academic year and work full-time on vacation.

France: International students can work up to 964 hours a year (approximately 20 hours a week) with minimum wages of about €11 per hour, which assists with rent and other utilities.

The Netherlands: Allows part-time work; however, those who are not from the EU require a separate work permit. Many choose university-related internships or freelance opportunities since they do not require employer sponsorship.

Sweden and Spain: Work permissions for part-time jobs are much more flexible and students can easily earn enough to cover their basic living expenses, especially in university towns.

New Zealand: Permits international students to work up to 20 hours during scheduled breaks, and may work full-time.

Malaysia: A full-time student can work 20 hours a week but only in approved sectors such as restaurants, petrol stations, and mini-markets.

The UAE: Has recently relaxed norms and allows students to work part-time on campus and in certain industrial zones based on agreements with their university.

With students in India are reconsidering traditional study-abroad destination due to visa restrictions, higher cost of living and narrow job opportunities, these countries offer an attractive opportunity with with grants, internship opportunities, and easier visa conditions.

The writer is CEO of Aaera Consultants.

Beyond the ego

Humility involves acknowledging something larger and more significant than our individual selves.

THINK
Aruna Sankaranarayanan

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The musician bows reverentially, as the audience breaks out in deafening applause. As they rise to give him a standing ovation, the maestro bows even lower, as if seeking their blessings. Can a music legend, with a huge fan following, truly be so humble?

I was privileged to attend a concert of a Carnatic legend some years ago and was struck by his humility. When I went home and searched for more information, I learnt that he suffers from alcoholism and has a fraught marriage. Was his humility on stage merely performative?

Though I don't profess to be an expert on humility, either in theory or practice, I've read a couple of books to understand the essence of this human virtue. In *The Freedom of Self-Forgetfulness*, Timothy Keller writes that people in traditional cultures believe that those with swollen heads find it difficult to get along with others. This is possibly a reason why we, in India, shy away from praising children when they do well, fearing that they will think no end of themselves. In contrast, western cultures tend to hold the view that people who are troubled have low self-esteem and, hence, need to be bolstered.

Which view is correct? Is it better to have high or low self-esteem? According to Keller, both thinking too highly or lowly of yourself are the same. Essentially, we are thinking about *ourselves*. The path towards humility involves "thinking of myself less". As the title of his book suggests, liberation comes from "self-forgetfulness". According to him, the human ego is "empty, painful, busy and fragile". Though our ego may be distended, at its core, it is only a void. He also observes that our attention is drawn to body parts that hurt. Nobody thinks much about their big toe unless it is wounded. Likewise, our attention shifts to our egos every time we get poked. Keller surmises that our ego gets pricked easily because there is "something incredibly wrong with it". As we also tend to think of ourselves repeatedly, our egos are always busy. Lastly, due to its other characteristics, the ego is also easily broken.

Make an effort

What can we do to cultivate more humility? In *Humble*, Daryl Van Tongeren admits that it's not easy. Though he has been researching the topic for decades, his wife rated him four out of 10 on humility. However, he provides some useful tips that we can incorporate into our lives.

First, we need to solicit feedback from dependable people close to us on how we come across to the world, as we are often poor judges of ourselves. We need to be open to unflattering feedback without letting our defences blind us to our own flaws.

Next, we need to adopt a growth mindset wherein we believe it is possible for us to change, be it honing a skill or refining a trait. Knowing that humans are fallible makes us less averse to admitting our mistakes and learning from them. We may also make a conscious effort to grow more empathetic. This involves trying to understand the world from the perspective of others while extending warmth and compassion, even to those who hurt us. Of course, this doesn't come naturally to us but, with practice, it becomes easier.

Finally, humility involves acknowledging something larger and more significant than our individual selves. By injecting more awe experiences, be it a breathtaking sunset or a moving musical performance, we realise our smallness, yet feel connected to something larger and more wondrous. According to Keller, humble people are less likely to be stung by criticism. As we grow more "self-forgetful," notes Tongeren, we become less tethered to societal expectations of success and live more securely believing that "we're already more than enough."

The writer is the author of *Zero Limits: Things Every 20-Something Should Know* and blogs at www.arunasankaranarayanan.com

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Down to the molecule

For those who don't want to do clinical medicine but want a career in medicine, translational and molecular medicine offers a great option

Shantikumar Nair

Around 15 years ago, Translational and Molecular Medicine was a relatively new entrant in the education and job scene. Today both have made strong inroads into academics. You may have heard the phrase: "Bench to Bedside". This is the basis for "Translation", signifying the movement from lab research to patient care as a pragmatic approach to medical research. Scientists have also been increasingly focused on making medicines more "targeted", a goal that is difficult to achieve without molecular targets. Medicines without molecular targets is like trying to shoot an arrow without knowing where to aim.

One aspect of translational and molecular medicine that is much of the news is the area of precision or personalised medicine. It is, therefore, helpful to understand its increasing practical value for patients. The idea of personalised refers to tailoring treatment or choice of drug to each patient's unique molecular signatures. Another is treating the patient with material derived from the patient itself; patient cell therapy being case in point.

For those who do not wish to take up clinical medicine (the standard MBBS/MD/MS route) but are strongly inclined towards medical careers, the best option is to enter the exciting innovation space in medicine through pharmaceutical, biotech, computational, bioengineering, electronics startups with an inclusive entry through translational and molecular medicine. The key to understand this incredible diversity is to realise that current trends in medical innovation is now highly interdisciplinary. This is partly why this field did not creep into academics earlier, as one needs a very diverse set of labs and tools and techniques, spanning medicine, biology, chemistry, IT and engineering in just one degree programme. Companies are looking for talent that is not confined to one isolated field.

'The reason for this diversification is that therapeutics and diagnostics require not only lab-based innovation, but an individual adept at preclinical validation, computational support, manufacturing under Good Manufacturing Practice (GMP) conditions, regulatory constraints and a keen understanding of clinical requirements. It is impossible to know whether lab development will ever be successful without mastering the rest, and a student who understands the whole pathway can also much better design a lab-based study with a keen eye for eventual clinical success.

Educational requirements

What pathway should you follow to enter this field? One, take the bio-option in school. Schools have basic Maths for students who choose bio, but ensure you get exposure to statistics, which is invaluable for designing lab and clinical studies. At the undergraduate level, opt for the Life Sciences degree programmes, with an emphasis on human biology. Today options are available in molecular medicine itself at the B.Sc. level, which combines basic exposure to all the needed areas. However, it would be ideal to train in Translational or Molecular Medicine at the PG level before seeking a competitive position. If you did not do Translational or Molecular Medicine at the Bachelor's level, a UG degree in Biotechnology, Molecular Biology, Genetics, Biochemistry, Bioinformatics, Microbiology and Biomedical Engineering provide good background for a PG in this field.

So, what would a career in Translational or Molecular Medicine entail? In a company, you would be an executive in charge of molecular diagnostics division, new drug and vaccine development division, division for GMP validation and manufacturing of medical products for human use. In research labs, you can be a group leader in research in all these areas. In a university setting you can drive teaching and research in all these areas for the next generation of students. In hospitals, you can head the clinical molecular labs. Since translational and molecular medicine has been more established in the west for two decades, students may find it easy to go abroad for more advanced experience and come back to India with a strong advantage either to contribute to top companies or start their own.

The writer is Dean and Head of the School of Nanosciences and Molecular Medicine, Amrita Vishwa Vidyapeetham University and Head of Research at the Faridabad Medical Campus (Delhi NCR).

Fix the gaps

Training for the Occupational English Test (OET) has to be strengthened to ensure that those taking it succeed

Bhuvana Shridhar

The Occupational English Test (OET) is a language proficiency test designed specifically for nurses, doctors and allied health professionals who want to work or study in English-speaking countries such as the U.K., Australia, New Zealand and others. While the test itself can be challenging, many aspirants face significant difficulties during the preparation. Gaps in training methodology, outdated teaching methods and high student-trainer ratio are some of the problems facing those aiming to take the OET.

One student* felt that the training sessions were too generic. "For basic reading comprehension, what I needed was targeted practice on specific types of texts and questions that appear in the OET reading module. I wanted to learn how to quickly identify the main ideas, understand the tone and answer the objectives within time limit. But this was not done."

A senior nurse* who had enrolled for the classes to improve her English language skills. "When I told the instructor that I was having trouble with the writing section, I was instructed to just follow the format. I also struggled with the listening module and was lost in a sea of medical jargon. The instructors would rattle off complex terms and abbreviations, expecting us to absorb them instantly. Since they lacked a medical background, their explanations only added to my confusion."

FREEPIK

Comprehensive strategy

Instead of the current one-size-fits-all approach, what OET educators require is a comprehensive sub-skill integrated learning strategy. Instructors and trainers should have a basic knowledge of healthcare concepts so that students understand the context of OET questions leading to better comprehension and improved test scores. Mapping existing gaps in OET preparation techniques and institutional guidance will ensure that aspirants receive comprehensive support to overcome challenges. Here are some ways in which this can be done:

First, students should be familiarised with OET format, including the four categories of reading, writing, speaking and listening. Review the test content, timing and questions.

Next, activities should be created to engage students in group discussions, debates, monologues and dialogues. Discussions on grammar, vocabulary and pronunciation can be held to help improve speaking and listening skills.

To develop speaking skills, students should be engaged in role-play and conversations, using medical jargon. Discuss patient care, symptoms, and treatment options so that they can demonstrate their ability to use medical vocabulary.

To improve listening skills, students should be made to identify medical information and record symptoms, offer diagnosis and develop treatment plans. They can also listen to podcasts and other audio texts related to the medical field.

For writing prowess, the students to read the task instructions carefully, plan letter writing tasks and identify keys points, structure and layout. They should be directed to focus on relevant information about patient condition, treatment and care.

To improve their reading, students should be advised to scan passages appropriately, focus on key words, and identify question types and use contextual clues to find answers.

**Names withheld on request*