

# Competency-Based 2500 MCQs in Surgery

With the explosion of information and the time constraint for the students to imbibe the vast volume of knowledge, coupled with scarcity of teachers dedicated to teaching undergraduate medical students, proper assessment, both continuous and summative, becomes a problem. This is where the use of multiple choice questions (MCQs) helps in measuring the depth of knowledge of a student in a short period of time without any subjective bias.

This book contains more than **2,500** questions in surgery, including applied anatomy and basic orthopaedics. Though clinical scenarios are not given, the teachers can use their creative ability to present one which requires the correct choice. There are very simple and also difficult questions in random order from which the teacher can choose according to his requirement.

The book presents an excellent way of revising the entire subject before surgery theory examination.

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is former Professor and Head, Department of Surgery, Melaka Manipal Medical College, Manipal, Karnataka 2009-2020; Professor, Department of Surgery, Melaka Manipal Medical College, Melaka, Malaysia 2004-2009; Professor and Head, Department of Surgery, Manipal Teaching Hospital, Phokara, Nepal 2002-2003; Professor and Unit Chief, Department of Surgery, KMC, Manipal 1987 to 2002.

He has over 40 years of operative and teaching experience and been teacher of surgery to more than 2000 undergraduate and a guide to around 150 postgraduate students.

He has won **Best Teacher Award** many times during his career and has been an examiner to more than six universities both in India and abroad. Aptly he has dedicated this book to his teachers and medical students.

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2500 MCQs in  
Surgery



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U Santosh Pai



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**Surgery**





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**Surgery**

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to  
*my Teachers and  
my Medical Students*



## Foreword

The first writer I watched at work was my father, when he wrote the chemistry book for PU students “Kini and Rao”. He used to sit in the study for hours together, churning his experience of teaching students to the pen’s ink. He always wanted the book to be simple, understandable to even the slow learner and at the same time arouse the curiosity to read more. Writing is hard even for the authors who do it all the time. My writing got only restricted to some chapters in a few books. But I really felt the concentration, commitment and hard work needed to do it.

When I joined KMC, Manipal as an Assistant Lecturer of orthopaedics way back in 1988, Dr U Santosh Pai was already working there on the Professor of Surgery, heading a unit. It has been my pleasure to know Dr U Santosh Pai since then. Always well dressed with a Professorial look, great command over English, witty and humorous comments in any conversation were his forte. He was very much loved by the students for his knack of teaching. We used to meet regularly in the operation theatres in-between the operations or in the hotel across the road during mid-day and mid-afternoon tea.

Today’s academic environment presents assessment challenges defined by an increased volume of available information coupled with increased competition among students and time constraints. Dr Santosh Pai has an amazing ability to give short, witty, and intellectual answers to any question on any subject posed to him. I think this talent of his has made him write this book. This book can efficiently measure a wide range of important learning outcomes, not just recall. Looking on to the questions in the book, it is evident that knowledge, analytical thinking, application and cleverness all are required to answer the questions. There are questions with the stem negatively stated which requires significant learning outcome. This book will be of immense help to the students who are revising the topics as a second read or to those appearing for various entrance exams.

**Sharath K Rao** MS (Ortho)

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## Foreword

**M**ultiple choice question (MCQ) of the single best response or one best answer type has been referred to as MCQ-A type. Almost every entrance examination uses this type of MCQ. Practicing to answer such MCQs will make one adept not only in identifying the right answer but also to critically analyze why the other options are wrong.

The most widely used purpose of MCQ-A type is in assessment; however, there is another use is often unknown and as a result often neglected. MCQ-A type can also be used as a teaching-learning strategy as can happen in an MCQ tutorial wherein an instructor can discuss each MCQ highlighting not just the correct answer but eliciting an interaction on why the incorrect answers are clearly wrong. It is in the context of these applications, that this book assumes tremendous significance. The forte of this book is the comprehensive coverage of the different topics. The organization of the book into multiple chapters coupled with high quality plausible distractors for each MCQ is a commendable effort.

Professor U Santosh Pai has been a teacher par excellence in his career, genuinely concerned about student learning. Reinforcing fundamental concepts and reiterating what is essential were the hallmarks of his instructional approach. Both these are effectively accomplished through these MCQ-A type questions. The compilation of these questions represents a monumental work because the designing and developing of multiple-choice questions requires not just knowledge of the subject but also considerable experience to ensure that trivia are not being tested. Only a discerning and caring teacher of the class and caliber of Professor U Santosh Pai could have made this possible.

**K Ramnarayan**

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Former Vice-Chancellor, Manipal Academy of Higher Education



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## Preface

Over the years there has been an explosion in medical knowledge, in that, books on each of the subjects have become bigger and heavier. All the preclinical, para-clinical and clinical subjects have to be understood, remembered and reproduced during the assessment. Apart from this, the students are required to master psychomotor skills within a short period of four and half years. Assessment at the summative examination has been changed from essay, short notes or brief answers to various types of multiple choice questions so as to reduce examiner bias and quicker correction.

Furthermore, MCQ can assess a wide area of a subject in a reasonable amount of time. With the advent of optical scoring equipment, the scoring has become much faster.

This book contains more than 2500 questions in Surgery with some in orthopedics. Answers are given at the end of each chapter. Detail description of the answers is not given as it will increase the size of the book enormously. All the answers are double checked from standard textbooks of surgery, the list of which is given at the end of the book. "All of the above" and "none of the above" are avoided as much as possible. A few repetitions of questions might have been overlooked. This book took almost 10 years in preparation including the "COVID" years

Suggestions for using this book.

This bank of more than 2500 questions in general surgery and orthopaedics, are meant for final year graduation revision and also for postgraduates in general surgery.

Firstly read the stem properly taking note of any double negatives or exceptions. That is to understand the question correctly.

Read all the choices given and select the correct answer and verify in the answers page given at the end of the chapter.

Marking the answers on the questions will make the second read, less useful.

Answers after each chapter are printed at the end of chapter for easy reference. The book can be used as a revision exercise just

before the examinations, and can be repeatedly used if answers are not marked near the questions.

Clinical scenarios can be easily constructed by teachers based on the stem, and saves time.

Each question is followed by four choices, based on the new CBME guidelines of the National Medical Council. The books used for reference are given at the end of the book.

I hope this book will help enormously the students appearing for final graduation examination and also the students aspiring for postgraduation in surgery.

**U Santosh Pai**

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## Acknowledgements

I must thank profusely Hitesh Shah, Professor and Head, Department of Paediatric Orthopaedics, Kasturba Medical College, Manipal.

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I also thank all my colleagues who encouraged me in this venture for a long time. My special thanks to Professor Rajagopal Shenoy, author of *Manipal Manual of Surgery* for his valuable suggestions.

My special thanks to Dr Sharath K Rao, Dean and Professor, Department of Orthopaedics, Kasturba Medical College, Manipal, Manipal Academy of Higher Education, for writing the foreword, and also for constant encouragement.

Last but not least, I must thank K Ramnarayan, Professor, Department of Pathology, former Dean, Melaka Manipal Medical College, Melaka, Malaysia, former Vice-Chancellor of MAHE and Chairperson, Manipal University, Jaipur, Rajasthan India, my friend, philosopher, and guide for his encouragement throughout this project.

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U Santosh Pai



# Contents

<i>Foreword by Sharath K Rao</i>	vii
<i>Foreword by K Ramnarayan</i>	ix
Preface	xi
<b>1. <u>Applied Basic Anatomy and Physiology</u></b>	<b>1</b>
<b>2. <u>Appendix</u></b>	<b>13</b>
<b>3. <u>Arterial Disorders</u></b>	<b>22</b>
<b>4. <u>Breast</u></b>	<b>34</b>
<b>5. <u>Ear, Eye and Orbit</u></b>	<b>47</b>
<b>6. <u>Endocrines</u></b>	<b>55</b>
<b>7. <u>Esophagus</u></b>	<b>75</b>
<b>8. <u>Gallbladder and Bile Ducts</u></b>	<b>88</b>
<b>9. <u>Hand and Foot Infections</u></b>	<b>101</b>
<b>10. <u>Heart and Pericardium</u></b>	<b>104</b>
<b>11. <u>Hernias, Umbilicus, Abdominal Wall</u></b>	<b>109</b>
<b>12. <u>Acquired Immunodeficiency Syndrome (AIDS)</u></b>	<b>123</b>
<b>13. <u>Intestinal Obstruction</u></b>	<b>125</b>
<b>14. <u>Liver</u></b>	<b>138</b>
<b>15. <u>Lymphatic System</u></b>	<b>148</b>
<b>16. <u>Nerves</u></b>	<b>154</b>
<b>17. <u>Neurosurgery</u></b>	<b>158</b>
<b>18. <u>Orthopaedics</u></b>	<b>167</b>
<b>19. <u>Pancreas</u></b>	<b>194</b>

20. <u>Peritoneum, Omentum, Mesentery and Retroperitoneal Space</u>	204
21. <u>Pharynx, Larynx and Neck</u>	211
22. <u>Salivary Glands</u>	217
23. <u>Shock and Acid–Base Balance</u>	224
24. <u>Skin and Subcutaneous Tissue</u>	233
25. <u>Small and Large Intestines</u>	243
26. <u>Spleen</u>	266
27. <u>Stomach and Duodenum</u>	272
28. <u>Surgical Infections</u>	287
29. <u>Testes and Scrotum</u>	301
30. <u>Anus and Anal Canal</u>	310
31. <u>Operation Theater</u>	318
32. <u>Rectum</u>	323
33. <u>Thorax and Lungs</u>	331
34. <u>Transplantation</u>	346
35. <u>Trauma, Wounds, and Tissue Repair</u>	352
36. <u>Tumors and Ulcers: Benign and Malignant</u>	360
37. <u>Urology (Kidney, Ureter, Bladder, Urethra)</u>	378
38. <u>Venous Disorders</u>	419
<u>Bibliography</u>	427