

MINISTRY OF EDUCATION AND SCIENCE OF KYRGYZ REPUBLIC



Osh International Medical University

Monitoring the Quality of Education in the Discipline of Pharmacology

**at the department of natural sciences and
humanities**

2025-2026





Agenda:

1. Review of the survey results of 3rd-year students on the discipline "Basic pharmacology".
2. Discussion of the problems and suggestions identified through the survey.
3. Development of measures to improve the teaching of the discipline and academic performance.

Discussion:



The meeting was opened by the Assoc. Prof. A. Momunova, who presented the analytical report on student satisfaction with the educational process in the discipline "Basic pharmacology" for the first module in 2025–2026 academic year, prepared by the Basic pharmacology Teachers.

Research Objective: Improvement of the Educational Program (EP), enhancement of the quality of student training
BASIC PHARMACOLOGY

Monitoring Objective: Assessment of the level of student satisfaction with the educational program in the specialty and the learning conditions in basic pharmacology.

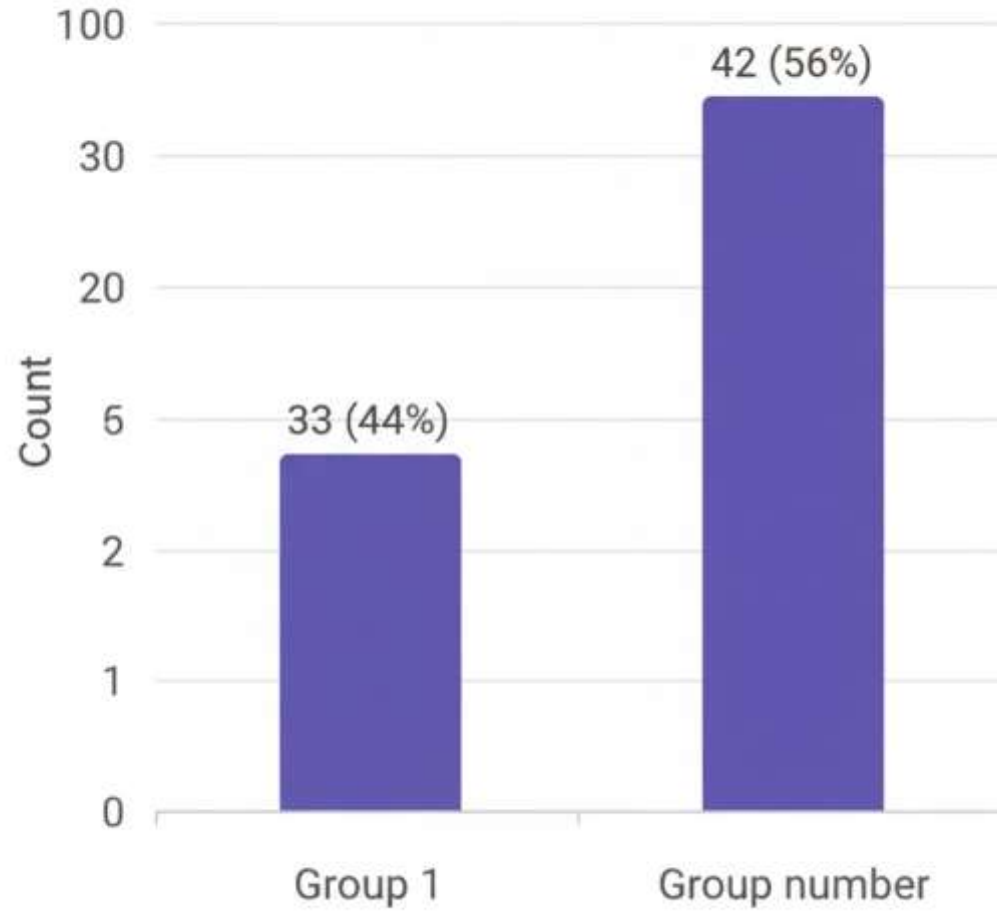
Research Method: Online survey (monitoring is carried out through the collection, processing, and analysis of information).

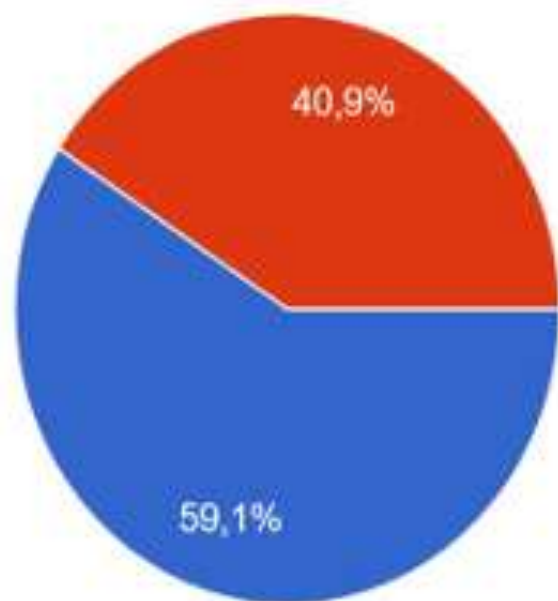
The survey was conducted via Google Form.

<https://forms.gle/gHLCy9XqF9qyU1cSA>

Period of Conducting: November 2025. Students of the 3rd year participated in the survey via Google Forms.

Participants (Total 75)

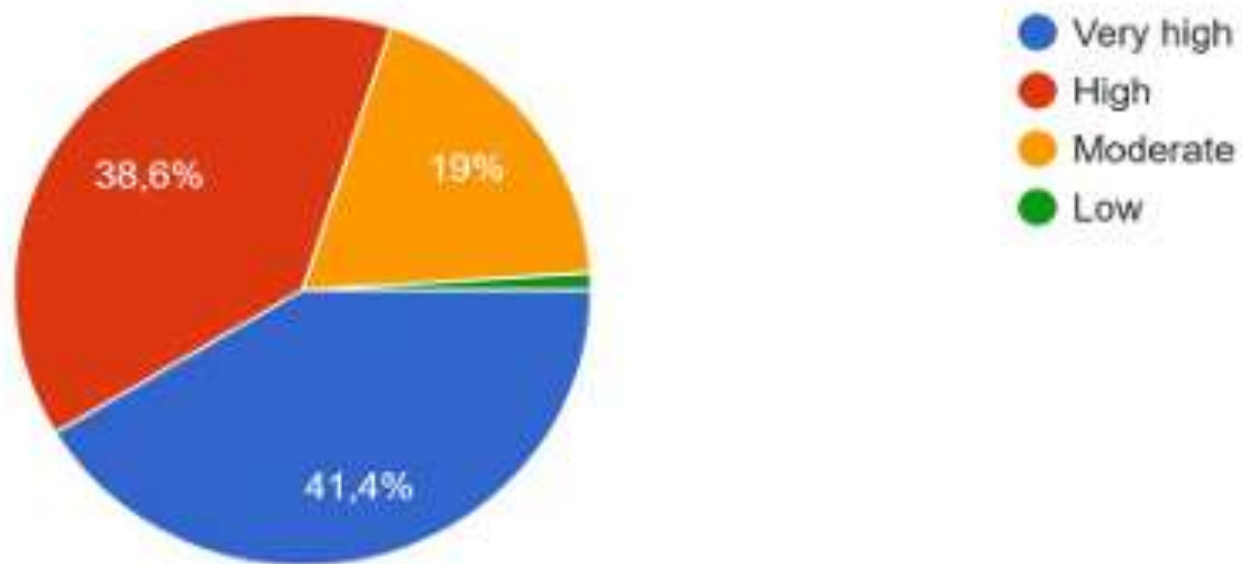




- Male
- Female

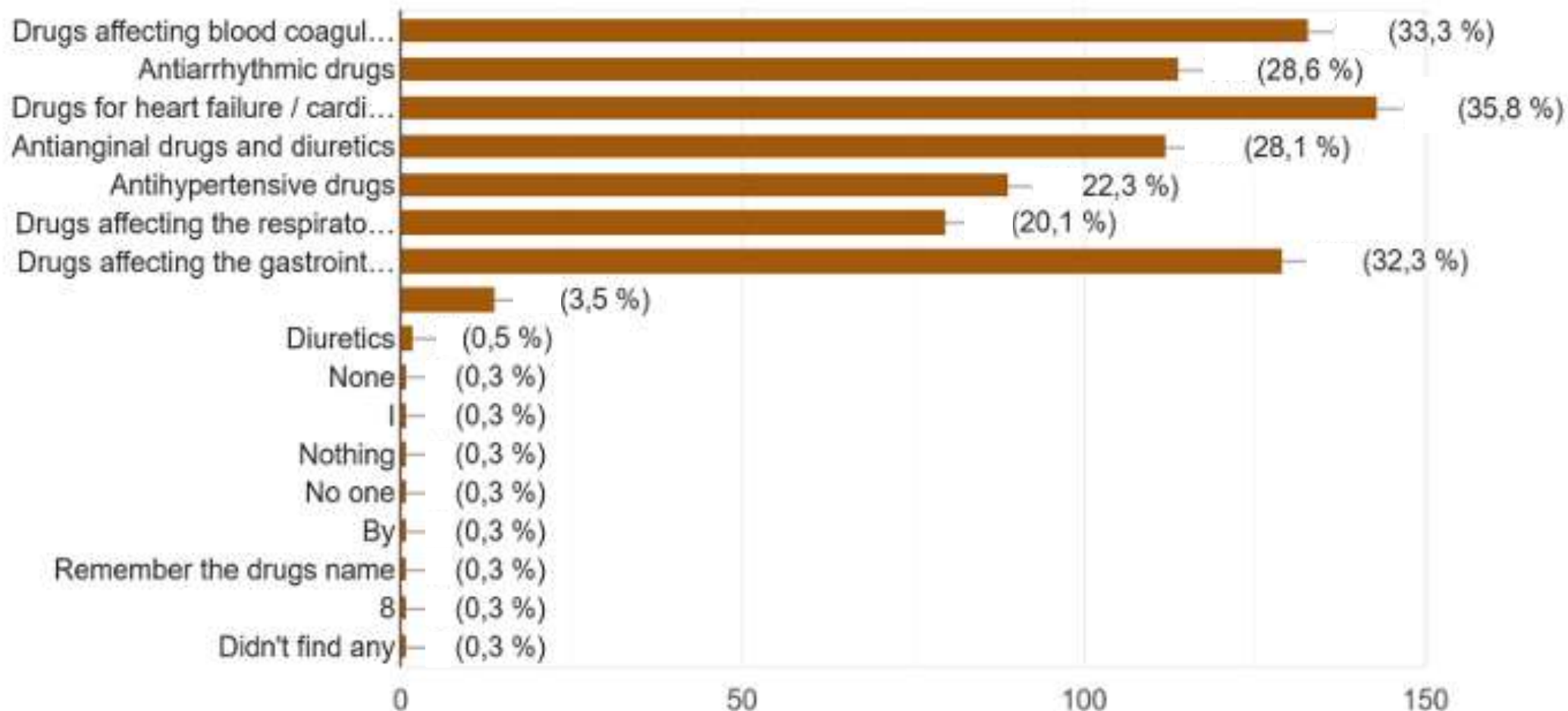
Students overall interest in basic pharmacology.

How do you rate your overall interest in the subject of Pharmacology?



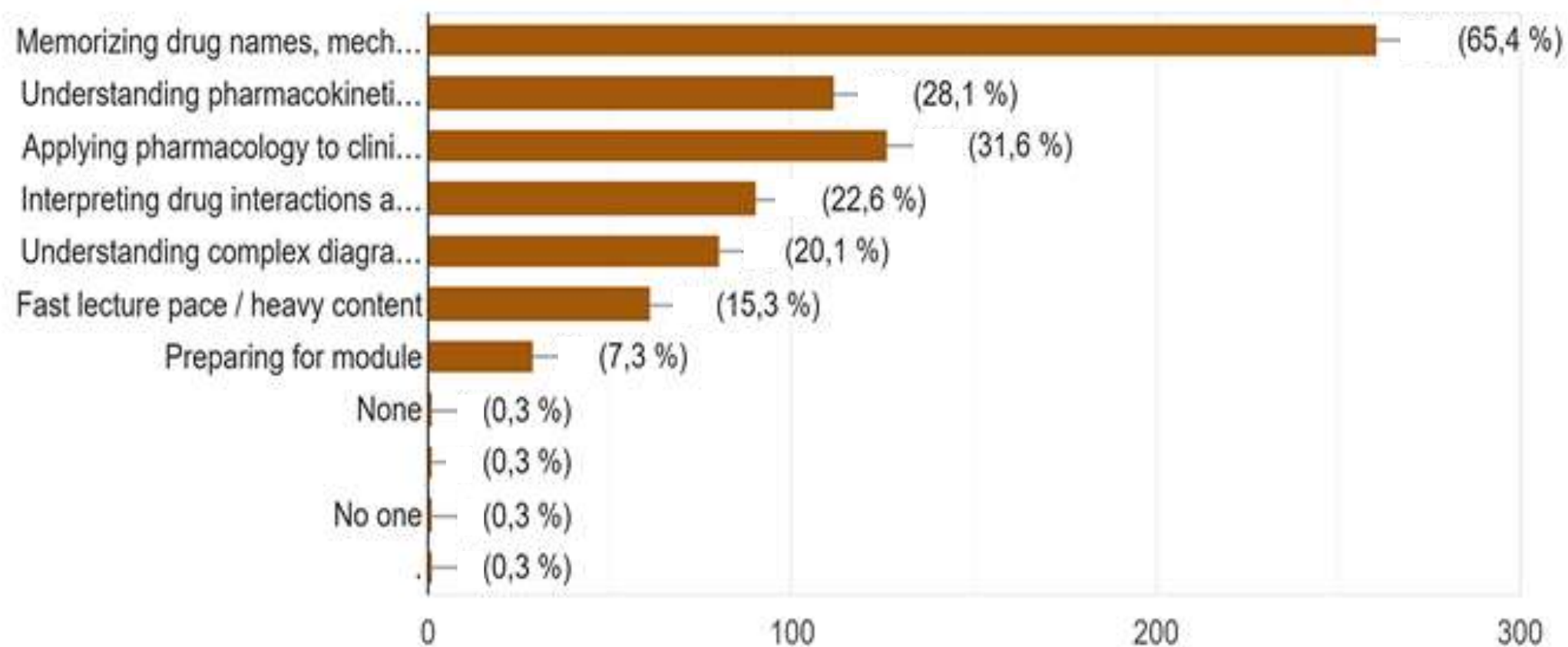
The most difficult topics for students.

Which topics did you find most difficult? (Select all that apply)

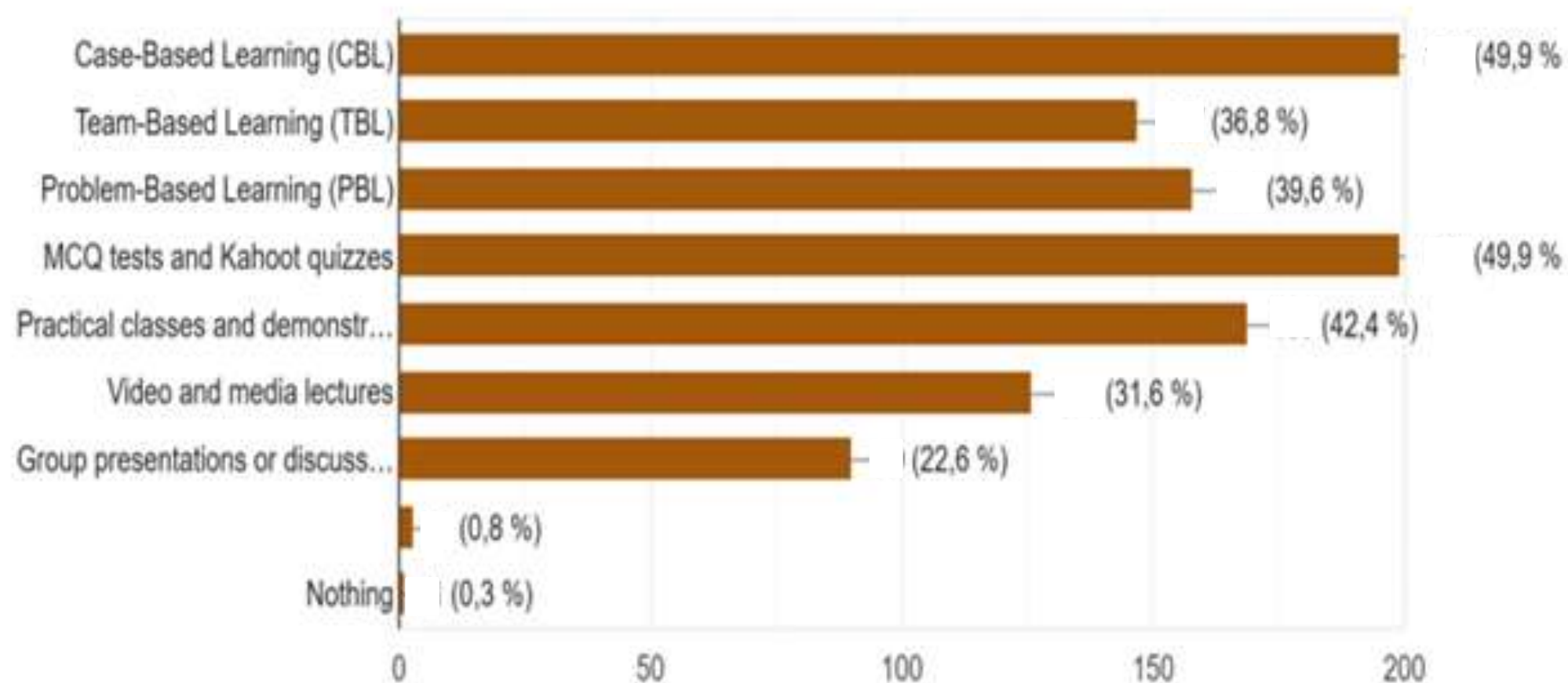


Several challenges in learning pharmacology

What aspects of Pharmacology were most challenging for you? (Select all that apply)



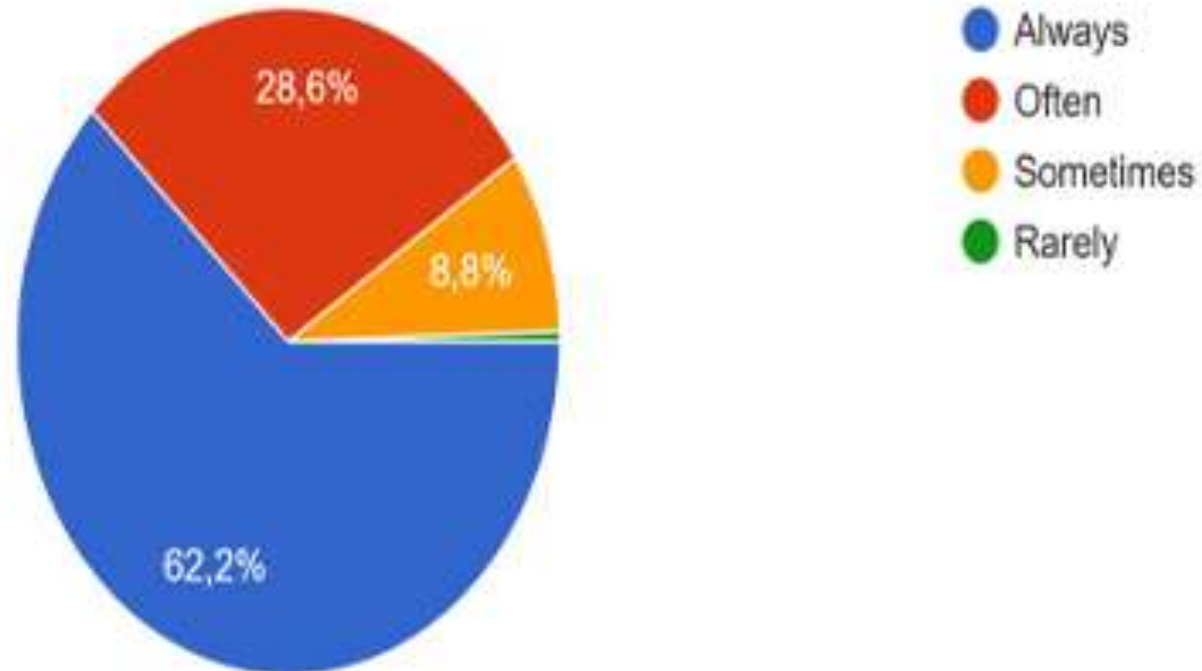
Which class activities were most useful for your learning? (Select all that apply)



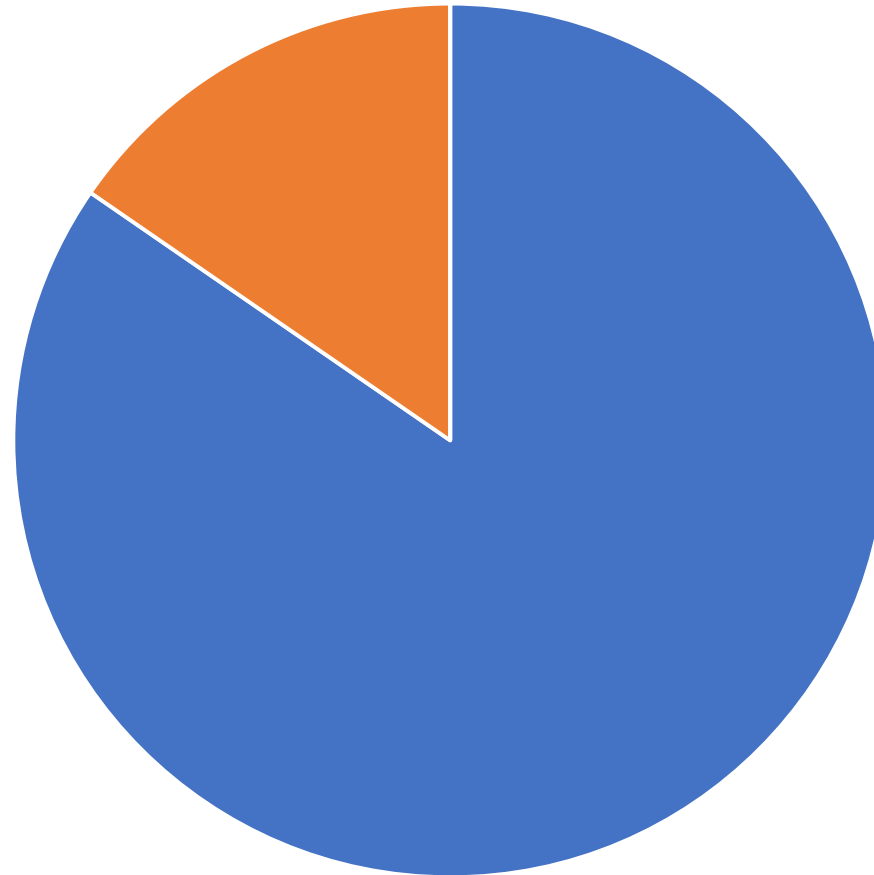
Quality of teachers explanations.



Were the explanations clear and accessible?



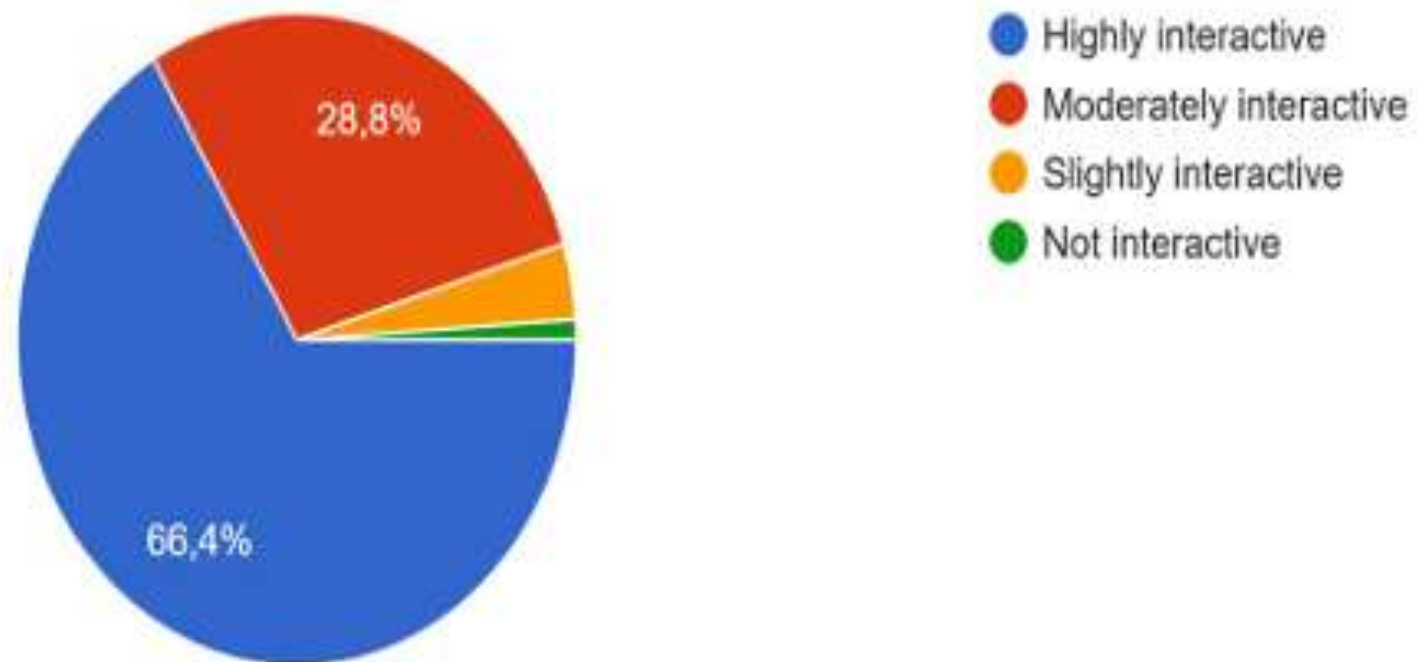
Did the teacher link theoretical knowledge to clinical practice?



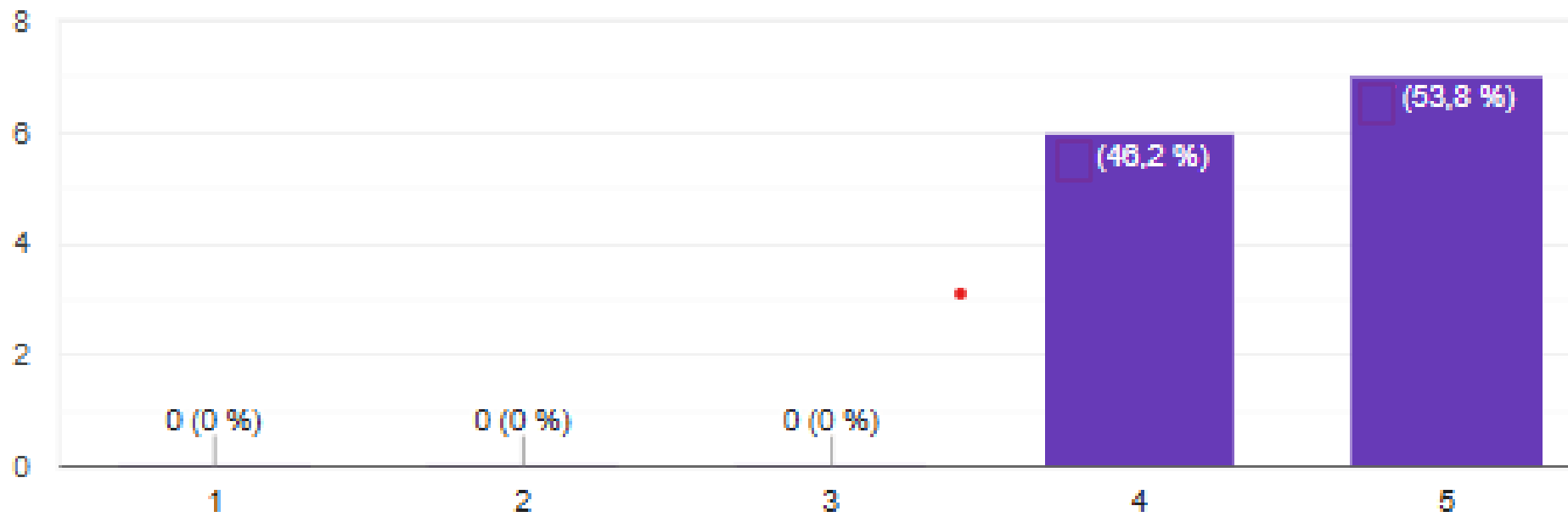
■ Always ■ Often ■ Sometimes ■ Rarely

Interactivity of pharmacology classes.

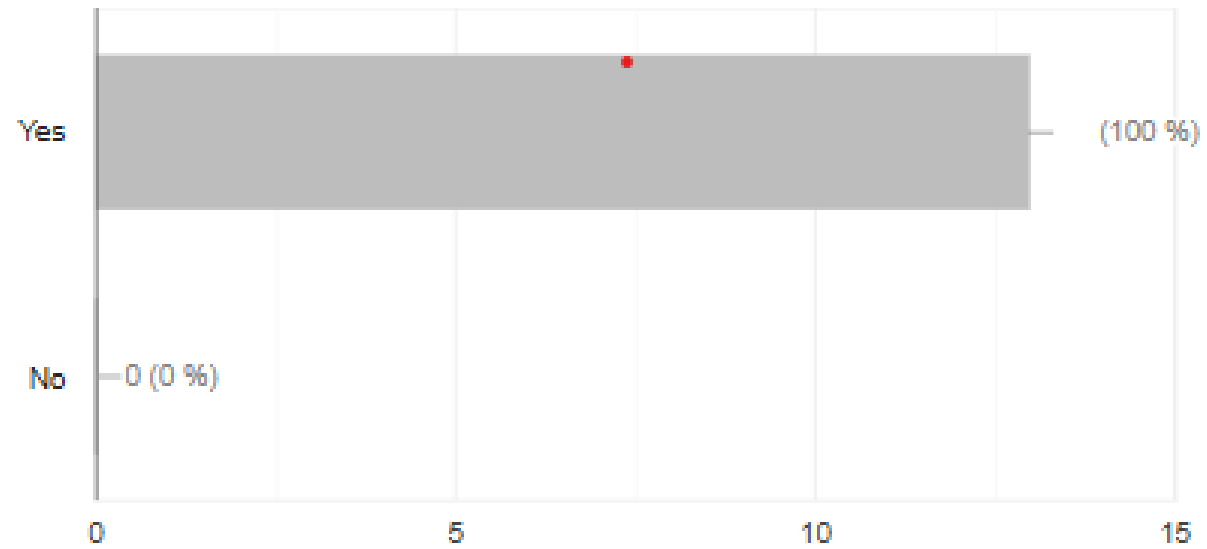
How interactive were your Pharmacology classes?



How would you rate your overall learning experience in Pharmacology?



Would you recommend this teacher/course to other students?



Please write the name of your Pharmacology teacher and his/her positive and negative qualities. How does she/he teach?

Dr Divya Chaurasia

- Dr. Divya Chaurasia ma'am, she is a very good teacher and she deeply explains all the topic and also take vivas in each practical class for our previous topics to revise which is a very good take because pharmacology is a very complex and important subject which we need to learn and understand, she makes us understand every concept in a good manner, for me pharma was a impossible subject but her explanation made me learn it easier.
- Ms. Divya Churasia is a knowledgeable and supportive teacher who explains concepts clearly and encourages active learning.
- Dr.Divya Chaurasia madam. Her positives are more can not be writtiten in a little words
- Ma'am Divya Chaurasia excellent teacher

Key findings:

1. A total of 57% of 3rd-year students participated.
2. The “Most difficult topics” responses show several recurring themes:
 - Drugs for heart failure / cardiac glycosides
 - Antihypertensive drugs
 - Antiarrhythmic drugs
 - Drugs affecting coagulation, bleeding & thrombosis
 - Drugs affecting the GIT
 - Drugs affecting the respiratory system

3. The “Most useful class activities” responses emphasize: CBL, PBL, MCQ/Kahoot quizzes, practical demonstrations, videos/media lectures.
4. The “Sources used most often” includes: lecture slides/PDFs, recommended textbooks, online resources (YouTube, Medicosis, Osmosis), peer notes/group discussions.
5. The “Aspects of teaching to improve” often center on: more clinical relevance, slower pace, better explanation of mechanisms, more interactive/quizzing formats.

Strengths and positive findings

- The overall interest in the subject of Pharmacology is high — many students rated their interest as “Very high”.
- A large number of students reported that classes were “Always” or “Highly interactive” and that the teacher linked theory to clinical practice.
- Frequent mentions of case-based learning (CBL), problem-based learning (PBL), MCQ/Kahoot quizzes, practical classes and multimedia resources — these are modern teaching methods being used.
- Many comments are highly positive a

Areas for improvement

- While many students feel the interactivity is high, a few responses indicate “Often” or “Sometimes” rather than “Always” for interactivity.
- A small minority feel only “Moderately interactive” or even “Slightly interactive”.
- Some specific feedback: students noted a desire for more clinical case discussions, more visual aids, more real-life applications, and simplified explanations of complex mechanisms.
- Regarding topics: many students selected a wide range of “most difficult” topics (e.g., drugs for heart failure, antiarrhythmics, GIT drugs, coagulation/thrombosis).

RESOLUTUONS

1. Enhance interactivity further .

For the handful of students who feel the interaction is only moderate, consider small-group breakout discussions, peer-teaching segments, Q&A time after lectures.

2. Focus support on the most challenging topics.

Provide extra revision sessions, concept maps, visual aids (charts, flow-diagrams) specifically for drug classes that many students flagged as difficult (e.g., antiarrhythmics, heart-failure drugs, coagulation).

3. Increase clinical case integration.

Since many requested more clinical examples/cases, incorporate more patient-scenario case studies into lectures or practical's, linking pharmacologic mechanisms to actual disease management.

4. Adjust pacing and explanation depth .

For students finding the pace fast or the content heavy, consider a short “recap & check-in” at mid lecture, more formative quizzes, and simpler foundational explanation before advanced mechanisms.

5. Utilize varied learning materials.

Continue using online resources, but maybe compile curated playlists of videos and highlight “best” external resources; create guided worksheets for peer-group discussions.

6. Gather feedback periodically.

Since the survey reveals mostly positive sentiment but also some weaknesses, hold short mid-term surveys to monitor if changes are helping.

SUMMARY

- Overall, the feedback is strongly positive, with many students enthusiastic about the subject and the teaching methods.
- The main areas to further strengthen are ensuring consistent high interactivity, reinforcing challenging drug topics, and integrating more clinical relevance and varied pedagogical techniques.
- With targeted adjustments, the student learning experience can likely improve further.





THANK YOU