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**Perception about teaching and learning methodologies applied in Physiology, a study on medical students of Pakistan****Qudsia Umaira Khan**

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The study of physiology is an essential part of the medical school curriculum. Medical teachers have identified the preference for a specific mode of content delivery to communicate knowledge to students in a rational, strategic, coherent, and sequential manner. In comparison to the focus on systems-based didactic lectures, more emphasis is now put on the developing critical thinking skills. Physiology is widely acknowledged as a difficult subject for medical students to grasp, incorporate, and apply in clinical sciences. Physiology is taught using a variety of teaching and learning methods, including formal interactive sessions (SIS), interactive lectures (IL), problem-based learning (PBL), and case-based lectures (CBL) Teachers are better able to keep students interested and inspired in the classroom when lectures are well planned. Physiology is interesting and preferred subject. The primary goal of medical education should be a holistic approach that improves medical professionals' problem-solving abilities through analytical and rational thought.

**Aim & Objectives:** Until now, no research in Pakistan has evaluated whether current teaching, learning, and assessment methods are effective enough to impart information for effective learning. The aim of this study is to learn about students' perceptions of teaching, learning, and assessment approaches used in the physiology.

**Method:** A quantitative cross-sectional survey was conducted online on 533 medical students from first to final year and also post graduate students. After the approval of Ethical review committee, a questionnaire to determine the various aspects of Physiology as a subject being taught. The survey was conducted online via "Google forms". Participants answered anonymously with informed consent, and the survey was conducted for a period of two months. Data was analyzed using SPSS version 23.

**Results:** A total number of 533 students participated in this research and responding to Physiology learning and teaching. When students were asked about that which subject is most interesting in first Year MBBS; majority of the students that is 46.2% of the responses claimed that Physiology is the most interesting subject. 33.6% students were from 1st Year. 9.2% students were Postgraduates. 63.4% of the students preferred studying physiology from Guyton and Hall as reference book for Physiology. Majority of students that is 25.5% of the students found Blood Physiology to be the most interesting. Whereas 19.8% found Heart or Cardio Vascular System Physiology as the most interesting subject. 15.6% found cell and nerve muscle as an interesting topic in Physiology. 9.6% found Endocrinology and reproduction physiology as interesting as compared to 7.7% who found central Nervous system Physiology interesting. 43.9% of the students responded that they prefer face to face interactive lectures. 23.3% of the students preferred small group discussion. 10.9% students preferred learning by tutorials. Interestingly, 20.4% of the participants replied that they would definitely pursue physiology as their career.

**Conclusion:** Physiology is the most interesting subject preferred by majority of students. Students enjoy face to face interactive classes Guyton is the most preferred book. Students do wish to pursue Physiology as their future specialization field.

**Biography**

Qudsia Umaira Khan currently working as an Associate Professor of Physiology, CMH Lahore Medical College & IOD wins Competition at the United Kingdom Physiological Conference 2021. Meher Ayyazuddin and Qudsia Umaira Khan and Institute of Dentistry, Abdur Rehman Road, Lahore Cantt, Pakistan.