

**“USE OF INFORMATION RESOURCES IN
AYURVEDA WITH SPECIAL REFERENCE
TO MEDICINE AND SAMHITA”**

**A THESIS SUBMITTED TO
TILAK MAHARASHTRA VIDYAPEETH, PUNE**

FOR THE DEGREE OF
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PUNE

AUGUST 2019

DECLARATION

I hereby declare that the thesis entitled “**USE OF INFORMATION RESOURCES IN AYURVEDA WITH SPECIAL REFERENCE TO MEDICINE AND SAMHITA**” is completed and written by me has not previously formed the basis for the award of any Degree or other similar title upon me of this or any other University or examining body.

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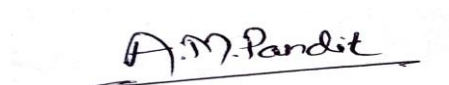
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CERTIFICATE

This is to certify that the thesis entitled “**USE OF INFORMATION RESOURCES IN AYURVEDA WITH SPECIAL REFERENCE TO MEDICINE AND SAMHITA**” which is being submitted herewith for the award of the Degree of Vidyavachaspati (Ph.D.) in Department of Library and Information Science of Tilak Maharashtra Vidyapeeth, Pune is the result of original research work completed by **SWATI ASHOKRAO JAGTAP**, under my supervision and guidance. To the best of my knowledge and belief the work incorporated in this has not formed the basis for the award of any Degree or similar title of this or any other University or examining body upon her.

A handwritten signature in black ink that reads "A.M. Pandit". The signature is written in a cursive style and is underlined with a single horizontal line.

DR. AJAY M. PANDIT
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Place: Pune

Date: 26.02.2019

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ABSTRACT

The traditional concept of libraries which was completely based on print media is changing towards digital electronic form with the help of Information Technology. Libraries are now developed according to the need of users; its utility is beyond limits. In this time institutions of scientific and professional training have multiplied manifold to keep pace with the explosion taking place in the sphere of knowledge.

Rational function of modern life has become impossible without library. It is very important to observe and study the user's ability and their thinking for searching knowledge and information. As well as to study the user's approach towards library and its services. To assess the changing attitudes of users in using library and getting information from other reference sources.

The reference service is the "The supreme and ultimate function of the library." This is in fact the hub of all library activities. All other activities book selection, acquisition, accessioning, classification, cataloguing is only meaning to this end. These activities reference service possible and more effect. In modern age books are classified. According to their content and subjects. Open access system helps and classification helps in easy location and availability of documents. Reference service plays key role in information and technology sector, in all information resource journals and reference books are main sources in print media, and in non-print media Example: books, journals and old reference books as well, e books, e journals, e database are major sources

E-resources have provided excellent opportunities to access scholarly information, which were previously beyond the reach of libraries due to geographical constraints. E-resource can be accessed through Internet-resources possess many added features for the facilitation of libraries and its users. Studies were undertaken to determine the level of use of this type of resource, how users feel about various issues surrounding electronic resources and whether attitudes change dependent upon subject studied to determine level of use of various electronic information resources had control or improved their academic career, if they perceived themselves capable of using the resources, would the standard of their work suffer without use of these resources and the various methods employed to acquire the skills necessary to use the

sources. The users of academic libraries require most of variety of information electronic information is become an integral part of library, so it is the responsibility of the librarian to keep pace with technological developments and cope with the user's demand. Electronic resources are found more helpful for easy access and saves time for users. As a result, E-resources of a library play a vital role in distribution of information resources in a library E-resources provides excellent opportunities to access scholarly information, which were previously beyond the reach of libraries due to geographical constraints. E-resource possess many added features for the facilitation of libraries and its users. 'The new age information professional must be equipped with tools necessary to manage information resource on the internet E-resources and information are very essential for users as well as for libraries .E – resources are quick to access save time and keep up dated to current information .E-information plays pivotal role in enhance the research and development .The present study focuses on the faculty and student's perspectives about e-resource which they prefer to access the use and work requirement .The present study was intended to established inclination of Ayurvedic doctors towards print and e- resources. It is also meaning of improving the slow turn over the traditional publishing towards electronic publications relatively e-journals, e-database and online information provide effective access to information. An analysis of ayurvedic Samhitas indicate the importance of the different aspects of Ayurveda, how they were evolved and documented from time to time in the form of texts or compendia. For instance, the Charaka Samhita an authentic source of internal medicine emphasizes on philosophy of life and line of treatment for different diseases. Susruta Samhita added a complete systematic approach to surgery and diseases of eyes, ear, throat nose, head and dentistry. Madhava Nidana, authored by Madhavacharya is a work on diagnosis of the diseases. Bhava prakasa written by Bhava Misra gives additional emphasizes on medicinal plants and diet. Sarngadhara Samhita focused on pharmaceuticals and Ayurveda was enriched with addition of more formulations and dosage forms subsequently these Samhita's were commented, updated and systematically written by many authors from time to time in form of text from the commentaries on the Samhitas by scholars it si clear that while the theoretical framework of Ayurveda remained more or less the same, the knowledge about drugs and techniques of therapy got expanded. The old concepts and descriptions were reviewed and updated in light of contemporary understanding by the commentators in their commentaries thus reviewing Ayurveda

into an applied form. Present form of Ayurveda is outcome of continual scientific inputs that has gone into the evolution of its principles, theories and practices.

The present study, use of information resources with special reference to medicine and Samhita reveals that all objectives of study are met satisfactorily. The study reveals that Most of PG students of Ayurveda are aware of e-resources, they access e-resource and use them frequently. The study presents that there is less amount of e-resource as compare to print resource. As well as use of e-resource is less than print resource. More than 50% PG students are satisfied by use of e-journal and e- book and e-database facility. The study also shows that most of students read full text article on screen that is most perfect format. Majority of students faces difficulties like restricted facilities, lack of knowledge of searching data, poor availability and poor connectivity, lack of relevant information, while accessing and searching e-resource and also in finding information with print resource. The study indicates that there is need of e-database in Ayurveda.

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CHAPTER I

INTRODUCTION

1.1 INTRODUCTION TO STUDY:

In a globalisation era, information technology has made immense impact on the data availability and made e-resources reach to everyone with technological innovations which influences the global connectivity. To provide fast and precious access to resources by using the best service and techniques is the ultimate goal of every library. Technology is a unique key which gives new ideas in various aspects of social, cultural, and political fields. With the technological improvements, internet becomes a quite pertinent device which can analyse these changes and inform people about these changes. By adopting the changes in required factors library can survive with the effect of globalization and competition. Acquiring resources quick way and collect them under many different points of view with the perspective of similarity and alternatives is a must in two days education. Though internet has some benefits it has a few shortcomings by composing alienation, addition and deviance issues. On the other hand, it effects the cycle of education of students by providing alternatives in learning pattern and learning in a creative way. Gaining advantage is extensive option for everyone; internet is a view of changing life in order to move a further step in life. Developments in technology opens wide range of alternative choice to benefit people in their lives.

‘Systematic, controlled empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena is research.’
Kerlinger (1973)

‘The traditional concept of libraries which was completely based on print media is changing towards digital electronic form with the help of Information Technology.’ Prasad (2006) Libraries are now developed according to the need of users; its utility is beyond limits. In the sphere of knowledge, the institutions of scientific and professional training have multiplied manifold which keep pace with the explosion.

‘Moreover, the concept of information is closely related to notions of constraint, communication, control, data form, instruction, knowledge, meaning,

mental stimulus, pattern, precipitation, representation and especially entropy'. Prajapati (2013)

Rational function of modern life has become unthinkable without library. It is very important to observe and study the user's ability and their thinking for searching knowledge and information. As well as to study the user's approach towards library and its services. With the changing attitudes of user's assessment of users in using library and getting information from other source of references becomes necessary.

1.2 INTRODUCTION TO LIBRARY RESOURCES, PRINT AND E-RESOURCES:

In modern times there is a tremendous growth in library collection and development there is a lot of change in view of collection and development of library. Libraries are developed by likes and dislikes of users. 'It necessitates to develop the new environment in any library where users need and demand for new knowledge could be provided.' Nandi (2011)

'Over the past twenty years and especially over last five to ten years libraries have fundamentally changed how they provide access to content for their users. the first shift occurred when libraries moved from print to online provision of journal content'. Day (2015)

Libraries have a special responsibility to collect and disseminate reading material, useful for study and research. This suggests that the library should have a well-defined policy and procedure of acquisition, collection and development of reading and study material, means resources. For collection and development of print books and not print book material libraries have to adopt acquisition policy. It is necessary to know about print and non-print resources, its acquisition and its use by users and management of library collection. Study mentioned the process of collection and development of resources with reference to Ayurveda and its special branches of Medicine and Samhita.

1.3 REQUIREMENTS OF USERS IN THE LIBRARY:

Need of any user is depend upon the nature of user's attitude and purpose of study. It is also depend upon collection of information resources in libraries or information centres. The collection of academic libraries should build according to their users

need and basic users of academic libraries are students, faculty members and scholars. In this computerised era knowledge shifts from generation to generation, change in information changes requirements of users. E- resources are most likely pattern used by users. The change in environment of resources from print to electronic form is noticeable. Library have to accept this change in educational environment and should changes its acquisition policies. Library should arrange its budget according to requirement of users need. Users need is depending upon their syllabus, and advance search for the use of their currier needs. Journals, e-books, patents, research papers, thesis are basic need of users. Library should arrange economic feathers according to these needs and develop their collection.

1.4 IMPORTANCE OF LIBRARY COLLECTION:

‘Libraries have a special responsibility to collect and disseminate reading material appropriate for study and research. This implies that the library should have a well-defined policy and procedure of acquisition, collection and development of reading and study material, means resources. ‘Sodhi (2006) For collection and development of print books and not print book material or media libraries have to adopt acquisition policy. First of all, we have to understand the types of print and non-print material which is use full in collecting and developing libraries. ‘Collection and development indicate the selection and acquisition of library materials of developing the holding of library within framework of development policy’ Mahapatra (1999). When we study about any user research, it is necessary to know about print and non-print resources, its acquisition and its use by users and management of library collection.’ Collection, development is considered as one of primary task for any library and information centre. It is a dynamic and continuous activity.” Sharma (2013). Study mentioned the process of collection acquisition and development of information resources in Ayurvedic branch of medicine.

1.5 TYPES OF PRINT RESOURCES:-

1) Text books: - The courses of studies and the books prescribed and recommended in various disciplines are generally the guidelines to indicate what books are considered text book on the subject. Text books are required in multiple copies for collection.

2) Reference books/collection: - ‘These are basic sources of information. Important outlines of specific subject and standard treatises which are not studied as course book are included in reference collection.’ Sharma (2004) Reference books are Encyclopaedia, dictionary, bibliography, biography, index abstracts, atlas, statistical compilations, book catalogues, translation lists, handbooks, manuals and audio-visual source.

3) Rare book collection: -Collection and preservation of the important human records and cultural documents in print and non-print forms are the responsibility which the library should carry. Such document represents national heritage, such as foreign books, government publication, manuscript and archives and some non-book material like government reports, statistical and pamphlets, etc.

4) Serials: -It is a publication which is intended to be continued indefinitely. The issue bears consecutive numbering. It is published at a regular or irregular interval. Periodicals and continuations both come under this definition. The continuation includes annuals, yearbooks, reports, memories, proceedings, transactions, college and university catalogues and similar publications. Many government publications are issued as serials.

‘A sound acquisition policy for serials is to systematically link the materials with the course of work and research policy of the institution. Library should provide a centralized control and effective service for users and researchers. Singh (2005)

5) Government Publications: The documents issued by the various governments, central, state, local and foreign- contain useful material and they are important sources of information. Variety of social, scientific and technological problems. A carefully planned program should be drawn to acquire and organize these documents as source of information.

6) Newspapers: Newspaper are considered to be the primary source of information the newspapers are used for research work in the area of social studies. The acquisition program should run quite purposefully.

7) Special materials: These are thesis and dissertation, manuscripts and archive. These all need a special reference of information. A large number of thesis and dissertation are provided every year in different areas of knowledge. The university library is the prime collector of such various types of thesis. It is also main source of information.

8) Manuscripts and archives: These are primary sources of materials needed for basic studies and research. Acquisition of the archives is a special task of the libraries. It is costly operation to preserve manuscripts and archival material

9) Microfilm, Micro prints and micro cards: As time passes, the micro production has come to be standard material for the research. Its preservation is costly should require a careful planning for acquisition. For use of e- resource library should adopt modern technique and provide related facilities. Application of computers certainly has improved, as result libraries have automated housekeeping operations, catalogue and user services through various modes like e mail, FTP, telnet, internet access etc.

1.6 ACQUISITION POLICY OF PRINT RESOURCES:

We should adopt fine acquisition policy for collection of books, reference books and e-resources as per need of users. Acquisition process for library books acquisition may be defined as, all activities of library involved in the purchasing hiring and earning legal access to information sources. This involves the traditional process of ordering, receiving and paying for information materials, which are to be added to the library's collection. All these functions of library also include following steps:

1. To verify the desired material that is actually exist.
2. To verify that the correct material has been received.
3. To verify that the funds are used to pay for materials are appropriate.
4. To verify that the material is in good condition.

After acquisition process many other processes has done for collection of libraries that are stamping, dating, accessioning and cataloguing all purchased library materials and keep them serially.

'Library plays an important role in academic institutions in twentieth century rapid development of Information technology has revolutionized each and every field and library and information centres are one them. Acquiring information by traditional means is gradually replaced by accessing information online. The collection of modern libraries are changes and accepts electronic resources due to its time saving, cost saving, multi access, nature.' Bhattacharjee Nilratan (2011). Print resources are commonly used by users regularly. Print resources are necessary thing in daily routine, so collection of print resource in academic libraries is careful job. Now a days only print media and print resources are not sufficient to get information

but electronic resources play significant role in knowledge system, so it is necessary that one can also know about electronic media and e-resources. Library should update its resources by all means.

1.7 E- RESOURCE AND ITS IMPORTANCE:

Today most of the academicians has become internet dependant; electronic resources are some of the most intrinsic aspects of a digital library. 'In Information technology, internet is useful for efficient retrieval and meeting information needs E-resources are encoded and made accessible through computer online or in physical format.' Rao (2013) Specially, the internet has deeply changed the mode of publishing newspaper, magazines and periodicals, they all now available in digital form. such as e-books, e-journals, online database etc. The huge contribution of information, communication technology and the profound impact of internet made information processing, searching, storing and disseminating, easy and user friendly.

The users of academic libraries require most of variety of information electronic information is become an integral part of library, so it is the responsibility of the librarian to keep pace with technological developments and cope with the user's demand. Electronic resources are found more useful in easy access and saves time of users. As a result, e-resources of a library play a important role in distribution of information resources in a library. Wherever information is beyond the reach of libraries due to geographical constraints, there e-resources provides excellent opportunities to access scholarly information. E-resource possess many added features for the facilitation of libraries and its users. 'The new age information professional must be equipped with tools necessary to manage information resource on the internet 'Eapen (2005) The study was undertaken to find out the level of use of e- resource and print resource by postgraduate medical students and faculty as well they hindered or improve their academic career. Students acquire various skill sets and capabilities when they are learning. Technology makes people to get wide range of knowledge and make opportunities to access scholarly knowledge, beyond the reach of libraries and information canters. In this competitive environment time is main factor beyond the technology to develop active searching about information where stable knowledge requires to move ahead in one's life among others. Therefore, there is a need to search perspective of student to words internet and related technology. Internet is a main

platform to create new cultures among society which develop effective learning process.

Importance of E-Resource: - 'E-resource is an electronic form of information that delivers a collection of data, that may be in a text referring to full text data base' Jeevan (2011). E-books, e-journals, e-graphs, other multimedia products and numerical data is included under e-resources. These may be delivered to the users via the Internet. These may deliver on CD-ROM. In the past few years a number of techniques and relative standards have been developed that allow documents to be created and spread in electronic form. Therefore to cope up the present situation libraries are shifting towards new media to fulfil demands of users in the new era. The electronic form of resource forms a vast impact on collection and development of universities and college libraries. 'E-resources are more useful due to intrinsic capabilities for manipulation and searching, providing information is cheaper to acquiring information resource saving in storage and maintenance of information provide to students or users through computing networks from inside the libraries.' Shimet (2001) Use of e-resource is defined as searching, browsing, examining and visiting an e-resource by user satisfaction getting desired results. Extent use of e-resource is more satisfactory and is referred to more user friendly. In this way e-resource appears as a main component of information and plays an essential role in distribution of information. In this era of information explosion libraries will need to curate and preserve the developing convolution of digital content and build value added services add complexities which make users nostalgic for the simplicity of print, whose necessity should be realised .

E-resource is a valuable research tool which helps us in learning and teaching system, which are much important as traditional print resources. Library is changing its concept from only store of book collection to a service station. the library collection will depend upon user's needs, now they are service providers, in this changing era most of the library collection will be in an electronic form and new technology helps in this collection that is computer and internet. The internet provides vast collection of databases from which user have to select important one. the inability to search user's important information from this vast collection of data base libraries provides service facilities in selection of information, in that sense collection of e-resource plays vital role.' Electronic resource provides access to current information as they are often updated frequently. 'Ghosh (1974) Through various

tools and search techniques library can provide various forms of e- information. Search engines, portals web sites provide many more e- information, through which one can find out his needs.

1.8 TYPES OF E-RESOURCES:

1) E – journals: Majority of E-journals are available on internet. Some publishers provide free access to on line journals published by them against print subscription. The advent of electronic full text journals gives a new approach to users. In Ayurveda there are three major journals published by ministry of AYUSH, Journal of research in Ayurveda & Siddha, Journal of Indian Medical heritage, Journal of Drug research in Ayurveda

2) Online data base: -Many more E-database are available in the form of bibliography as well as in full text sources. The most effective way to provide e-resource or e- information in university and academic libraries which can be accessed through internet. Online data bases are a collection of electronic information by publishers from various fields. Some data base provides free of charge to educational libraries and some are to pay charge for subscription' Agrawal Sandhya (2012). Now a day's 37700 e-resources are available in Ayurveda.

3) E-books: - A number of e-books are available in various subject area online which can be accessed through internet either free or on payment. Among all these ,many e-books are available for browsing online or in some cases titles are downloaded from internet. In Ayurveda 245 e-books are available including E-Chakra Samhita. E-Shushrut Samhita, E-Madhav Nidanam and E- Nighantus

4) Abstracting and indexing databases: - there are more availability of abstracting and indexing data bases depending upon need of users. Beside these , a library has to choose the required data from a large number. Such databases available in the market. Some examples are as follows ,1] Dialog, 2] CAS- Cambridge scientific abstract.,3] OCLC first search. In Ayurveda 22000 e-reprints and abstracts are available.

5) E-mail and list servers: Many more list servers as discussion lists that allow taking place on a variety of topics on e-mails. Now a days E-mails are not only used for transmission of message but also used for discussion of new ideas and features.

6) E – reports: Research scholars and scientists are now a days consider as an important e- resources of a library as they provide reports, published articles and e-

reports. These reports are scanned and converted into PDF form as a document. Such documents are collected and classified according to subject matter.

7) E- content Pages: The digitalized content pages of books conference proceedings, journals. These pages assist users to browse content pages to library documents beside of excessive physical browsing. To represent e- content many file formats are available, in the form of PDF, GIF, JPEG and so on. E-Portal is available in Ayurveda.

8) E – clippings: The main function of E- clippings is to retrieve the news clips by simple clicks. It helps for retrospective analysis of news items. The news items are archived on server and user can view it on specific date and time. There are many complications and library should plan a collection policy for systematic management. E- resources management and access are major issues in library so it should ensure that e-resources are user friendly. The urgency with which information is needed and sought by the users, the success or failure in seeking information is not dealt with pattern of information. Kamble (2011) In the process of acquisition more elements are involved beside librarian and users such as vendor organization purchase department, licensor book - dealer and others so it is more important activity. After the acquisition process all process of collecting and developing library is the activity which is done by library only.

1.9 COLLECTION AND DEVELOPMENT OF E-RESOURCES:

With growing terms on use of technology, libraries have undergone majority of structural change in terms of their collection development and services. The traditional concept of library is becoming change in ideas day by day. With introducing e- resources the revolution takes place in library era. The concept of hybrid library takes place and it became easier for management to provide users' need. Typical textual features are most crucial stage of document analysis. Swain (2011) The advanced computing system and networking revolution have brought remarkable change in society. CD – rom is an electronic format of storing information. Now days all print material such as text book and reference book are with CDS. Compact disks so it is easy to verify and collect the information but for e- resources like e – periodicals and from internet information. It is important to see types of e- resources and adopt a policy for collection of e- resource. To make an e-library collection one has to be sure that the library and information centre have same kind of evaluated,

selected and organized access to the web -based information resources.’ Layton. (2014). Collection and development of library is depend upon needs of library users and it depend upon their basic need of search of study.

1.10 MANAGEMENT OF COLLECTION, DEVELOPMENT OF RESOURCES:

With the increasing availability of electronic document, libraries and information service are being transformed ‘The library and information professions must feel that they are standing on shifting silicon as the technology continues to develop at a relentless pace. ‘Krishnan (2001). It is difficult task to manage the collection of both print and non-print media. In the last few years due to rapid development in this area no current work on collection management covers it adequately.

There are many terms in the management of collection and development of resources such as acquisition, collection, selection process, budget management and preservation and weeding out the unused collection of libraries. All this process is managed by librarian and its staff. ‘Getting preliminary recommendation from teachers, research, students and other members of the user community about any specific e-resource ‘Jeevan (2011) After acquisition process it is necessary to see, that I)lost or worn materials are replaced, II) No longer used or needed material in the collection were weed out properly and III) making of networking with other libraries or within library consortia were co-operative decision .

From the library catalogue electronic resources are recorded in same direction as print stock with a direct link to the resource. All registered members have access to licensed electronic resource which is available, through a system.

Library System follows :

I) Assessment 2) Replacing Material 3) Preservation and security, Disposal or Transfer of material.

Assessment: Total collections of libraries are assessed regularly for development, promotion and disposal. Disposal process of a collection of any part will occur after consultation with faculty.

Replacing material: Attempt to replacement of books missing from collection of library undergoes unless or until the missing item meets the criteria for withdrawal. Where an item is lost, the full economic value of replacement will be charged

Preservation and security: In case of electronic document library adopt preservation and conservation standards for all collection of documents, within digital preservation guideline the work of library has done. Library security includes active security process, including passwords to protect electronic document.

Disposal or transfer of material: Disposal of material means the removal of physical item from the library by discard, recycling, sale or donation. In case of transfer unused collection should refer from one location to another side store. In this way management of collection should be done. As researcher is presenting use of ayurvedic resources in this study it is necessary to know about Ayurvedic resources.

‘The library users’ attitude to information is gradually shifting from the printed document to e-resource.’ Swain and Panda (2009) E-resources plays important role in collection and development. ‘Electronic resources are invaluable research tools that complement the printed ones that are based in the traditional library.’ Dadzie (2005)

1.11 ADVANTAGES AND DISADVANTAGES OF E-RESOURCES:

Following are major advantages of e-resources: -

1. Speed – The speed of e-resource is much faster than print resource and it also reduce time gap between resource centre and user so communication get faster.
2. saving space – E-resources are saved in short space., like internet CD, ROM, pen drive, hard disc, etc. E- resource saved space of shelve. Due to e- resource missing of pages and coping of pages can be avoid.
3. Multiple access: Main advantage of e- resource is that at a time it can be used by many users. It can present and use in presence of many persons.
4. Distribution – E- resource can distributed by many sights by hyperlink, the ability to access from different sights and ability to use it is always beneficial.
5. Archiving: - Using print medium papers can used to restore information many more papers were used through this method and it was time spending factor, but due to electronic form – documentation can easily store, images can simultaneously use and statistical data can be added simultaneously.
6. Printing and Downloading; - Electronic media provide printing and downloading facility to users. Due to this one can easily search and find out useful information.

7. Interactive: - Due to electronic media e-resource can rapidly distributed, one can read and access the information quickly, one can download it and get print of it rapidly. Through e- mail one can send information within a minute.

Disadvantages of E-resource: -

1. Difficulty in search: - It is not easy to find out useful information through available data base and many sights. Much more information has to search, so time may get wasted Many unused information can be read, downloaded.

2. Difficult to read: - Print resource can easily read and easy to handle, but e-resource have to read on screen only and it is not portable.

3. Authenticity; - It is difficult to ascertain authenticity of e-resource, it is easy to copy of text and image in digital form as it is very easy to manipulate and temper with data in digital from.

4. Technical problem: - Availability of internet, lights, and opening of sights are some of problems faced by users, storing of digital information and software used for manipulation may create problem. 'Handling of e-resource is not so easy computer and screen have available for this. Maintenance of electronic media is costly than print media. 'Sharma (2004).

1.12 NEED OF STUDY:

“The aim of a library is to educate the illiterate and dispel their ignorance. Education in the absence of library is like a body without a soul” Das (2013)

Print resources as well as e- resources and information are very essential for users as well as for libraries .E–resources are quick to access save time and keep up dated to current information .E-information plays pivotal role in enhance the research and development .The present study focuses on the faculty and student’s perspectives about e-resource which they prefer to access the use and work requirement .The present study was intended to established inclination of ayurvedic doctors towards print and e- resources. It is the meaning of improving the slow turn from the traditional publishing method towards electronic publications relatively e-journals, e-database and online information provide effective access to information. The nature of study depends upon use and user study.

Use Study: Use study is study or examination of collection of libraries if it is useful for its users. In this study one can assess the collection and development of library,

collection of resources, frequency of use of resources, services given by libraries, and relationship between use and users attitude.

User study: User study is study about nature of users in collecting information by requirement of needs. The purpose of study to observe and find pattern of users and their awareness towards information and library services to fulfil their needs. The study attempts frequency of using library by users and services and facilities provided by library.

1.13. SIGNIFICANCE OF STUDY:

In these recent few years Indian education environment has changed its view, it develops ICT based culture. From traditional print resource to ICT based culture it is not so easy but it is vast journey. Indian education moves towards a knowledge – based economy. Emerging ICT in the education system have changed traditional libraries into knowledge-based centres so role of librarian has changed as a consultant. The concept of research develops in to scientific investigations. Creation of ICT based environment is the new task of this community. The aim of study to detect the use of e-resource as well as availability, awareness and utilisation of e-resource with Ayurvedic colleges and department of Medicine and Samhita.

1.14. CAUSE OF STUDY:

Cause of selecting topic for research:

1. With the aids of Information resource concept of collecting and searching information of Ayurvedic medicine can be understand.
2. The mode of collecting and searching the information of student and teachers can be examined.
3. Particular Data can be collected and evaluated. Bibliography of information resource can be made which will help in next study.
4. This collection of data can be useful in building of further consortia of Ayurveda's resources.

1.15. AIM OF RESEARCH:

Technology teaches how to adopt learning policy, as well as it introduces us to know and follow the problem with the help of new facilities that is internet. Indian education system is majorly based on traditional print resource and now have to

channelize it for e-media, e-resource. 'The base of Indian medicinal system is Ayurveda and this branch of medicine was maintained by print medium in the form of 'shlokas' which were wrote on tree leaves, called *patri*, and writings on stones called *shilalekhas*.' Yadav (2013) Technology provides support for new dimensions under teaching concept. There is a main and basic role of computers is to connect with society and school by mode of internet. This study aims to know the present situation of Ayurveda faculty and attitude towards print and e- technology and suggest positive features of electronic technology, e-resources.

1.16. STATEMENT OF PROBLEM:

Ayurveda is one of renowned and oldest branch of medical. Ayurveda is one of the greatest gifts to mankind by sages of ancient India. This branch of medicine is based on traditional concept of preserving knowledge such as, writings on leaves called *bhurgepatra*, writings on stones called *shilalekhas*, and print media. These traditional concepts have to change by using technology. Now a days while spared of information is in massive amount one should be use this information for the research, study and daily use. Use of information in Ayurvedic branch by their scholars, students, doctors and faculty is main concept of this study. Some major factors have to consider under this study they are,

- 1) Availability of both print and e-resources resources
- 2) Difficulties in collection and management of resources
- 3) Use of resources by users.

This study aims to isolate and analyse the utilization of information resources by the faculty and Post graduate student of Ayurveda with special reference to Kaychikitsa (Medicine) and Ayurved Samhita of Ayurveda colleges in Maharashtra. This study considers the respondent's satisfaction in utilization of e-resource in their teaching and learning process and difficulties faced by the respondents. **'USE OF INFORMATION RESOURCE IN AYURVEDA WITH SPECIAL REFERANCE TO MEDICINE AND SAMHITA'**

1.17. OBJECTIVES OF STUDY:

1. To Isolate and find out Use of information resources in Ayurveda with special reference to Medicine and Samhita.
2. To find the user's preference and overall satisfaction on the e-resource.

3. To Isolate and prepare a compilation of information resources commonly used by Post Graduate students of Ayurvedic colleges.
4. To find Out Most suitable information resource for study.
5. To study use of print resource used by faculty and students with special reference to medicine and Samhita of Ayurvedic colleges in Maharashtra.
6. To mention and find out the problems faced by the users using e-resources.

1.18. LITERATURE SEARCH:

Literature search is necessary process related to the problems which was supplemented for present study, this helped to get acquainted with the problem proposed in study. In this process two type of literature were reviewed; that are one is, literature concerning the theories and concepts, means conceptual literature and the other is, literature consisting of studies carried out earlier, which is similar to the present proposed study that is empirical literature. This study includes primary data such as PHD thesis, journals, review of articles unpublished documents; conference proceedings etc, and books as well internet-based references were taped.

1.19. RESRARCH DESAIGN / METHODOLOGY:

‘The quality of research project depends among other things, upon the suitability of method selected for it. methodology.’ Krishnaswami (1993) The term methodology means ‘The techniques and frames of reference by which researchers’ approach and carry out an enquiry ’Bush & Harter (1980). There are many methods of research design, but descriptive method is competitively suitable for study as this method of information can directly focus on a theoretical point which is useful in verifying all concepts of study. Resources of Ayurveda are all in derivative manner. All old type of collections is in written form.

“Descriptive study is a fact-finding investigation with adequate interpretation. It is the simplest type of research. It is designed to gather descriptive information and provides information for formulating more sophisticated study. Krishnaswami (1993).

Usefulness of descriptive method:

“Descriptive information can highlight important methodological aspects of data collection and interpretation. The collection of factual data increases our awareness of the relative accuracy of measuring device. This type of study is valuable

in providing facts needed for planning social action programmes.’’ Krishnaswami (1993).

A research design is a plan according to which, observations are to be made empirical and logical basis for getting conclusion the present study is designed to be **descriptive** type. It helps in studying all type of problems faced by users while searching their needs of information.

1.20 SURVEY TECHNIQUE:

‘Survey is a fact finding study.it is method of research involving collection of data directly from a population or a sample there of a particular time.’ Krishnaswami (1993)

The present study uses survey technic for getting information. The survey will go through many means like observations and questionnaire will be distributed to samples. The study sampling plan was based upon the random sample method. With the Use of descriptive method philosophy, scope, coverage and brief history of Ayurveda can be presented. The observations and questionnaire were distributed in selected colleges of Ayurveda conducting post graduate courses with special reference to Kaychikitsa (Medicine) and Ayurved Samhita subject in Ayurvedic colleges of Maharashtra. This study attempts to examine use of print and e-resource with reference through following Ayurveda colleges with post graduate courses of Medicine and Samhita. (Name of colleges are attached in table number one in appendix B.)

The colleges are taken under study. It gives an analytical direction to the study and the design or format of the study is partly exploratory and partly analytical.

1.21. HYPOTHESIS:

Following hypothesis are based on conceptual content of objectives:

Hypothesis I. Print resources in Ayurveda are abundantly available few e-resources are upcoming and there is need to develop e-resource.

Hypothesis II. Though few resources are available, new generation is aware to e-resource, but there is significant inclination of respondent to use print resource, there is need of database and consortia in this area.

Hypothesis III. Most of PG students and teachers of Ayurveda access and use e-resource as well as print resource in their institutional library, and they are satisfied by library service.

1.23. SAMPLING PLAN / SCOPE:

‘Population is target group to be studied, A part of the population is known as a sample. The chief aim of sampling is to make an inference about an unknown parameter from a measurable sample statistic and second is to test a hypothesis.’
Krishnaswami (1993)

The population is homogeneous group with reference to P.G. ayurvedic students and faculty. Sampling method is simple random sampling.

.The Ministry of AYUSH formed on 9th Nov.2014 to ensure the optimal development and propagation of AYUSH (Ayurveda, Yoga, Naturopathy, Unani, Siddha, and Homoeopathy.) Reference list of colleges declassified by AYUSH there are 246 Ayurvedic colleges formed in India and affiliated by CCIM (Central Council of Indian Medicine.) Out of these 246 colleges there are 62 colleges are affiliated by CCIM in Maharashtra, and out of these sixty-two (62) colleges, twenty-eight (28) Ayurvedic colleges sanctioned post Graduate courses in Kaychikitsa (Medicine) and Ayurved Samhita by CCIM. There are 134 seats allotted to Subject Kaychikitsa (Medicine) and 50 seats allotted to subject Ayurved Samhita. Each department allotted at least five teachers for teaching of subject. The population of study is 28 Ayurveda colleges conducting P. G. courses and P.G. students of these college are sample of the study. In spite of dedicated efforts of researcher due to administrative issue only 14 Ayurvedic colleges responded to survey, which are sample of study. The population of user is 324 which consist of student and faculty together, out of these 120 post graduate students and 60 faculty responded to the survey there are total One Eighty (180) that means 55.55% respondents gave response to the study.

1.24. RESEARCH MEDIUM:

The nature of present research is descriptive. This study use questionnaire as a medium for getting information and collecting data. In this study two type of questionnaire were used for data collection. One type of questionnaire is used for librarian to collect data of print and e-resources, and second is for presenting use of resources by faculty and post graduate students of Ayurveda.

1.25. TOOLS USED FOR DATA COLLECTION:

There are some methods of used for collecting data that are, observations, mailed questionnaire, interview, rating scale, check list, opinionnaire, data sheet, schedule for institution etc. Tool used for collecting data is questionnaire 'The mail survey is one type of method of collecting data which involves sending questionnaires to respondents with request to complete them and return them by post.' Krishnaswami (1993) Researcher should prepare simple type of questionnaire with multiple- choice questions which can easily solved by respondents. There are some advantages and disadvantages of tools used for data collection .

Advantages:

- 1) Sending questionnaire to collect data is less costly than personal interviews.
- 2) They can cover extensive geographical area.
- 3) Respondent can complete the questionnaire at their convenience.
- 4) Personal contact between investigator and respondent is avoided.
- 5) This type of collecting data gives more accuracy.

Disadvantages:

- 1) The scope for collecting data by this method is limited.
- 2)The response rate of collecting data by questionnaire method is low.
- 3) Respondents may not co-operate if the mail questionnaire is long or complex.
- 4) Several returned questionnaires may contain unanswered questions and incomplete response. Hence resulting sample may not be repetitive one
- 5) It may take long time to get response from respondents and information of personal characteristics of respondent may not secured

1.26. DATA COLLECTION:

From the total Twenty-Eight (28) colleges affiliated to subject Kaychikitsa and Ayurved Samhita, there are 134 Seats are available for Kaychikitsa (Medicine)and50seats are available for Subject Ayurved Samhita.Total 184 PG students are basic samples for study but only 93 Student's inKaychikitsa (Medicine) subject and 27 students in Samhita subject responded to study. Each department was sanctioned at least five teachers for teaching, means 140 teachers are basic samples for study. But total 120students and 60 faculty members gives response to questionnaire. That means Out of total 384 population (184 PG students and 140

teachers) 55.5% (180) respondents are available for study. Researcher studies 180 respondents and their responses.

1.26. DATA ANALYSIS:

In the present study Chi square test is used to test the hypothesis. The general data interpretation is made with the help of percentage and averages. In case of access of E- resource and evaluation of information resource five-point rating scale is adopted. Over all analysis of data is presented in table and chart formation. Over all analytical data presented in percentage form.

1.27. LIMITATIONS:

The study is to be completed within time period of PhD guideline.

The Findings of this study are mainly applicable to Ayurvedic colleges of Maharashtra conducting post graduate course in Kaychikitsa (Medicine) and Ayurved Samhita only. Twenty-Eight colleges and considering respondents are selected for this study since all institutions would not be possible for an individual researcher owing to constrains of money, time, energy, and efforts.

1.28. CONCEPT OF RESEARCH:

The research is designed to cover the study within five chapters.

Chapter I; Introduction

The present research has designed in five chapters chapter I is related to introduce entire theme of research, it introduces library management of both resources that is print and e- resources. It also introduces overall research design of undertaken research work.

Chapter II: Review of Literature

The literature search is kind of search in which researcher should identify the literature, reviewed and select it from books, articles, research reports and various material related to research topic.

Chapter III: Brief Introduction to Ayurveda

In this chapter researcher tries to give information about Ayurveda, its terms and various subjects. Ayurveda is oldest form of medicine in Indian Medical faculty. Ayurveda has vast literature from ancient called *veidic* period.

Chapter IV: Data Analysis

This chapter deals with data analysis and interpretation of relevant data, through post graduate students and faculties of given colleges. Study deals with use and user study, so researcher presents study about P.G students use of resources in Ayurvedic colleges.

Chapter V; findings, Suggestions and Conclusion

In this chapter findings of given study are presented. Findings are depended upon analysis of collected data. Suggestions and conclusion on findings are also presented, which will be helpful in future to improve the needs of users.

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CHAPTER II

LITERATURE REVIEW

2.1 INTRODUCTION

The review of literature starts with a compilation of bibliography on the subject of study. The review of literature is critical look, that has relevance to the work that is carried out. A literature review is an account of what has been published by researcher. A review is an essential step to get a complete picture of what has been done and suggested with reference to problem of study. The study of previous research gives clue to potential area of present research study. Literature review is defined as ‘Literature review is acritical summary of different facts of research problems as reported in existing source’ Busha and Harter, (1980) Review of literature formed a useful background to proposal of study. It suggests proposed planning for study.

Review exists various sources like,

Journal Publication

Conference publications

PhD Thesis / Dissertation

The Internet sources

Other library sources

The review of literature is conducting as follows:

1. Anas, K (2012). Utilization of E-resource In Pondicherry University Library; A case study. The findings of study indicate that majority of the users were visiting the library regularly to access e- resource for their academic purpose. It further found that male respondents were more capable in searching and accessing their required information than female respondents. It is found that the sources provided by library are useful by all sides and aspects. Users use e-resources for the academic use only.

2. B. Nelogal, (2014), Use of Electronic Information Resources in some selected Engineering corporate sectors. In this PhD thesis researcher studies use of electronic information resources and search by users in some selected Engineering corporate sector. The study describes benefits of electronic resources and problem in searching e-data and made requirements for studies
3. Chirra & Madhusudan (2008) presents, Use of e-journals by doctoral research of Goa University. e-journals are necessary part of information for research work. The study shows, Majority of respondents use their computer labs for accessing information. Study shows major use of e-journal than print resource.
4. Devendra Kumar, (2010). Faculty Use of Internet Services at a University of Agriculture and technology. The study found that response towards internet is high for the research work .60% of students use internet daily, for their access of e-resource .50 % students use internet for their entertainment, and personal communication. It is also found that use of common search Engines, such as Google, Alta vista, Ask.com., Yahoo is more than particular web sites. The study indicates that Use of e- resource in research is more.
5. Dhanavandan. S, Mohammed Esmail. S. & Nagarajan, M. (2012). Use of Electronic Resources at Krishnasamy College of Engineering & Technology Library, Cuddalore. The study revealed that major students use library for accessing e-resource and update their knowledge. It is Found That major Students use library once in for accessing e-resource. It is also found that library staff help them to resolve their problems in accessing e-data. High percentage of users preferred e-journals and online data base. The problem faced by student in accessing data was depend upon connectivity and electric supply.

6. Dhuri Keshav Ramesh (2017) Use and user study of e- resources in medical and engineering college libraries in Goa. The study shows present situation of medical and engineering libraries. It helps to know requirements of users and problem faced by user in accessing information.
7. Elavazhagan, K & Udaykumar, M.S. (2013). Use of E- Resources in the BITS, Pilani – Hyderabad Campus: A Study, The study revealed that 20%of the responds were used e-resources daily ,36 % of responds Used E- Resources 2/3 times in a week and 26%respondes shows use of e-resource was once in a month. The study mentioned very few responds on problems like downloading and overload of information. Study suggests positive inclination towards use of e-resource among students. Study also presents current situation in accessing e-resource and its lawful aspects.
8. Hadgali Gururaj S. (2007), Impact of electronic information resources on users in university libraries of Karnataka state an analytical study, University of Karnataka, In this PhD thesis researcher studies about electronic resources and its impact on users in university library, it also describes, need of electronic resources, its benefits and improvement in accessing e-resources, as well lack of awareness to make use of the library facilities He discussed the open active and inactive activities which would help the acquisition to provide access to information in large extent.
9. Harley, D. (2007). Use of users of digital resource; a survey explored scholars 'attitude about educational technology environments in the humanities. Researcher found that the faculty uses digital resource in their teaching for improvement and to integrate teaching. They use images taken from internet which made teaching easier. Online journals, free databases were also high in use.

Most common hurdle in effective use of digital resource was the availability, reliability and expenses of the necessary equipment's.

10. Imran Ali, (2015), ' Use of web resources by the student of Jawaharlal Nehru Medical College, Aligarh Muslim University; a survey, Aligarh Muslim University. Researcher describes frequency of use of electronic resources and use of e- journal and online search for study by students of medical college. The examination was made to distinguish the degree of utilizing commercial e-resource and open access e-resource to satisfy their information needs. The outcome demonstrate that utilization of e-resource is high., unpublished thesis submitted to Aligarh Muslim University.
11. Jaydev Kadli & Kumbhar, B.D. (2011). Faculty Information-Seeking Behaviour in the Changing ICT Environment: A study of Commerce Colleges in Mumbai. Findings of study shows that majority of faculty members visit the library once in a week. The findings also emerge that 40% of respondents use OPAC. Majority of users use internet and technology to prepare class notes for their teaching. The study shows findings about teachers' satisfaction by using ICT environment and they are affected by the changing ICT environment.
12. Kemdarne Suyyakant B.(2012) A study of Library Automation and Networking in Dental college libraries affiliated to Rajiv Gandhi University of Health Sciences..Tilak Maharashtra Vidyapeeth .Pune. The study shows networking of libraries and its difficulties in networking process. This study gives networking pattern for consortium

13. Karmakar Gauri Shankar (2013), Use of Online Resources among research scholars in social sciences in university of Assam. This PhD study describes fast growth of ICT, infrastructure and importance of consortium; as well importance of e-resources and library networking as well current status of e-resource in market. Author mentioned its benefits, its barrier in obtaining e-license for e-data as well as, assets for library. He discussed the issue related to digital rights management and access to electronic resource and future of market.
14. MinnerVan-Neygen (1982). Students attitude towards the behavioural approach to library and information science on experiment involving the group as an agent of change. This is a PhD thesis in this study the researcher conducted the study of student's attitude towards the behavioural approach towards library. In this changing era library has changed its getup, its improvement in computer and digital system is estimable. The analysis of data uses is significant, the exposure to behavioural science, attitude towards innovation and change in psychology of users is also significant. The study also suggested that E-journal achieving is not an easy task of linking with many issues.
15. Mohd Nazim & Sanjiv Saraf (2006) Information seeking habits of internet users: a user study of Banaras Hindu University. The study found that 44.44% respondents accessed information from internet from central library ,31.98% respondent accessed information from departmental library and 10.10% get information from computer centres. Majority of respondents believed on the accessed information through internet.
16. Muhammad Safdar, Khalid Mohmood, & Saima Qutab, (2010). Internet Use Behaviour and Attitude of College Students: a Survey of Leadership Colleges Network,. The study mentioned that most of users used internet 2/3 days in a week, they also used internet at their home. The purpose of use of Internet was to enhance their academic knowledge and for personal communication. Users took

help of their friends to solve their problems in using Internet. Result shows that students use Internet regularly and they use this technology for updating their communication and knowledge.

17. Mandale Sunil Rajaram (2016) “Maharashtrateel Ayurved mahavidyalay granthalayancha abhyas.” It is a survey of libraries of Ayurvedic colleges in Maharashtra. In this study present situation of libraries was described, collection of print and e-resource as well as development of libraries and its collection was described. The study describes difficulties faced by staff in collection and development and in networking and consortium of Ayurveda college libraries. The study describes history of Ayurveda, and present Ayurveda colleges. It helps in study of research work.
18. Ravan C. Lawrance, A & Mary Lawed Stephen. (2013) User attitude towards Digital Information Resources; A case study of Vellore District Engineering College. The study revealed that majority of the teachers were used the library for teaching and research purposes. Internet, CD’s E-Journals and Database are most commonly Used. Most of teachers learnt about access of digital information from their co teachers. Google search is highly familiar for all the respondents.
19. Rajaram, K, Jeyachitra,S.& Santhi, J.(2014). Usage of ICT Among Faculties in selected Engineering Colleges of Namakkal District. The study emerges that 55% of users were use ICT and 50% of users were browse internet and mobile phone for accessing information. It is also found that lot of students make difficult to access proper and required information out of much more information appearing on the screen while using internet.
20. Rajendraprasath S. (2015), A study of Users attitude to electronic information resources with special reference to Engineering college Libraries in Tiruvallur District at Tamil Nadu. This study presents use of e-resource by students and

professors of University, accessibility of e- resource and its barriers, searching of e-resource through library, internet café and mobile. It presents benefits of e-resources. He mentioned the problem in accessing the e-resource as their cost is high as compare to print resource. the author reported less use of e-resource as compare to print resource and referred his observation to institute,

21. Suriya Sangeetha & Nambi (2004), Information seeking behaviour of Faculty members from government Arts College in Cuddalore District The study finds out seeking of information from library by faculty members. It is found that majority of faculty use library several times to get information, and it is related to their subject work.
22. Shuling C.& Wu .H (2007). Investigation and Analysis of Current Use of Electronic Resources in University Libraries. Library management, in this study, analysis of use of e-resource has presented. Research presents awareness among students in usage of e-resource. students face many difficulties in accessing e-resource and its relevant information. Majority of students satisfy with use of e-resource.
23. Shinde Ramesh Raghunath. (2007), 'Use of Periodical Literature in Medical college libraries affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. Thesis submitted to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. The study describes use pattern of students for searching and using e-resources, and online search. Benefits of e- resources and impact of online search and its use by Users. Study describes that students often use on line search for their academic purpose and to update knowledge.,
24. Salaam, M.O. & Adegboire, A.M. (2010), Internet Access and use by students of private Universities in Ogun State, Nigeria. The study carried out access of Internet and its use .The findings of study indicates that majority of users use

Internet and access the Information ,The students use Internet and search engines to enhance their knowledge .They use e-mail, and other search engine facilities for their academic purpose more than their business leisure and entertainment.

25. Selvaganapathi, N & Surianarayanan, S. (2013). Utilization of Library Automation and Networking facilities among the faculty members of Dr. Sivanthi Aditanar College of Engineering, Tiruchendur, Tamil Nadu. Technology Findings of the study shows that 41.77% of students made daily use of library for accessing e-information, and 34.17 % of users use library once in a week. Majority of users use internet to access e-resources. Majority of students use library to enhance their knowledge and to prepare notes for their lectures. Students also use OPAC and access e-journals and data base of scholarly articles.
26. Saravana Subbu Selvan. & Rand Sridhar.K. (2014). Need and Use of Information by the faculty Members of Sri Parasakthi Arts and Science College for Women (Puttalam)In Tirunelveli District- A study, International Journal of Library and Information Science (IJLIS)3(1):49-53. Researchers found that ,48 %of the students visit the library every day ,62% of students visited library to get current information regarding to their study. The study also found that major students use internet to access the information for their academic use.
27. Shahabuddin E. (2015), 'Use of E- journals by the PG students in the faculty of medicine, AMU Aligarh; a survey, Aligarh Muslim University. Researcher studies about need of e-journals and its use by P.G. students in the faculty of Medicine. The study shows users behaviour in finding online information. The study enhances the importance of digital library and institutional repository based on software. The study goes towards Positive inclination that users frequently use e-resource.

28. Suresh Kumar, T. (2015) Usage of Electronic Resources Among Science Research Scholars in Tamil Nadu University A Study.’. This is unpublished PhD thesis, in which researcher focused on usage of electronic resource among science scholars. It finds out that majority of responded students were within age group 23-27 and majority of students responded were male. Majority of were post graduate. Majority of respondents agreed that computer literacy is essential for use of e-resource.
29. Thanuskodi, S. (2011).’ Usage of Electronic Resources at Dr. T.P.M. Library Madurai Kamaraj University: A Case Study.The findings of study show that 65% of researchers in science use internet facility provided to their departments .55 % of researchers of social science use Internet for their academic purpose. Majority of researchers use Internet 2/3 days for 5/6 hours per week. Study shows positive inclination towards use of Internet.
30. Uzma Shamim,(2015) Use and Awareness of print and e- resources by student in women’s college AMU Aligarh –A-survey .This PhD thesis describes study about print and non-print media especially e-resource used by students, he also stated the role of library in managing the e-resources in a rapid information communication technology. He also stated advantages of multiple accesses and accessibility to all users, in eleven chapters. The conclusion is positive in use of e-resource especially online publications. He stressed to form consortium which will help in collection and development
31. Varghese Rekha Rani, (2006)” The Information search pattern of Doctoral student in the electronic environment ‘, University of Calicut. -The study presents information of doctoral students with reference to electronic media, and online information about its use by students and behaviour of students about searching e-information. the conclusion is positive in search of e-information,

32. Vaidya Sachin V. (2010), 'Electronic Information resources in Home Science with special reference to food and nutrition; A study,' Mumbai University. In this study researcher give information about home science and its branches, food and nutrition. With the help of electronic media researcher presents the study about information resources and its use. Study also help to understand modern resources in home science. Study shows that users uses e-resources for their study purpose.

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8. Hadgali Gururaj S. (2007) Impact of electronic information resources on users in university libraries of Karnataka state an analytical study. Karnataka: University of Karnataka, accessed on 25 July 2016
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CHAPTER III

BRIFE INTRODUCTION TO AYURVEDA

3.1 INTRODUCTION TO AYURVEDA:

One of the ancient and comprehensive systems of health care is Ayurveda ,the science of life. Probability of mission for healthy and long life is as old as human existence. Indian philosophy mention that, health is prerequisite to follow social, materialistic and spiritual upliftment of mankind. “The word ‘Ayu’ means all aspect of life from birth to death. The word ‘Veda’ means Knowledge of learning.” Ranade (2005) Lord Bramha was the creator of the universe and also the first preacher of Ayurveda. Vedas, that are Rugveda ,Samveda , Yajurveda and Atharv It is considered that the oldest Indian literatures composed between 5000 and 1000 BC, was Veda ,which have information on treatment by plants and natural procedures. All of these Vedas Ayurveda is sub or Upveda of Atharv Veda which had description of medicinal plants.’ Reference of medicine and surgery are also found in Indian epics like Ramayana and Mahabharata ’Kumar (2011). However, during the period of Samhita i.e. around 1000 BC Ayurveda was established as a fully-grown medical system.’ The compendia like Charka Samhita for medicine and Susruta Samhita for surgery were written in a systematic manner with eight specialties during this period ’Shukla (2005). The basic principles and therapeutic techniques of Ayurveda in these Samhita were organizer and explained. Expansion of the vision to pharmaco-therapeutics and the importance of maintenance of health was stressed by these Samhita. Ayurveda is made a comprehensive system of health care due to the therapeutic properties of plants; animal products and minerals were extensively described in these compendia.

The old type of education sytems were:

- 1.Gurukul System,
- 2.Ashramshala.
3. Sanghik system
4. Universities.

The system goes through traditional teaching means Guru Shishy Parampara

Dksha recived Knowledged of Ayurveda from Lord Bramha, from Daksha the Ashvini twins (Darsha and Nasatya) got it in its total and Indra recived the whole of it from the Ashvinis. This is called Vedic period Requested by Rishis, Bhardvaj approached to Indra for attending Knowledge.The punrvasu inclined for friend ship and transferd the aspicious

knowledge of Ayurveda to six disciples of Atreya those were, Agnivesha ,Bhela Jatukarna ,Parashra and Ksharpani .Kolarkar ((2008). Ayurveda includes two main streams of thoughts which are; Punarvasu Atreya – the branch of Medicine which is mentioned as a pioneer in medicine, and Divodasa Dhanvantri – the branch of surgery which in surgery authoritative writing on Ayurveda available today. There were two main Streams of thoughts in Ayurveda; Punarvasu Atreya – the branch of Medicine, and Divodasa Dhanvantri – the branch of surgery Punarvasu Atreya is mentioned as a pioneer in medicine, and Divodasa Dhanvantri in surgery. Disciples belonging to each school extensively contributed in development of the traditions of their own school. Six pupils of Atreya are believed to have composed their own compendia based on their Guru’s teachings, but only two namely Bhela Samhita in its original form and Agnivesha tantra redacted by Charaka and Dridhabala are available today. Charaka Samhita explains that the system of medicine is based on logic and philosophy. Dhanvantari had six disciples those are Jivak, Kashyapa, Bhela, Harita, Sharangdhara and Susruta. Susruta Samhita primarily focuses on surgery on the basis of teachings of Dhanvantri.

Cycle of Ayurveda streams are shown by chart as follows:



‘The essential details of Charak Samhita and Susruta Samhita were compiled and updated in the Samhita Astanga Sangraha and Astanga Hridaya written by Vriddha Vagbhata and Vagbhata during 6th-7th Century AD.’ Vidyanath (2013). Thus, the main three samhita called Brahattrayi that are Charaka Samhita, Susruta Samhita and Astanga Sangraha are known as Brahattrayi which are the main three Samhita, they form basis for subsequent scholars to write text. Madhava Nidana, Sharngadhara Samhita and Bhava Prakash have distinct features they are called as Laghutrayi and these three concise classics are the part of Brahattrayi. Some other eminent practitioners and visionaries like Kashyapa, Bhela and Harita Sharangdhar, also wrote their respective compendia.

3.2 HERITAGE OF AYURVEDA:

An analysis of ayurvedic Samhitas indicate the importance of the different aspects of Ayurveda, how they were evolved and documented from time to time in the form of texts or compendia. It is famous for its traditional teaching system that is Guru Shishy Parampara . The all Samhita’s focused on pharmaceuticals and Ayurveda was enriched with addition of more formulations and dosage forms subsequently these Samhita’s were commented, updated and systematically written by many authors from time to time in form of text from the commentaries on the Samhitas by scholars it is clear that while the theoretical framework of Ayurveda remained more or less the same, the knowledge about drugs and techniques of therapy got expanded. The old concepts and descriptions were reviewed and updated in light of contemporary understanding by the commentators in their commentaries thus reviewing Ayurveda into an applied form. Present form of Ayurveda is outcome of continual scientific inputs that has gone into the evolution of its principles, theories and practices.

‘During Buddhist period, Takshashila and Nalanda are some of renowned Universities where all students from various parts of world came to study. Jivaka, a famous surgeon who treated Gautam Buddha studied Ayurveda at Takshashila University.’ Sharma (2013). In order to learn Ayurveda from the university of Takshashila medical students from many parts of world used to come around 200 BC. Full-fledged surgery was developed and practiced by all specialists of Ayurveda from 200 to 700 AD. Literature related to medicine and archery enriched the library of Takshashila. Many foreign medical students were also attracted by University of Nalanda, mainly from Japan and China. Ayurveda had nurtured many medical systems of the world which is proven by various evidences. Through the sea trade with India the Egyptians learnt about Ayurveda long before the invasion of Alexander in 400 BC, after the invasion Greeks and Romans came to know about Ayurveda. The Tibetan and Chinese

system of medicine and herbology was greatly influenced by Ayurveda as it spread to the East through Buddhism in the early part of the first millennium.

Nalanda University was also one of renowned institution at 329 BC., where Ayurveda was teaches by many Rishis. Building of this university was very huge up to Nine floors. The building conducts eight main big halls and 300 small units for teaching. Ranade (1976)

Vikramshila, Kashi, Mithila are also other renowned universities at that time period of 410 BC. All these universities were well established and had capacity of conducting teaching Indian as well as foreign students from China ,Misra, Siriya ,Greece. Ranade (1976)

Around 5th-7th A.D. Extensive studies has been conducted by Nagarjuna renowned rasatadnya, on medicinal applications of mercury and other metals. In the emergence of new stream of Ayurveda, the study has been imposed that is Rasa Shastra in which detailed study of metals and non-metals were studied. ‘Classical Samhita named Rasaratnasamuccaya, Rasarnava, Rasa Hrudya Tantra elaborating the manufacturing mineral and metallic drugs and their use in therapeutics were written during this period.’ Reddy (2017) Rasa is one of the methods to treat disease. ‘In rasa shastra the word rasa means *Parda* (mercury) which means the substance that dissolves all the Dhatus in to it. Some opinion is that *Parda* is called rasa because it remains liquid state even after dissolving all Dhatus.’ Vidyanath (2010).

‘Astanga Ayurveda (Eight Branches of Ayurveda)- Ayurveda was divided into eight major branches, on basis of medicine and clinical properties,’ From time immemorial India has been exhibiting exemplary culture and tradition. In the same way ancient Indian system of medicine.Ayurveda ‘is tested and proved to be superior to other system in many aspects. ‘Vidyanath (2007)

Branches of Ayurveda are as follows;

- Kayacikitsa (Internal medicine) – ‘*Chiyte asmin asthyadikmiti kaya*’ Word Kaya means body in which asthi etc is accumulated. Kaya means *Agni* or digestive fire in the body.’ Ranade (2005) This branch deals with general ailments of adults not treated by other branches if Ayurveda.
- Salya Tantra (Surgery) – This branch deals with many types of surgical operations using different surgical and devices and instruments Medical treatment of surgical diseases is also mentioned.
- Urdhwanga Chikitsa (Disease of supra – clavicular origin ENT, Ophthalmology) – This branch deals with dentistry, diseases of ear, nose, throat, oral cavity, head and their treatment by using special techniques.

- Balroga (pediatrics,) – This branch deals with child care. It also elaborates various diseases of children and their management, as well as care of women during and after pregnancy and purification of breast milk.
- Grahachikitsa /Bhutavidya (Demenology) – This is the branch which describes the feachers of person prosessed by spirits,like deva ,asure gandharva ,yaksha,raksa,pitr,naga and methods of propeting them such as shantikarma and specific treatment. Treatment deals with spiritual therapy.
- Danshtra/Agada Tantra (toxicology) – This branch disseminates with the treatment of toxins from organic and inorganic components along with development of their antidotes.
- Rasayana/Jara Tantra (rejuvenation and geriatrics) – This branch which is unique to Ayurveda, deals with prevention of diseases and promotion of a long and healthy life.
- Vrisha (Eugenics and aphrodisiac) – Vrisha /Vajikaran tantra is name of that deals with methods of increasing semen. This branch deals with the means of enhancing sexual vitality and efficiency for producing healthy and ideal progeny.’ Vidyanath R (2007)

3.3 PANCHAMAHABHUTA (FIVE BASIC ELEMENTS):

It is the basic theme of Ayurveda. The universe according to Ayurveda is composed of five basic elements called Panchamahabhuta Viz. Akash (basic ether element). Vayu (gaseous element), Agni (thermal element) Jala (Aqueous element) and Pruthvi (Earthy element). And in this way the human body is also made up of five elements.’ There is a fundamental similarity between universe and man. These five fundamental elements affect the human body as similarity of these element found in health concept.’ Sing (2016)⁶.

3.4 HEALTH AND DISEASE

*‘Swasthasy swasthy rakshanam atursy vicar prashmanam ...’*Vidyanath (2007)

‘Health is a state of complete physical mental, and social wellbeing and not merely an absence of disease or infirmity’ (WHO)

Optimal health concept in Ayurveda is a perfect harmony of Body, Mind and soul. Health is made by cemetery of five basic elements that are Agni as digestive factor, prithvi similar to sapt dhatu, jala similar to liquid substances in body, vayu similar to vat dosh and Akash similar to hollo space (ether element) in side body. Health or “ Svasthya” is stated as

‘Health means balance harmony as equilibrium in all Physiological activities of body and mind Our body composed of tridoshas, sapt dhatu, and wastes -*mala* and digestive fire -*agni* these all elements are to be in co-ordination.’ Ranade (2005).), Manas (Mind) and Atma (Soul). Are also be in positive state. If any disturbances occur in this, all proportional balance may fall it will result into formation of diseases. ‘Ayurveda Emphasizes the prakriti (psychosomatic constitution), which is specific to every individual, is responsible for the health or disease pattern in the individual.’ Sharma (2013) The body in which all systems are appropriate in working and normal behaviour of mankind is doing well it said to be healthy body. Mental, Physical and social state of mankind is considered in health. By Ayurveda all functions of body system like tridoshas ,sapt datus ,panch bhautik agnis , ojas, mala, are constantly in a equilibrium state doing normal functions that is health. Ayurveda elaborates Triguna, three states of mind that are, Sattva, Raja and Tama which react and correlated with the biological components like Vata, Pitta and Kapha. Ayurveda approach to examination of psychosomatic constitution is important in assessing individual’s health for planning preventive measures for selecting diet, medicine or treatment regimen. There are another three physiological components of body. Those are as follows:

3.5 TRIDOSA (THREE REGULATORY PHYSIOLOGICAL ENTITIES)

The doctrine of Panmahabhuta is the origin and basis of the three regulatory physiological entities they are vata, pitta and Kapha. Vata is derived from the basic element Vayu and Akasa, pitta from Agni, kapha from jala and prthvi.

1. Vata: The important function of Vata is to impart movement, generation and conduction of impulses, and transportation of biological products. In the normal condition, Vata performs entire neurological functions of the body. Vata is responsible for functioning of five sensory organs (Pancha Jananendriya) and motor functions also. It is a regulator of psychosomatic disturbances.

2. Pitta: Pitta represents transformation. It comigrate body temperature, colour of skin hair and eyes as well as controls digestion, absorption, assimilation, nutrition, and metabolism. Morbidity or unbalance of pitta may lead to insomnia, abnormality of body temperature, digestion/metabolism. Usually digestive juices, enzymes and hormones come under this entity.

3. Kapha : Kapha is one of the primary constituent of the living body. It exhibits psychological phenomena as the exhibition of the courage, forbearance, zest, virility,

knowledge, etc. The physical function of Kapha is building up human body, it is responsible for the physical strength, built, stability of structures.

‘These tridoshas are described as the main cause for health and disease. The health is maintained if they remain in balanced state. Imbalance of Tridoshas turn into diseases.’ Athvle (1980)⁸.

3.6 SAPTADHATU (SEVEN STRUCTURAL ENTITIES):

The structural elements in the body are classified as dhatu. They are seven in numbers and are responsible for maintaining the body in a compact and composed state. They are rasa (Nutritional fluid), Rakta (blood), Mamsa (Muscle tissue), Meda (Adipose tissue), asthi (bone tissue), Majja (bone marrow) and shukra (reproductive elements). According to Ayurveda, diet is basic need and (Nutrient fluid) nourishment these tissues.

3.7 Ojas (Essence of dhatu):

Ayurveda described that Ojas is a biological factor which attributes power of immunity in terms of Ayurveda, vyadhikshamatva, this power of immunity controls effect of disease. Ayurveda described a number of methods to maintain and promote ojas. Vyadhikshamatva means power of all entities inside body against any disease. It helps to build up body with all entities like Saptadhatu, tri dosha, agni, six upadhatu, and few excretory factors.

3.8 Mala (Excretory Entities)

Mutra (Urine) Purisa (faeces) and sveda (sweat) are the three mala excretory entities. The exudates eliminated from eye, nose, mouth, ears and reproductive organs and other structural entities are considered as subtle excretory entities. Proper elimination of these excretory entities is also required to maintain health. Their hypo, hyper and irregular state results in disease.

3.9 Srotas (micro and macro channels)

The concept of srotas means an important position in the development of work of Ayurveda. According to Ayurveda whole body of human being is made up of Srotas (microorganisms and macro channels), which transport all types of material in the body. For

the normal functioning of the body, it is essential that the channels, both micro and macro Srotas /remain intact

3.10 Agni (digestive and metabolic factors) :-

Agni is a concept which is related to digestive system. The concept is taken from nature, and called as basic fifth element. It is responsible for metabolic energy for digestion and metabolism in body. In other words, agni signifies life process responsible for entire digestion, endocrine and metabolic activities. They are Jatharagni, Bhutagni, Dhatvagni (seven Dhatu and agni) Ranade (2005).

3.11 Prakruti (psychosomatic constitutions)

As like agni prakruti is also important concept of ayurveda. It means the structural and functional variations are the fundamental characteristics of human beings. Ayurveda has given maximum attention to these characteristics of human being. 'In somatic constitution it is determined as predominance of wata prakruti, pitta prakruti and kapha prakruti, the main concept of characteristics in human beings called prakruti. 'Saxena (2003)⁹ In psychological state(mind) it is classified into sattvik prakruti, rajas prakruti and tamasik prakruti. The concept of prakruti is depend upon diet and susceptibility to disease and mental state of human being.

The characteristics of all three prakrutis are as follows: -

i) Characteristics of Vata Prakruti - Vata type person are thin, tall, disproportionate, under-developed in general physis chest is flat and depressed, veins are prominent and markedly projected at ends of bone. Vata type individual looks with rough dark, pale, dusty complexion and dry cracked rough skin. Psychologically these persons are characterized by short memory and low will power and are mentally unstable.

ii) Characteristics of Pitta Prakruti - Pitta dominant individuals are medium in strength and body built. They have fair and coppery complexion, smooth soft and wrinkled skin, silky and brownish hair, psychologically they are sharp bright and intelligent. They have short temperament. Therefore, these types of individuals have been advised to live in cool place.

iii) Characteristics of Kapha prakruti - these types of people are physically strong and prominent body built. They have fair complexion with tight skin. They are biologically strong as well mentally stable with maximum capacity for retention, there they have good progeny. By the point of Ayurveda, they equate sattvic dominant type of psychology.

3.12 Holistic Approach:

Ayurveda employs holistic and personalized approach to health. The holistic and integrative systems approach of Ayurveda is very significant to body, mind and soul. The preventive and therapeutic approach of Ayurveda towards whole body is pivotal. If equilibrium between body and soul get failed generation of diseases may start. Concept of Prakriti, Agni, Srotas and Satkriyakala is quite diverse approach to clinical examination. Athvle (1997)¹⁰ The system approach concept with disease process, diagnosis, principle of drug action, dose forms, diet therapeutic approach towards lifestyle and tridosha imbalance concept is now appreciated and adopted by modern medical science.

3.13 Manas as a principal concept of Ayurveda:

Mind is a principal sense organ which controls remaining five sense organs. The mind is called Atindriya (beyond the perception of senses). The sense organs receive the stimulus from the external world and perceived through mind and passed to Atma (soul). Mind controls process of decision and enables Buddhi (intellect) to discriminate right or wrong. All normal functions such as to think, to determine, to express, to conceal, to recall, to concentrate, to memorize, to control emotions and to meditate are done by mind. The above mentioned all description indicates that mind plays principal role in structure of human being. The body can be prevented from stress by controlling the mind, and by Patanjali's yoga system it is diverted positively for good health.

3.14. Disease process: -

Disease is defined as a state of disturbance or imbalance in tridosha, Saptadhatu, agni, mala, pancheindriya and manas(mind). which results in discomfort of physical and mental state. The entire process of formation of disease is known as *samprapti*.

Three main factors and cause of disease are: -

- 1) prajnaparadha (intellectual irrelevance)
- 2) asatmendriya samyoga (invalid interaction of senses with their objects)
- 3) parinama (effect of time and season)

In ayurveda satkriyakala is major effect of pathogenesis caused by disease.

Satkriyakala has six stages which are as follows:

1. Sanchay. (Accumulation of doshas at their respective places)
2. Prakopa (Vitiating of accumulation of dosha)
3. Prasara (Spread of Dosha)

4. Sthana samsraya (Accumulation of doshas at their particular place).
5. Vyaktavastha. (Sign and symptoms)
6. Bhedavastha . (Stage of differentiation of disease).

All these stages show variations among body, due to which diagnosis made easy.

The concept of Satkriyakala is very useful at the initial stage of pathology to prevent the disease.

3.15 Ama:

Ama is a content which balances health and executes process of disease. End product of metabolism the term AMA means the end product of improper digestion of food. It is toxic by-product generated due to incomplete digestion.

The term incomplete digestion is correlated with the ayurvedic term Mandangi. Incomplete or improper digestion caused due to inconsistent chewing of the food, or food consumed in an unhygienic condition. AMA forms major attribute for the formation of many diseases. .

3.16 Principles of management of Ayurved Chikitsa :

The approach of Ayurveda to life is holistic and individualistic. As we see Ayurveda is based upon concept of five basic entities that are Prithvi, Jala (aap), Tej (Agni), Vayu, and Akash from universe, found similarly in human body. Ahar , Vihar and Aushadhi these three are fundamental elements of chikitsa (medicinal concept) .The promotive and preventive aspect of Ayurveda is called svasthavritta which includes personal and social hygiene, daily and seasonal approach by social behaviour. The curative treatment consists of three major parts that are – Nutrition, Lifestyle and Drug.

The ayurvedic treatment is also divided into three modes such as-

- 1) Shodhan chikitsa
- 2) Shaman chikitsa
- 3) Nidan pariksha

Shodhan chikitsa includes treatment which removes diseases causing factors such as, metabolic wastes /toxins from the body. This therapy is done by panchkarma.

Shaman chikitsa includes the treatment by which the diseases causing factors are pacified inside the body and this is achieved by food, lifestyle and medicine.

In Nidan pariksha all features of body are examined and by nadi pariksha type of disease may be concluded.

3.17. Diagnostics:

In Ayurveda clinical medicine has two distinct modalities. His dual approach in term of diagnosis of disease, mental and clinical examination help in attending concrete diagnosis.

Rog Pariksha : As per ayurveda for the proper treatment of disease is necessary to examine the exact nature of disease related to tridosha, saptdhatu ,and mala .

1. Nidan (cause of disease): The factor which cause disease visham aahar & unhygienic condition.
2. Purvarupa : Prodormal sign and symptoms. This stage helps physician in the diagnosis of disease, well before it is manifested it also helps in differential diagnosis and determination of prognosis. This stage helps in prevention & prohibition of advance stage of the disease.
3. Rupa: (Major sign and symptom) This stage describes the disease due to which physician can treat the patient.
4. Upasaya : (relieving factors) It refers the disease relieving medicines, diet and lifestyle.
5. Samprapti: (Pathogenesis) Sampraprti is the process of development of disease. With help of all these factors, process of diagnosis by Ayurveda gets completed.

3.18. Clinical Examination:

Diseases are mainly of two types, intrinsic and extrinsic, they are distinguished as genetic, congenital, psychological, seasonal, spiritual and physiological. Diseases are treated according to prognosis of its sine and symptoms. Chronic and recurrent disease are difficult to treat. Examination methods are, Dashvidh Dhashvidh Pariksha , Trividh pariksha and Ashtavidh Pariksha .

3.19. Dashvidh Priksha :

These are ten folds of examination to evaluate various aspects of health, physic and temperament of patient.

1. Prakruti: It is individual determination of genetic and psychosomatic constitution. It describes different features of patient.
2. Vikruti : It refers to the pathological condition .By considering the history of past and present illness and family history it can be possible to predicate susceptibility of disease which is useful for further treatment .
3. Sara: The Sar Parikshit menace examination of qualities of Saptdhatu.

4. Samhanana: Samhanana means compactness of body which reflects quality of body built or body frame. It indicates if good proportionate body structure will be their it conducts good health, immunity and better prognosis.
5. Pramana : The ayurvedic text describes it , the normal and abnormal dimensions of body parts .its relative measurement is one finger.
6. Satmya : Ability to adapt different food , climate and circumstances .It means habitual nature or food , and atmosphere.
7. Sattva: It is examination of entire stress and strength of a person, by examination indicates superior, medium and inferior nature of mind.
8. Ahara shakti: capacity of digestion and assimilation of food. It indicates appetite and habits of diet.
9. Vyayam shakti: It is evaluation of strength of person by work and exercise.
10. Vaya Pariksha : It means assessment of biological and chronological age of patient

3.20. Astavidh Pariksha :

As per Ayurveda, these are main types of clinical examination method they are as follows:

1. Nadi Pariksha : (palpation of pulse) Puls is examined with respect if its rate , volume, tention and type of pulsation. It is related to three dosha , as per age , sex , psychology , season , intake capacity .
- 2 . Mutra Pariksha : (Urine Examination) The status urine is examined with respect to its appearance , clarity, volume , colour , and odor .it is examined by ayurvedic practitioners to determine nature of disease.
3. Mala pariksha : (stool examination) the status of stool is examined ,nature of digestive system reflects in the characters of stool . Its colour, Odour, softness and thickness is examined for purpose of diagnosis.
4. Jivha Pariksha :(tongue examination)It gives idea about status of digestion and nature of diet . Ist is examined due respect of test, appearance, roughness, colour, coating and its surface.
5. Shabda Pariksha (voice or sound examination) Voice of the patient is examined with respect to its quality and nature. change in voice presents disease and unpleasant health condition of person.

6. Sparsha Pariksha (palpation and percussion) _ Palpation is useful in knowing tenderness, temperature, change in texture and counter of body parts. Due to percussion change in nature of internal body organ could be diagnosed.
7. Druk (vision and Eye examination) The change in colour and size expresses arriving diagnosis and prognosis.
8. Akrti (structure or physic) general appearance of patient represents health condition and if any health problem occurs, it shows disabilities and nutritional imbalance of body. In this way different examinations were done in system.

3.21 Ayurveda as a resource of old collection:

‘Since ancient period Ayurveda is a part of Atharva Veda. ‘Vedic scholars’ emphasis on learning the text by heart and reciting it. Vedic Scholars since ancient time have devoted immense efforts to preserve the Rigveda and other Vedic text as well as the supplementary text by memorising them.’ Pathak (2012) In Ayurveda reference resource plays significant role in this system. This medicinal branch is totally based on old references.; Four Vedas, means, Rugveda, Yajurveda, Samveda and Atharvveda considered as oldest Indian literatures were composed between 5000 and 1000 BC which have information on treatment by plants and natural procedures. Eight specialties wrote the compendia like Charka Samhita and Sushruta Samhita in a systematic manner during this period. In these Samhita the basic principles and therapeutic techniques of Ayurveda were organized and described in well manner. ‘These Samhita stressed the importance of maintenance of health and also expanded their vision to pharmaco-therapeutics’ Dash (2003).

There are some bodies established by government of India to control Ayurveda medicinal system;

1. **Central Council of Indian Medicine:** It was established at 1971 to control regional medicinal system and develop medical colleges under medical university and regulates its functions as well as to maintain quality of academic study and practice of Indian medicine to national and global needs.
2. **Ayush** ; Established by ministry of health and family welfare at 2003 to control medical colleges . This department was undertaken drugs and research studies of Ayurveda, Yoga, Naturopathy, Unani Siddha and Homeopathy.

3. **Maharashtra University of Health Sciences Nashik:** This was established by Indian government at 1998 to enhance and enriches Indian education system of medicine and to encourage research in modern medicine.
4. **National Institute of Ayurveda:** It is part of department of Ayush, for programming and promoting growth of Ayurveda in technical, teaching and research manner. It was registered under the Rajasthan Societies Registration Act,1998.
5. **Rashtriya Ayurved Vidyapeeth, New Delhi:** It is an autonomous body organized under Ministry of Ayush and registered under societies Act, 1988. Its main part of conducting system is that the system runs through Guru Shisya Parampara means traditional method to transfer of knowledge. It develops facilities in research of Ayurveda.

In 1971, to regulate education Indian government set up a statutory body that is the central council of India medicine (CCIM) As a result and effort of this for first time in India, integrated and coordinated research was made by the Indian Council of Medical Research (ICMR) in 1964 through the Composite Drug Research (CDRS). In 1970, this scheme was transferred to the newly constituted Central Council for Research in Indian Medicine and Homeopathy (CCRIMH)., With a view to develop education and research in Ayurveda Yoga and Naturopathy, Unani, Siddha and Homeopathy system. In 1995 Government of India established a body that is Department of Indian Systems of medicine and Homeopathy (ISM & H) under the Ministry of health and family Welfare. This was re-named as department of Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy (AYUSH) in 2003.

Now a day's central council for research in Ayurvedic medicinal science had collected and preserve many old references in the form of e- resources. The central council for Research in Ayurvedic Science is an autonomous body of the Indian Ministry of (AYUSH) Ayurveda, Yoga, Naturopathy, Unani, Siddha, and Homeopathy. It is apex body for formulation, co- ordination development and promotion of research on scientific lines in Ayurveda. The council so far has published 245 books including research monographs, technical reports and IEC material for database on medicinal plants Also e-portal is available. Nearly 33,700 references are collected out of these approximately 22000 reprints and abstracts could have been collected and stored. E- publications are; i) E- book on Charka Samhita. ii) E- book on Sushrut Samhita. iii) E- book on Madhav Nidanm. iv) E- book on

Nighantus. v) E- book on Ayurvedic Encyclopaedia .vi) E- book on ayurvedic pharmacopoeia of India total vol 6.

Publications of central council in research journal in ayurvedic sciences:

- i) Journal of Drug research in ayurvedic science
- ii) Journal of Research in Ayurveda and siddha
- iii) Journal of Indian medical heritage.

Some other E- collections by central council for research in ayurvedic science are as follows:

1. a check – list of Sanskrit medical manuscript in India (English)
2. Abhinav Chintamani (Sanskrit and Hindi)
3. Amchi Pharmaco therapeutics (Tibetan)
4. Ashtang Hrithyum vol 1-6 (Sanskrit and Tamil)
5. Ashtang sangraha Indutika part I, A and B, II (Sanskrit)
6. Bhel Samhita
7. Bhesajya kalpah (Sanskrit)
8. Charucharya (Sanskrit and Hindi)
9. Chikitsarnav (purvardh and uttarardha in Sanskrit)
10. Descriptive catalogue of medical manuscripts vol.I,II,III
11. Dhanvantari sara nidhi (Sanskrit)
12. Nanavidh Vaidyam(Sanskrit)
13. Netra prakashika (Sanskrit)
14. Netra Roga Nidanam (Sanskrit)
15. Rasaratna Sammuchaya
16. Rasachandanshu
17. Rasapradipika (Hindi And Sanskrit)
18. Sahastrayoga (Sanskrit and Hindi)
19. Shabdachandrika (Sanskrit)
20. Shatasloki (Sanskrit and Hindi)
21. The development of Indian Medicines Sharangadhara's contribution (English)
22. Vaidik Chikitsa Sara.
23. Chakradatta _Ratnaprabha
24. Rasa Manjusha (Hindi)
25. Research data base on Ayurveda, Siddha, and other traditional medicines and related Sciences Part –I, II, III and IV

26. Research in Ayurveda and Siddha – Bibliography of CCRAS contribution (1969-97) (English)
27. Vaidya Manorama(Hindi)
28. Vaidyak Sangraha (Hindi)
29. Vaidyak Prayoga Vigyanam
30. Concept of Jatharagni and Dhatvagni in Ayurveda (English)
- 31.Ramayane Ayurveda (Valmiki Ramayana and Main Ayurveda)
32. Kumartantram Part I, II
- 33.Ayurveda Encyclopaedia. Vol. I, II, III.
- 34 Collection and Digitization of Medical Manuscripts from South India, Maharashtra and Madhya Pradesh. Vol I, II.

In this way AYUSH helps in forming many Electronic resources and managing it for the use.

3.22 Brief Introduction to colleges taken under study.:

There are 14 colleges which. have post graduate courses in subject Kaychikitsa and Ayurveda Samhita and responded to research study:

- 1) Bharti Vidyapeeth's college of Ayurved, Pune: This college was established at 1990.It starts from Erandwane campus and now settled at Dhanakwadi. It has well planned library which contains 21000 thousand of book and 21 journals. Library supports post graduate unit.Name of librarian is Shri Salunkhe Krishna Ananda, (M.lib & I sc.)
- 2) Tilak Ayurved Mahavidyalaya, Pune: It established in1933. It is oldest Ayurved college of all colleges in Maharashtra. The library contains more about 22000 collection of books and 18 periodicals. It has very old post graduate unit. Mrs. Priya Pawar (, M.lib & I Sc) is librarian.
- 3) Padmashree Dr. D. Y. Patil Ayurved college, Pimpri Pune: This college was founded at 1999.College conducts Post graduate courses in Samhita. The collection of books is more than 14000.Librarian is Mrs. More Vidya (M.lib & I.SC.)
- 4) PDEA college of Ayurveda & research Centre Akurdi: This college was established at 1990. Library contains 14000 collection of books and journals. This college conducts PG courses in Medicine and Samhita. Shri Yedekar N.P. was in charged librarian.

- 5) Sangam Sevabhavi Trust's Ayurvedic Mahavidyalaya Sangamner, Ahmednagar : It was established at 1992 It conducts UG and Post graduate courses .It has more than 12000 collection of books and periodicals . Khan C.S. (B.lib) is librarian of college.
- 6) Siddhakala Ayurved Mahavidyalay Sangamner, Ahmednagar: The college was established in 1992.It has Post graduate courses in Medicine and Samhita. The collection of print resource is more than 12000. Mrs, Patil Pooja (M.lib and I sc.) is librarian
- 7) Yashwant Ayurveda Mahavidyalaya Kodoli Kolhapur: The establishment of this college was at 1989. This college conducts both UG and PG courses supported to government of India. Collection of the college libraries print resource is more than 21000. Mr. Abhijit Patil, (M. Lib & I. Sci) is librarian.
- 8) R. A. Poddar. Ayurveda Medical college Worli Mumbai: It was one of the oldest and renowned college of Ayurveda in Maharashtra. It conducts Both UG and PG courses in Ayurveda. Collection of books are more than 22000. Sri Lokhande U.B.(M.lib) is librarian.
- 9) Ayurveda Prasarak Mandals Ayurveda Mahavidyalaya Sion Mumbai: It was3 established at 1954. College had government grant. It conducts both Under graduate and Post graduate courses. Collection of libraries is more than 16000. Mrs. Shete R.Y.(B.lib) is librarian.
- 10) Yerla Medical Trust & Ayurveda College Kharghar Navi Mumbai.: The college was founded at 1991. It was recognized by CCIM. It conducts post graduate courses in Medicine and Samhita. Collection of print resources are more than 18000. Shri Ubale Ravi, (M.lib & I.SC) is librarian.
- 11) Shri Annasaheb Dange Ayurved Medical College and post graduate training research center, Walwa, Sangli : This college conducts Post graduate course in medicine . It was established at 1999. It has 18000, collection of print resource. Shri Chavan Suhas, (M.Phil. Lib Sci.) is librarian.
- 12) Ashwin Rural Ayurved College, Maachi hill, Sangmner, Ahmednagar: the establishment of this college was at 2000. It conducts Both Under graduate and post graduate courses. Mr, Patil B. N (. B.lib) is librarian there.
- 13) Loknete Rajaram Bapu Patil Ayurved medical College, hosp., PG institute and research centre, Islampur Sangli.: This college conducts post graduate coerce in Kaychikitsa (medicine). The establishment year of this college was 2001. Collection

of books this college is more than 16000 and librarian is Shri Subhash Khade,(B.lib)

- 14) Pad Dr D.Y. Patil College of Ayurveda & research institute Nerul.: The college was established at 1991. The college conducts both PG and UG courses. Collection of this college is more than 20000.Name of librarian with his qualification is Mr. Sherkhane V.B., (M.lib. & I SC.)

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CHAPTER IV

ANALYSIS AND INTERPRETATION

This chapter presents the analysis and interpretation of the data collection for the present study. The collected data were analysed by applying suitable statistical techniques where necessary and were presented. This chapter also presents Data of colleges under study and seats of ayurvedic subjects which represents PG students available for study. There were two type of questionnaire are to be distributed for collection of data. one is for librarian and other is for PG students and faculty members. From questionnaire distributed to librarian, researcher gets information about institutional library and its collection. and through second questionnaire which was distributed to student and faculty researcher get the information about use of resources by respondents.

There are 65 Ayurvedic colleges were granted by Central Council of Indian Medicine, ministry of Ayush. Out of these 33 colleges are having post graduate courses, and out of these ,28 colleges were sanctioned for post graduate courses in subject Ayurveda Samhita and Kaychikitsa for year 2016-17. As per list, of CCIM total permitted seats for subject Ayurved Samhita are 50, and for subject Kaychikitsa (Medicine) total seats are 134. Total 184 permitted seats are there, but only 93 students for Kaychikitsa (medicine) and 27 Students for Samhita, together 120 students responded to study, and 60 faculty members are available and responded for study here.

Researcher distributed two type of questionnaire for this research study, one for Librarian for collection of print and e-resource. Other questionnaire for post graduate students and faculty conducting post graduate course for subject Ayurved Samhita And Subject Kaychikitsa of permitted colleges. There are 28 colleges conducting post graduate courses in subject kaychikitsa and Ayurved Samhita, out of these colleges due to admirative issue only 14 colleges responded to survey.

This study presents library resources and use of that resources by users, particularly post graduate students and faculty members of relative colleges. For the purpose of data collection researcher use questionnaire as a tool, type one is for librarian to get information about library resources and facilities provided by library, to know problems in collection of resources. The presentation is as follows:

4.1.1 Total respondent Colleges with reference to subject Ayurved Samhita and Kaychikitsa (Medicine)and total allotted seats for respected subjects.

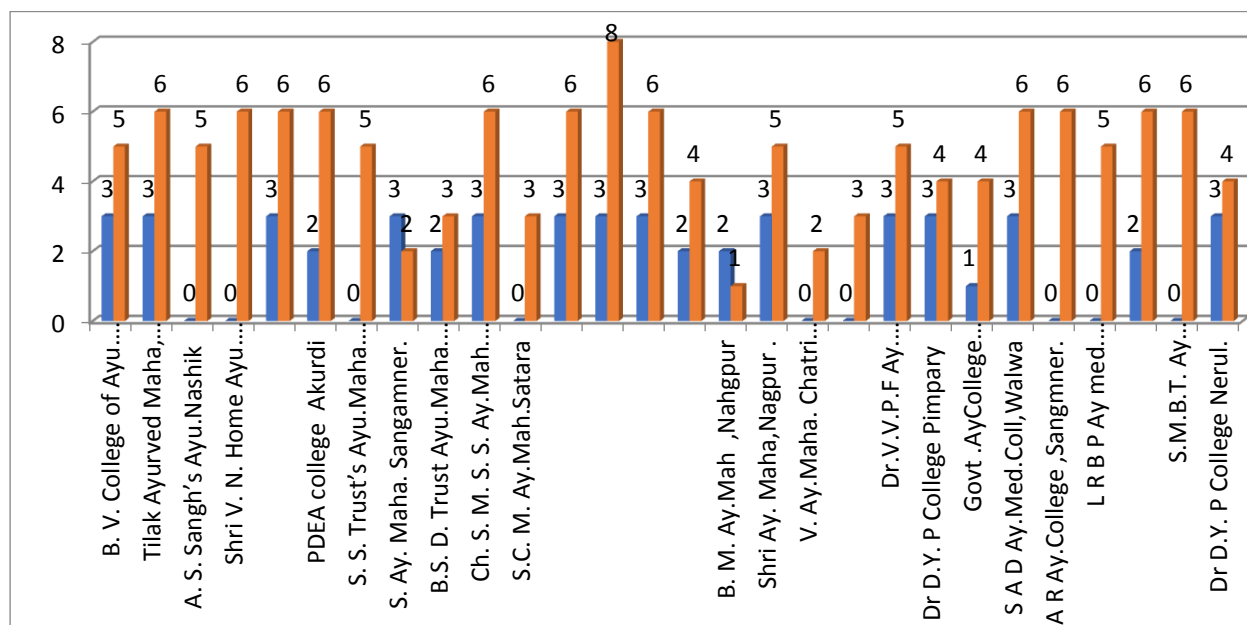
There are 28 colleges which is population of study mentioned as follows. Name of that colleges with allotted seats for particular subjects. Majorly 5 - 6 seats are allotted to subject Kaychikitsa and 2 - 3 seats are allotted to subject Ayurved Samhita.

Table 4.1.1 Name of Ayurved Colleges and allotted seats for post graduate course with reference to subject Ayurved Samhita and Kaychikitsa .

Sr no	Name of College conducting PG courses in kaychikitsa and samhita	Seats	
		Samhita	Kaychikista
1	Bharati Vidyapeeth's College of Ayurveda Dhanakwadi. Pune.	3	5
2	Tilak Ayurved Mahavidyalay, Pune.	3	6
3	Ayurved Seva Sangh's Ayurved Mahavidyalaya, Panchvati Nashik	–	5
4	Shri Vivekanand Nursing Home, trusts Ayurved Mahavidyalay Rahuri	–	6
5	Maharashtra Arogya Mandals Sumati Bhai Shah Ayurveda Mahavidyalay,, Hadapsar, Pune	3	6
6	PDEA college of Ayurveda & research centre Akurdi	2	6
7	Sangam Sevabhavi Trust's Ayurvedic Mahavidyalaya Sangamner. Ahmednagar	–	5
8	Siddhakala Ayurved Mahavidyalay Sangamner, Ahmednagar	3	2
9	Bharatiya Sanskriti Darshan Trust Ayurvedic Mahavidyalaya Wagholi. DT-Pune	2	3
10	Chatrapati Shahu Maharaj Shikshan Santha Ayurvedic Mahavidyalaya Kanchanwadi Paithan Road Aurangabad	3	6
11	Seth Chandmul Mutha Aryangla vaidyac Mahavidyalaya Gendamal Satara	–	3
12	Yashwant Ayurveda Mahavidyalaya Kodoli Kolhapur	3	6
13	R.A.Poddar. Ayurveda Medical college Worli Mumbai	3	8

14	Ayurveda prasarak Mandals Ayurveda Mahavidyalaya Sion Mumbai	3	6
15	Yerla Medical Trust & Ayurveda College Kharghar Navi Mumbai.	2	4
16	Bhauasheb Mulak Ayurved MAhavidyalaya, Great Nag Road Nandanwan ,Nahgpur	2	1
17	Shri Ayurved Mahavidyalaya, Dhanwantari Marg,Hanuman Nagar Nagpur .	3	5
18	Vidarbh Ayurveda Mahavidyalaya Chatri Amravati.	–	2
19	Dayabhai Maoji Majithiya Ayurvedic Mahavidyalaya, Shivaji Nagar Amravati	–	3
20	Pravra Medical Trust's padmbhushan Dr.Vitthalrao Vikhe Patil Foundation Ayurved College Ankhegaon road ,,Shevgaon ,,Ahmednagar	3	5
21	Pad. Dr D.Y. Patil College of Ayurveda & research institute,Pimpri ,Pune	3	4
22	Govt. Ayurved College Wazirabad,Nanded	1	4
23	Shri Annasaheb Dange Ayurved Medical College and post graduate training research center,Walwa,Sangli	3	6
24	Ashwin Rural Ayurved College, Maachi hill, Sangmner, Ahmednagar	–	6
25	Loknete Rajaram Bapu Patil Ayurved medical College, hosp., PG institute and research centre, Islampur Sangli.	–	5
26	Mahatma Gandhi Ayurved College, Hospital and research centre, Salod, Wardha	2	6
27	S.M.B.T. Ayurved College&Hospital,Nandi hills Dhamangoan ,Igatpuri,Nashik	–	6
28	Pad Dr D.Y. Patil College of Ayurveda & research institute Nerul.	3	4
	Total Seats	50	134

Bar chart: Table 4.1.1 Allotted seats for post graduate course with reference to subject Ayurved Samhita and kaychikitsa ;



Description: There are 65 Ayurvedic colleges were granted by Central Council of Indian Medicine, ministry of Ayush. Out of these 33 colleges are having post graduate courses, and out of these ,28 colleges were sanctioned for post graduate courses in subject Ayurveda Samhita and Kaychikitsa for year 2016-17. As per list total permitted seats for subject Ayurved Samhita were 50, and for subject Kaychikitsa (Medicine) total seats were 134. Out of these students only 120 students responded for study.

There are 14 colleges responded to survey, their names with their library software are as follows:

Table 4.1.2 Name of responded Colleges with library software:

Out of 28 colleges selected for research study only 14 colleges responded to given questionnaire for librarian. Name of that colleges with their library software are as follows. Majority of colleges use software made by local company as they are suitable. Pad. Dr. D.Y. Patil college of Ayurveda and research centre at Pune and Nerul use software built by their own University. Bharti Vidyapeeth's College of Ayurved and PDEA college of Ayurveda Use library management system as library software. Yashwant Ayurved Mahavidyalay ,Kodoli and Shri Annasaheb Dange Ayurved medical college and post graduate research training centre ,Walwa. Uses Biyani's software in daily library work of library.

Table 4.1.2 Name of respondent colleges with library software:

Sr.No.	Name of College	Name of Software
1	Bharti Vidyapeeth's College of Ayurveda and research centre. Dhankawdi Pune.	Library management system.
2.	Tilak Ayurved Mahavidyalaya ,583/2 Rasta Peth, Pune	Autolib library software
3	Loknete Rajaram Bapu Patil Ayurved Medical College, hosp, PG institute and research centre, Islampur Sangli.	Local Made software
4.	PDEA, College of Ayurved and research center ,Nigdi ,Tal-Haveli ,DT-Pune.	Library management
5.	Sangam Sevabhavi trusts Ayurved Mahavidyalaya, Tal-Sangmner -Dt-Ahmed Nagar.	Local made software
6	Ashwin Rural, Ayurved College, Manchi hill,Sangmner Ahmed Nagar	Local made software
7	Siddhkala Ayurved Mahavidyalaya ,Sangmner ,Ahmednagar.	Local made software
8	R.A, Poddar, Ayurved Medical college Worli, Mumbai	Librarian
9	Ayurved Prasarak Mandal's Ayurved Mahavidyalaya Sion, Mumbai	Local made, software
10	Yerla Medical Trust and Ayurved College Kharghar, NaviMumbai.	Local made, software
11.	Padmashree. Dr D.Y.Patil college of Ayurveda and research institute ,Pimpri, Pune	DPU software
12.	Yashwant Ayurved Mahavidyalaya kodoli,Kolhapur.	Biyani's software
13.	Pad. Dr. D.Y. Patil College of Ayurveda and research institute, Nerul. NaviMumbai	DPU software.
14.	Shri.Annasaheb Dange Ayurved Medical College and post graduate research training centre, Walawa ,Sangli.	Biyani's Software

4.1.3 Subject wise distribution of responded colleges with present periodical status is necessary and it is mentioned as follows:

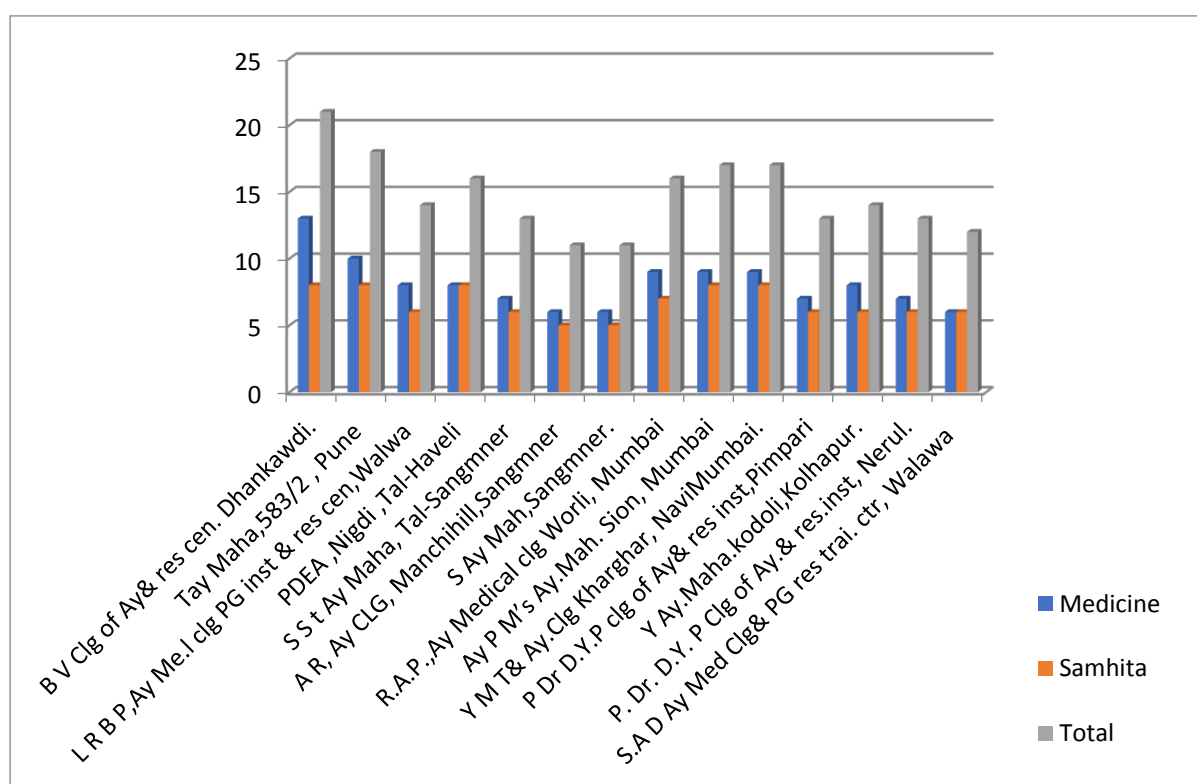
Table 4.1.6 Shows subject wise distribution of periodicals, there are total 113 periodicals available of subject, Kaychikitsa (Medicine) and 93 periodicals available for subject Samhita. There are total 186 periodicals are available for respected subjects given by responded colleges. These seats are considered to be population.

Table 4.1.3 Subject wise distribution of periodicals.

Sr.No.	Name of College	Medicine	Samhita	Total
1	Bharti Vidyapeeth's College of Ayurveda and research centre. Dhankawdi Pune.	13	8	21
2.	Tilak Ayurved Mahavidyalaya ,583/2 Rasta Peth, Pune	10	8	18
3.	Loknete Rajaram Bapu Patil, Ayurved Medical college, Hospital, PG institute and research centre, Walwa ,Islampur,Sangli	8	6	14
4.	PDEA, College of Ayurved and research center ,Nigdi ,Tal-Haveli ,DT-Pune.	8	8	16
5.	Sangam Sevabhavi trusts Ayurved Mahavidyalaya, Tal-Sangmner -Dt- Ahmed Nagar.	7	6	13
6	Ashwin Rural, Ayurved College, Manchi hill,Sangmner Ahmed Nagar	6	5	11
7	Siddhkala Ayurved Mahavidyalaya ,Sangmner ,Ahmednagar.	6	5	11
8	R.A,Poddar ,Ayurved Medical college Worli, Mumbai	9	7	16
9	Ayurved Prasarak Mandal's Ayurved Mahavidyalaya Sion, Mumbai	9	8	17
10	Yerla Medical Trust and Ayurved College Kharghar, NaviMumbai.	9	8	17
11.	Padm.Dr D.Y.Patil college of Ayurveda and research institute ,Pimpari, Pune	7	6	13

12.	Yashwant Ayurved Mahavidyalaya kodoli,Kolhapur.	8	6	14
13.	Pad. Dr. D.Y. Patil College of Ayurveda and research institute, Nerul. NaviMumbai	7	6	13
14.	Shri.Annasaheb Dange Ayurved Medical College and post graduate research training centre, Walawa, Sangli.	6	6	12
	Total Periodicals	113	93	206

Bar chart ; Table 4.1.3 Subjectwise distribution of periodicals.



Print resources are back bone of libraries . There are Ayurvedic colleges containig print resouces as follows :

4.1.4 Collection of Library resources in respondent libraries :

Mejority of colleges contains more than 16000 of library collection .there are very few colleges containing less than 16000 of library collection . Bharti vidyapeeths ayurved college and Tilak College of Ayurved Pune contains mejority of library collection.

Table No 4.1.4 Collection Of Library resources of respondent Collges :

Sr.No.	Collection of Library	No.of Colleges	Percentage %
1.	10000 - 12000	01	1.96%
2.	12001 - 14000	01	1.96%
3.	14001 - 16000	01	1.96%
4.	16001 - 18000	04	7.84%
5.	18001 - 20000	01	1.96%
6.	20001 - 22000	04	7.84%
7.	22001 - 24000	02	3.92%

Library should keep its record of users and their uses. For this manual as well as computerised systems are available today. Responded colleges uses computerised maintenance system for keeping record of library users .it is as follows:

Table 4.1.5 Maintenance system record of library users:

Maintenance of library record by responded college is as given in chart. all colleges keep record by computerised system but for precaution purpose only five colleges keep record also by manually they are) Loknete Rajaram bapu Patil, Ayurved college Walwa ,2) Sangam Sevabhavi Trusts Ayurved Mahavidyalaya ,Sangmner ,3)Siddhkala Ayurved mahavidyalaya,Sangmner 4) Ayurved Prasarak Mandal's Ayurved Mahavidyalaya Sion ,Mumbai 5) Yashwant Ayurved Mahavidyalaya,kodoly,.and 6) Yerla Medical trust and Ayurved Medical college ,Kharghar,Navi Mumbai. keep computerised as well as manually record.

Table; 4.1.5 Maintenance system record of library users:

Sr. No.	Maintenance System	Computerised
1	By manually	5
2.	Computerised	14

Table 4.1.6 Distribution of print journals, Periodicals) and e- journals of subject Medicine.

Table 4.1.6 shows distribution of print journals and e-journals of subject Medicine. Given data shows there are 87 print journals and 34 e-journals available in library. Which are library resources and used by library users.

Table 4.1.6 Distribution of print journals, Periodicals and e- journals of subject Medicine.

Sr.No.	Name of College	Print-jour	e-jour	Total
1	Bharti Vidyapeeth's College of Ayurveda and research centre. Dhankawdi Pune.	10	3	13
2.	Tilak Ayurved Mahavidyalaya ,583/2 Rasta Peth, Pune	08	2	10
3.	Loknete Rajaram Bapu Patil, Ayurved Medical college, Hospital, PG institute and research centre, Walwa ,Islampur,Sangli	6	2	8
4.	PDEA, College of Ayurved and research center ,Nigdi ,Tal-Haveli ,DT-Pune.	6	2	8
5.	Sangam Sevabhavi trusts Ayurved Mahavidyalaya, Tal-Sangmner -Dt-Ahmed Nagar.	6	1	7
6	Ashwin Rural, Ayurved College, Manchi hill,Sangmner Ahmed Nagar	5	2	7
7	Siddhkala Ayurved Mahavidyalaya ,Sangmner ,Ahmednagar.	5	2	7
8	R.A,Poddar ,Ayurved Medical college Worli, Mumbai	6	3	9
9	Ayurved Prasarak Mandal's Ayurved Mahavidyalaya Sion, Mumbai	7	3	10
10	Yerla Medical Trust and Ayurved College Kharghar, NaviMumbai.	7	4	11
11.	Padmashree. Dr D.Y.Patil college of	6	2	8

	Ayurveda and research institute ,Pimpari, Pune			
12.	Yashwant Ayurved Mahavidyalaya kodoli,Kolhapur.	5	3	8
13.	Pad. Dr. D.Y. Patil College of Ayurveda and research institute, Nerul. NaviMumbai	5	3	8
14.	Shri.Annasaheb Dange Ayurved Medical College and post graduate research training centre, Walawa ,Sangli.	5	2	7
	Total Periodicals	87	34	121

Bar chart: Table 4.1.6 Distribution of print and non-print journals, periodicals of subject medicine.

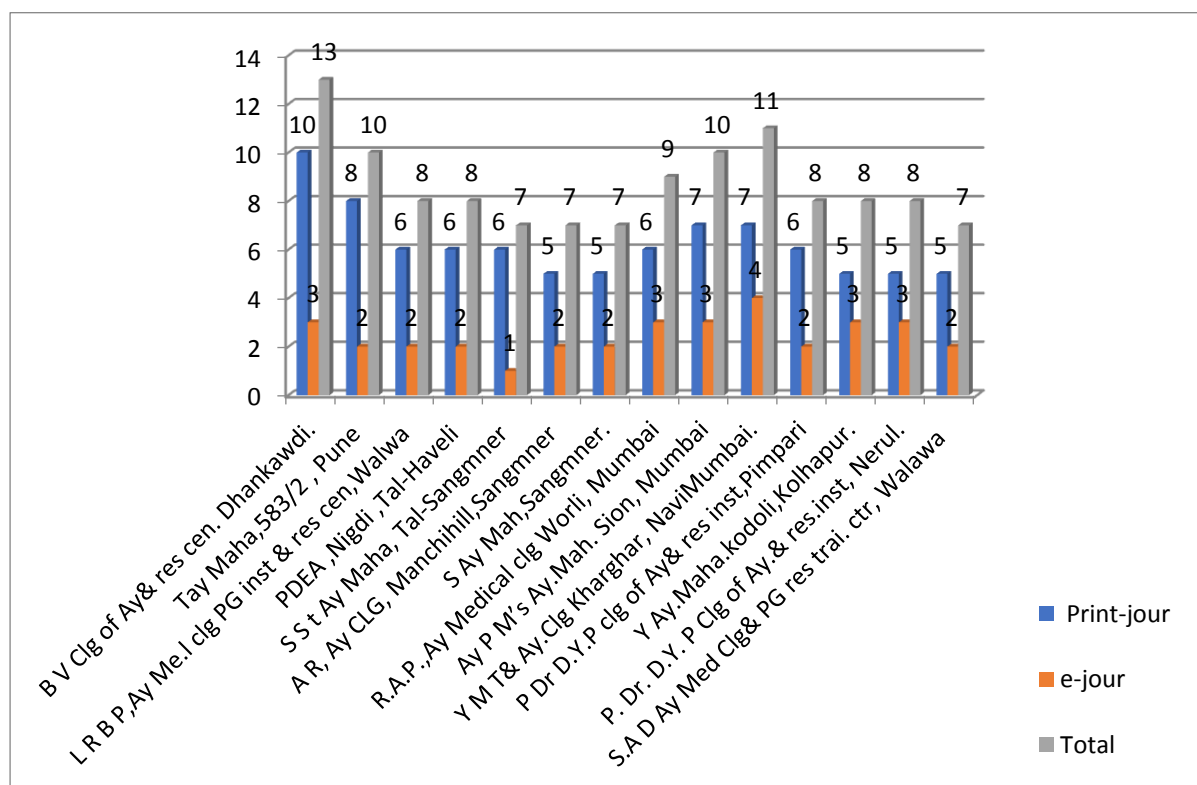


Table 4.1.7 Distribution of print journals and e- journals of subject Samhita:

Table 4.1.7 shows distribution of print journals and e-journals of subject Samhita. There are 61 print journal and 24 e-journals for subject Samhita for responded college.

Table 4.1.7 Distribution of print Journals, periodicals and e- journals of subject Samhita:

Sr.No.	Name of College	print journals	e-jour	Total
1	Bharti Vidyapeeth's College of Ayurveda and research centre. Dhankawdi Pune.	6	2	8
2.	Tilak Ayurved Mahavidyalaya ,583/2 Rasta Peth, Pune	6	2	8
3.	Loknete Rajaram Bapu Patil, Ayurved Medical college, Hospital, PG institute and research centre, Walwa ,Islampur,Sangli	4	2	6
4.	PDEA, College of Ayurved and research center ,Nigdi ,Tal-Haveli ,DT-Pune.	6	2	8
5.	Sangam Sevabhavi trusts Ayurved Mahavidyalaya, Tal-Sangmner -Dt- Ahmed Nagar.	5	1	6
6	Ashwin Rural, Ayurved College, Manchi hill,Sangmner Ahmed Nagar	3	1	4
7	Siddhkala Ayurved Mahavidyalaya ,Sangmner ,Ahmednagar.	3	1	4
8	R.A,Poddar ,Ayurved Medical college Worli, Mumbai	5	2	7
9	Ayurved Prasarak Mandal's Ayurved Mahavidyalaya Sion, Mumbai	5	2	7
10	Yerla Medical Trust and Ayurved College Kharghar, NaviMumbai.	4	2	6
11.	Padmashree. Dr D.Y.Patil college of Ayurveda and research institute ,Pimpari, Pune	3	2	5
12.	Yashwant Ayurved Mahavidyalaya kodoli,Kolhapur.	4	2	6
13.	Pad. Dr. D.Y. Patil College of Ayurveda and research institute,	4	1	5

	Nerul. NaviMumbai			
14.	Shri.Annasaheb Dange Ayurved Medical College and post graduate research training centre, Walawa ,Sangli.	3	2	5
	Total Periodicals	61	24	85

4.1.7 Bar chart: Distribution of print and nonprint journal, periodicals of subject Samhita.

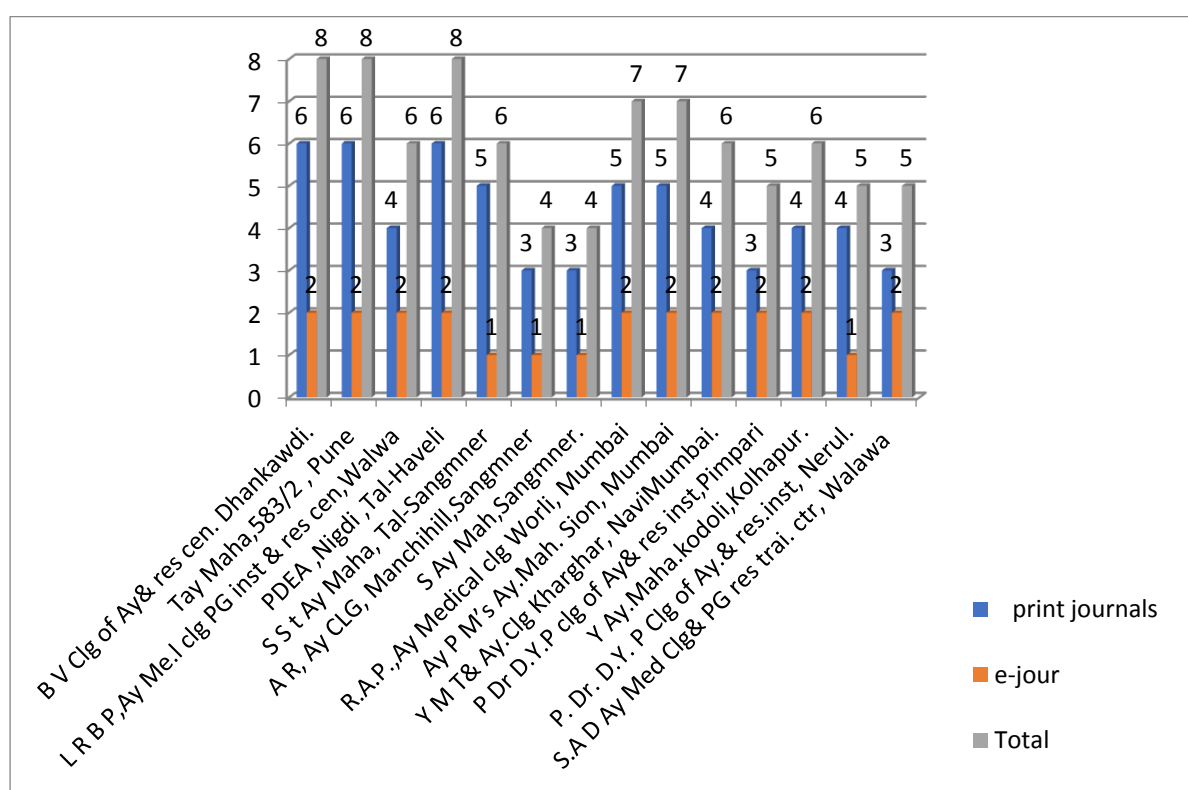


Table 4.1.8 Difficulties in collection of resources:

Out of 14 responded colleges ,all responded colleges faces problem of high cost of both resources, print and e-resource in collection and development of resources , Loknete Rajaram bapu Patil Ayurvedic Medical college ,Hosp, PG institute and research centre,Walwa.,2)Sangam seva bhavi Trusts Ayurved Mahavidyalaya Sangmner ,3) Siddhkala Ayurveda Mahavidyalaya,Sangmner ,4) Yerla Medical trust and Ayurved college Kharghar.5) Shri Annasaheb Dange Ayurved Medical Collge

and PG research training centre. Walwa. these colleges face difficulties in irregularity of both print and e-resources, cost factor, trouble in access of information, lack of Knowledge to use e-resource, lack of trained staff, and frequent power cut. Remaining colleges faces some of difficulties in irregularity, trouble in access, lack of knowledge to use e-resource, lack of trained staff and frequent power cut. Table 4.1.9 shows difficulties faced in collection of resources by colleges are Irregularity in resource collection is 57.15% all colleges faced cost problem. Lack of knowledge in searching e-resource is faced by 78.58%. Lack of trained staff are faced by 71.42% and frequent power cut problem is faced by 78.58% by respondent colleges.

Table 4.1.8 Difficulties in collection of resources

Sr. No	Difficulties faced by colleges in collection of resources	Number of colleges	Percentage %
1	Irregularity	08	57.14%
2	Costly	14	100%
3	Trouble in access	09	64.28%
4	Lack of knowledge of use e-resource	11	78.58%
5	Lack of trained staff	10	71.42%
6	Frequent power cut	11	78.58%

Table 4.1.9 Facilities Provided by Library.:

Out of 14 responded colleges all colleges provide Internet service, Online data base service and reference service regularly. Some colleges like ,1) Tilak Ayurved college, Pune, 2) Sangam Sevabhavi trusts Ayurved college, Sangmner ,3) Ashwin Rural Ayurveda College, Sangmner,4) Sidhhkala Ayurveda Mahavidyalay ,Sangmner,Ayurveda Prasarak mandal's Ayurveda Mahavidyalaya ,Sion 5),Yerla Trust and Ayurved college Kharghar, And Annasaheb Dange Ayurveda Medical college and PG research traning centre Walwa did not provide SDI (selective dissemination service).All respondent colleges provide Internet service , online database service ,CAS ,reference service and E-journal facility. SDI and Bibliographic facilities are provided by 50% and 42.85%by respondent colleges.

Table 4.1.9 Facilities Provided by Library:

Sr. No.	Facility provided by library	Number of colleges	Percentage %
1	Internet	14	100%
2	Online data base	14	100%
3	Current awareness service	14	100%
4	Reference service	14	100%
5	SDI	7	50%
6	Bibliographic Service	6	42.85%
7	E-journal	14	100%

4.1.10. Commonly Used and subscribed journals of Samhita: Out of these following journals majority of colleges use 6 to 8 journals regularly and majorly 2 e-journals were used by respondent colleges. Out of given respondent colleges Ashwin Rural Ayurved college, Sangamner ,Siddhkala Ayurved Mahavidyalaya ,Sangamner ,subscribe few periodicals for subject Samhita. Out of given responded colleges, Bharti Vidyapeeth's College of Ayurveda, Pune, Tilak Ayurveda Mahavidyalaya, Pune and PDEA college of Ayurveda and research centre Nigdi, Pune, subscribes majority of journals for subject Samhita. Journal Ayurved Vikas, Marathi Vidnyan Parishad Patrika , Maharashtra Arogy patrika ,and Journal of Research in Ayurveda and Siddha, were commonly subscribed and used by users . Journal of Ayurveda and AYU e- journal was most subscribed and used journals of all.

Table 4.1.10.: Commonly Used and Subscribed Journals and periodicals of subject Samhita.

Sr No	Journal	Number of colleges	Percentage %
1	Ayurved Vikas	10	71.42%
2	Aryavaidnyan	08	57.15%
3	Marathi Vidnyan Parishad Patrika	10	71.42%
4	Maharashtr Arogy patrika	11	78.58%
5	Brahm Ayurveda	07	50%

6	Nanal Madhujivan	08	57.15%
7	Journal of Ayurveda	12	85.71%
8	Journal of Research in Ayurveda and siddha, e-journal (International Journal)	11	78.58%
9	AYU (Journal) e-journal (International Journal)	14	100%
10	Ayurlog	07	50%
11	Journal of AYUSH (, international Journal)	14	100%

4.1.11. Commonly Used and subscribed Journals of Medicine: Following are commonly used periodicals and journals by respondent colleges. Out of following periodicals and journals, majority of college subscribes 8 to 10 print and nonprint periodicals, and journals. International journal of Ayurvedic Medicine (e-Journal) and International Ayurvedic Medical Journal Bouth are subscribed and used by all respondent colleges. Indian journal of tuberculosis and Indian journal of sexually transmitted diseases are less in use Ayurveda Mahavidyalaya , uses major periodicals for subject Medicine .

Table 4.1.11: Commonly Used and subscribed Journals of Medicine

Sr. no	Journal subscribed and used by colleges and users.	Number of Colleges	Percentage %
1	J-AIM; Journal of Ayurveda & Integrative E-journal	09	64.28%
2	The Journal of Research & Edu.in Indian Medicine JREIM	10	71.42%
3	International Journal of Ayurvedic Medicine (IJAM)-E- journal.	14	100%
4	International Ayurvedic Medical Journal- E-journal	14	100%
5	Indian Journal of medical research	7	50%
6	Indian Journal of Tuberculosis	6	42.85%
7	Indian Journal of sexually transmitted diseases.	6	42.85%
8	Indian journal of communicable diseases	7	50%
9	Herold of Health	8	57.15%
10	Journal of Indian System of Medicine	10	71.42%

11	Journal of Indian Medical Association,	09	64.28%
12	Integrative Medicine Research	08	57.15%
13	Bulletin of Indian Medical Association	06	42.855
14	International journal of critical illness & Injury Sci	08	57.15%
15	Journal of Indian System of Medicine	08	57.15%
16	EJIM-E Journal of Indian Medicine, E-Journal	13	92.85%

Researcher use second type of questionnaire to find out use of resources by post graduate students and faculty members of Ayurvedic colleges. The total population of users is 324 which consist of student and faculty together by allotment of seats as per CCIM, out of them 120 post graduate students and 60 faculty of subject Kaychikitsa and Ayurved Samhita responded to survey. Total 180 respondents have responded as a user for survey which is 55.55%.

Interpretation and analysis for second type questionnaire is as follows:

It is second type of Questionnaire for collection of data of users means post graduate students and faculty members of subject Kaychikitsa (medicine) and subject Ayurved Samhita

4.2 ANALYSIS AND INTERPRETATION

In this chapter for second questionnaire distributed to post graduate students and faculty and data were collected. The collected data were analysed by applying suitable statistical techniques where necessary and were presented,

Various categories of respondents:

- 1) Educational Qualification wise respondents
- 2) Age wise respondents
- 3) Department wise respondents
- 4) Usage wise respondents.

Basic respondents are – There 134 seats allotted to Kaychikitsa (Medicine) and 50 seats Ayurveda Samhita department for postgraduation by AYUSH ministry of Ayurveda. And as per CCIM requirement of teacher for each department is as per seat allotted to concern subject, researcher selects 60 teachers for given study, therefor total 244 respondents are their but only 120 students responded to given questionnaire

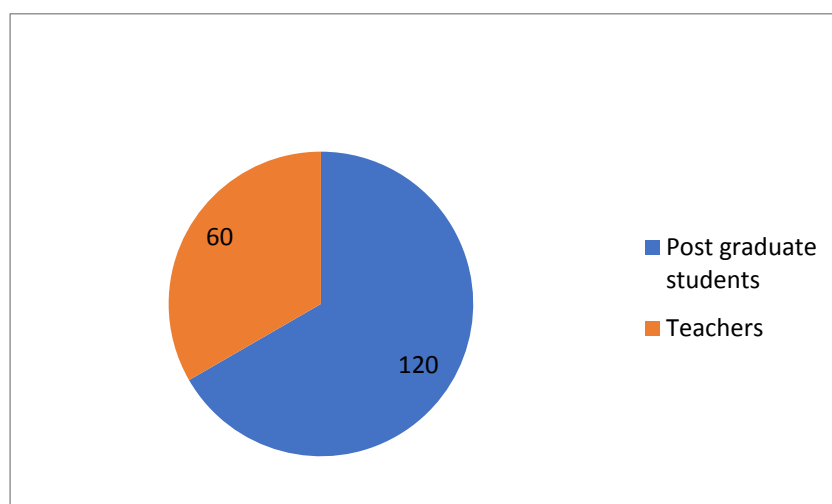
means 120 post graduate students and 60 respondents are available for study teacher total 180. Researcher analyses 180 respondents.

Table 4.1 shows the information regarding the academic qualification. It was found that 120 (66.67 %) respondents fall under post graduate students followed by 60 (33.33%) faculty members. It was observed that majority of respondents are post graduate students

Table: 4.2.1 Academic qualification wise Respondents

Educational Qualification	Respondents	Total percentage
Post graduate students	120	66.67 %
Teachers	060	33.33 %
	180	100 %

4.2.1 Pie Chart :Academic qualification wise respondents



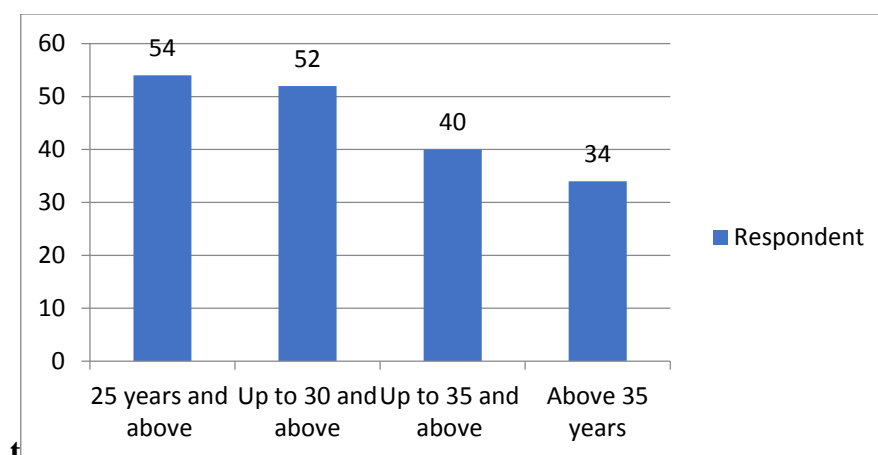
4.2.2 Table: Age wise respondents

Table 4.2 was describing the age wise description of respondents It was found that 54 (30%)respondents belongs to the age 25,followed by 31 (17.22%)students and 21(11.67%)teachers means total 52 (28.89%) respondents belongs to age group 30.Some of respondents that is 25 (13.89%) students and 15(8.33%)teachers ,total 40(22.22%)respondents belongs to age group 35.Remaining 10 (5.55%)students and 24(13.33%) teachers fall in to age group above 35.

4.2.2: Age wise Respondents

Age	PG Students	Teachers	Total and percentage
25 years and above	54(30%)	0 %	54 (30%)
Up to 30 and above	31(17.22%)	21 (11.67%)	52 (28.89%)
Up to 35 and above	25(13.89%)	15(8.33%)	40 (22.22%)
Above 35 years	10(5.56%)	24 (13.33%)	34 (18.89%)
	120(66.67%)	60 (33.33%)	180 (100%)

4.2.2 Bar Chart :Age wise respondents

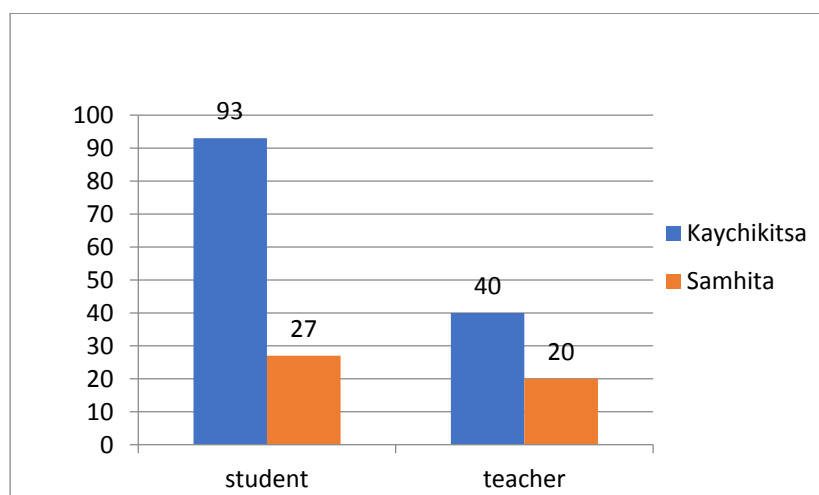


4.2.3 Department wise Respondents:

Table 4.3 shows the department wise distribution of respondents. It was found that there are 113 seats allotted to subject kaychikitsa (Medicine) means 113 students were available but 93 (51.67%) students responded and 40(22.22%) teachers are responded to questionnaire. There are 38 seats allotted to Ayurveda Samhita but only 27(15%) students give response for study from Samhita department and 20(11.11%) teachers responded for given questionnaire. There were total 133(73.89%) respondents from Medicine department give response for present study, followed by total 47 (26.12%) respondents from Samhita department give response for present study.

Table 4.2.3 Department wise respondents:

Department	Student	Teacher	Total %
Kaychikitsa	93 (51.67)	40(22.22)	133(73.89%)
Samhita	27(15)	20(11.12)	47(26.11%)
Total of subject	120(66.67%)	60(33.33%)	180(100%)

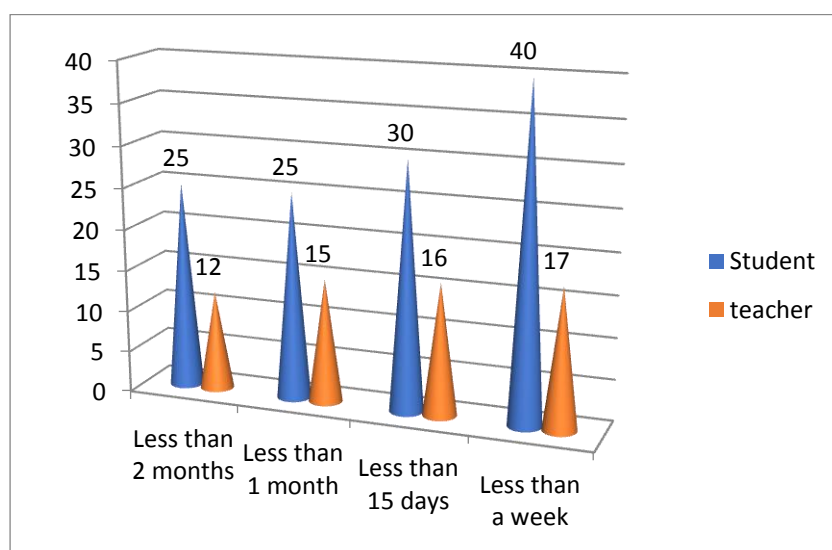
4.2.3 Bar Chart ; Department wise respondents :**4.2.4 Usage wise Respondents for E-resource:**

The table 4.4 was covering how long respondents are using the e-resources. There were total 180 respondents available, out of these 133(73.89%) for Kaychikitsa department respondent are here for observation and 47(26.11%) respondents are available for Samhita department. Moreover, it is observed that 25(13.89%) students and 12(6.67%) teachers used e-resource less than two months. As like this 25 (13.89%) students and 15(8.33%) teachers used e-resource less than one month. Followed by this 30(16.67%) students and 16(8.89%) teachers used e-resource less than 15 days, and 40(22.22%) PG students and 17(9.44%) teachers used e- resource less than a week, or frequently for their references.

4.2.4 Table: Use of e- resource

Usage	Student	teacher	Total
Less than 2 months	25(13.89)	12(6.67)	37(20.56%)
Less than 1 month	25(13.89)	15(8.33)	40(22.22%)
Less than 15 days	30(16.67)	16(8.89)	46(25.56%)
Less than a week	40(22.22)	17(9.44)	57(31.66%)
Total	120 (66.67%)	60 (33.33%)	180(100%)

4.2.4 Cone Chart -Use of e-resource:



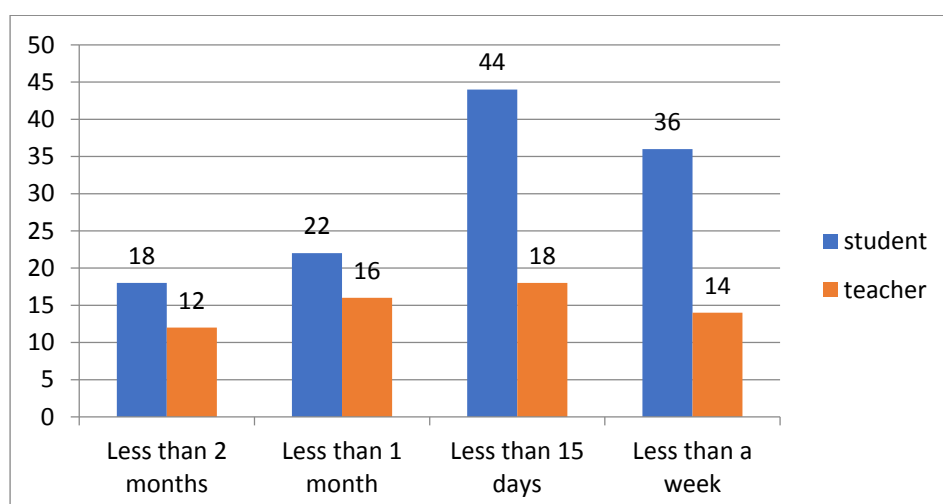
4.2.5: Use of Print Resource:

The table 4.5 was proposing the response of all PG students and teachers towards print resource Among 180 (100%) respondents 18(10%) PG student and 12(6.67%) teachers, means total 30(16.67%) respondents used print resource less than two months ,as well as 22(12.22%) students and 16(8.89%) teachers used print resource less than one month. 44 (24.44%) PG students and 18(10%) teachers uses print resource less than 15 days followed by this 36(20%) PG student and 14(7.78%), teacher ,total 50(27.78%) respondents uses print resource less than a week or 50(27.78%) respondents use print resource frequently.

4.2.5 Table: Use of print resources:

Usage	PG student	teacher	Total percentage
Less than 2 months	18(10%)	12(6.67%)	30(16.67%)
Less than 1 month	22(12.22%)	16(8.89%)	38(21.11%)
Less than 15 days	44(24.44%)	18(10%)	62(34.44%)
Less than a week	36(20%)	14(7.78%)	50(27.78%)
Total	120(66.66%)	60(33.34%)	180(100%)

4.2.5 Bar Chart; Use of print resource



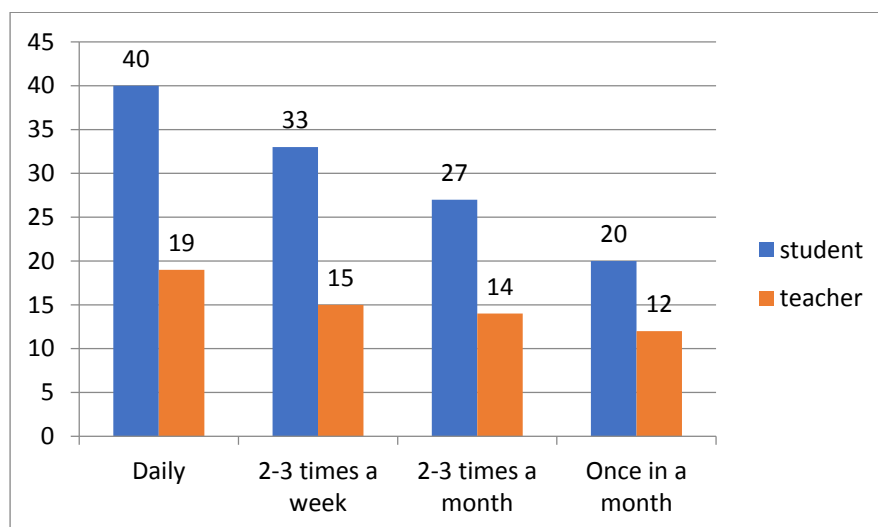
4.2.6: Frequency of Use of e- resource:

Table 4.6 was labeling the frequency of accessing the e-resource. Out of 180 respondents, 40 (22.22%) students and 19 (10.56%) teachers, totaling 59 (32.78%) respondents access e-resource daily. Such as 33 (18.33%) PG Student and 15 (8.33%) teachers, totaling 48 (26.66%) respondents access e-resource 2-3 times a week. Followed by this 27 (15%) PG student and 14 (7.78%) teachers, totaling 41 (22.78%) respondents access e-resource 2-3 times a month. As like this, 20 (11.11%) PG student and 12 (6.67%) teachers, together 32 (17.78%) access e-resource once in a month.

4.2.6 Table: Frequency of e-resources usage

Usage	student	teacher	Total
Daily	40(22.22%)	19(10.56%)	59(32.78%)
2-3 times a week	33(18.33%)	15(8.33%)	48(26.66%)
2-3 times a month	27(15%)	14(7.78%)	41(22.78%)
Once in a month	20(11.11%)	12(6.67%)	32(17.78%)
Total	120(66.66%)	60(33.34%)	180(100%)

4.2.6 Bar Chart; frequency of e-resource usage



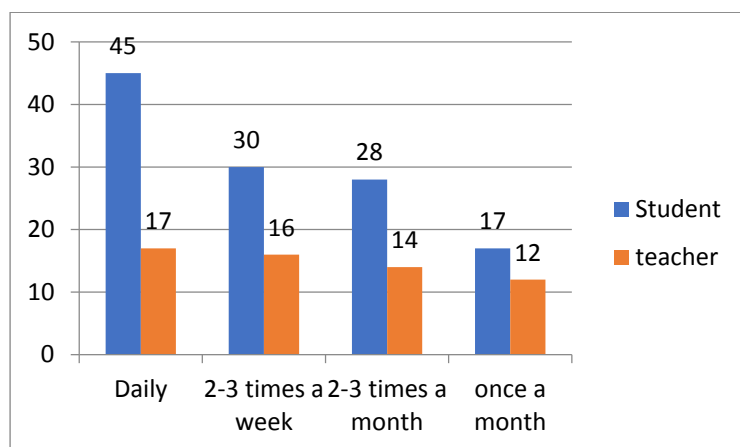
4.2.7 Frequency of Print resource. –

Out of 180 respondents 45(25%) PG students and 17(10%), total 63(35%) respondents access print resource daily. , Followed by this 30(16.67%) PG students and 16(8.89%) teachers ,total 46(25.56%)respondents access print resource 2-3 times in a week to get information. Like this 28(15.55%) PG students and 14(7.78%) teachers, total 42(23.33%) respondents access print resource 2-3 times in a month for getting information. There are 17(9.44%) PG students and 12(6.67%) teachers, total 29 (16.11%) respondents access print resource once in a month for their use.

4.2.7 Table: Frequency of print -resources usage

Usage	Student	teacher	Total
Daily	45(25%)	17(10%)	63(35%)
2-3 times a week	30(16.67%)	16(8.89%)	46(25.56%)
2-3 times a month	28(15.55%)	14(7.78%)	42(23.33%)
once a month	17(9.44%)	12(6.67%)	29(16.11%)
Total	120(66.67%)	60(33.34%)	180(100%)

4.2.7 Bar Chart; frequency of print resource



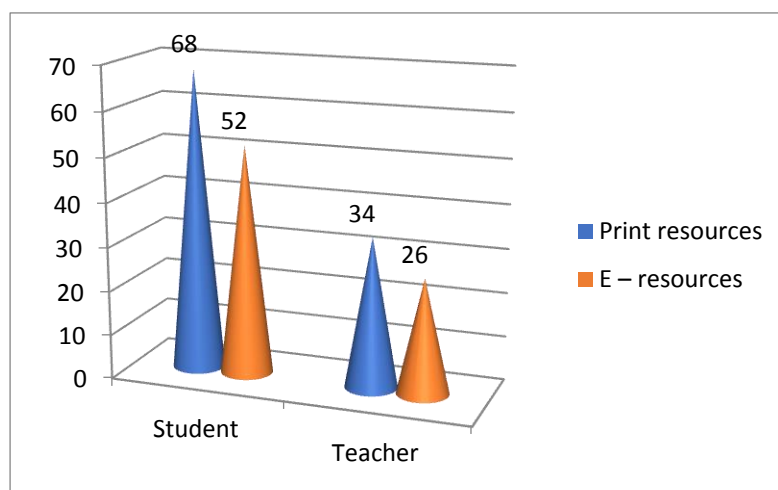
4.2.8 Basic Use of information resource;

Out of 180(100%) respondents 68(37.78%) PG students and 34(18.89%) teachers, total 102 (56.67%) of respondents use Print resource, and 52(28.89%) PG students and 26(14.44%) teachers, total 78(43.33%) respondents use E-resource.

4.2.8 Basic Use of information resource.

Resources	Student	Teacher	Total
Print resources	68(37.78)	34(18.89%)	102(56.67%)
E – resources	52(28.89)	26(14.44%)	78(43.33%)
Total	120(66.67)	60(33.33%)	180(100%)

4.2.8 Cone Chart; Basic use of information resource



4.2.9 Learning method for print Resource:

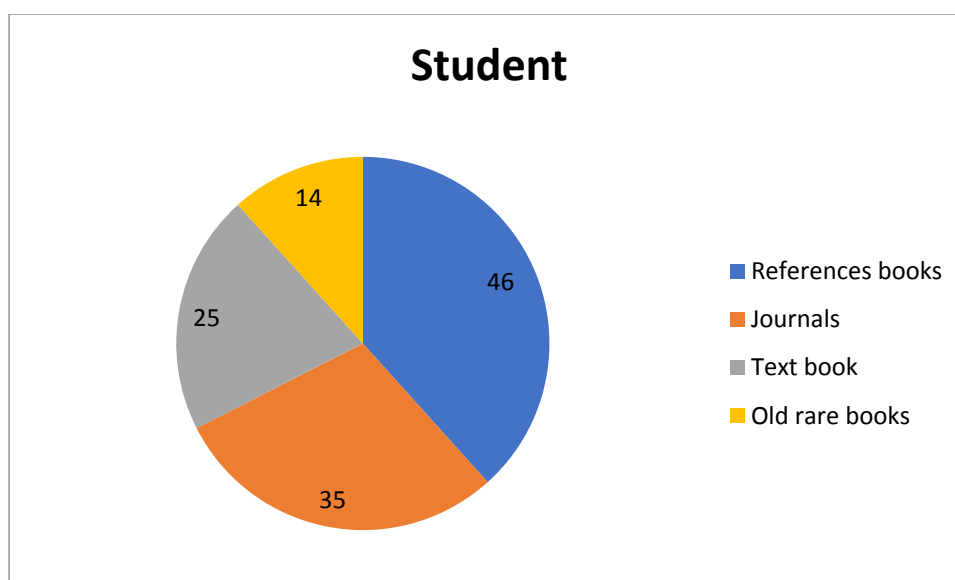
table 4.9 was indicating various learning methods adopted by respondents to handle Information. Out of 180(100%) respondents 46 (25.55%) PG students and 16(8.89%) teachers, means total 62(34.44%) respondents used reference books for their study.

Followed by this,35(19.44%) PG students and 19(10.56%) teachers, together 54(30%) respondents use journals for their use. And 25(13.89%) PG students and 15(8.33%) teachers, means total 40(22.22%) respondents use text book for their reference.

4.2.9 Table: Learning method for print information resources

Methods	Student	Teacher	Total
References books	46(25.55%)	16(8.89%)	62(34.44%)
Journals	35(19.44%)	19(10.56%)	54(30%)
Text book	25(13.89%)	15(8.33%)	40(22.22%)
Old rare books	14(7.78%)	10(5.56%)	24(13.34%)
Total	120(66.67%)	60(33.34%)	180(100%)

4.2.9 Pie Chart; learning method for print information resource



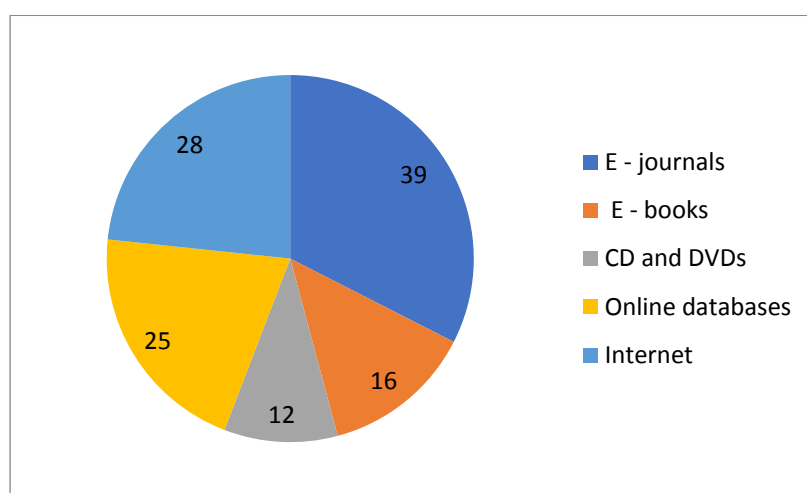
4.2.10 Learning method for usage of E- resource:

There are 180 (100%) respondents available for study, out of these 39(21.67%) PG students and 14 (7.77%) teachers, total 53(29.44%) respondents use E-journal for their studies. Followed by this 16(8.89%) PG student and 12(6.67%) teachers, total 28(15.56%) respondents use e-books. 12(6.67%) PG students and 11(6.11%) teachers, total 23(12.78%) respondents use CD, and DVDs for their study. Like this 25(13.89%) PG student and 10(5.55%), total 35(19.44%) respondents use online data bases, and 28(15.56%) PG student and 13(7.22%) teachers, total 41(22.78%) respondents use internet for getting their information. for study.

4.2.10 Learning method for usage of E – resources

Method	Student	Teacher	Total
E - journals	39(21.67%)	14(7.77%)	53(29.44%)
E - books	16(8.89%)	12(6.67%)	28(15.56%)
CD and DVDs	12(6.67%)	11(6.11%)	23(12.78%)
Online databases	25(13.89%)	10(5.55%)	35(19.44%)
Internet	28(15.56%)	13(7.22%)	41(22.78%)
Total	120(66.68%)	60(33.32%)	180(100%)

4.2.10 Pie Chart; Learning method for usage of e-resource



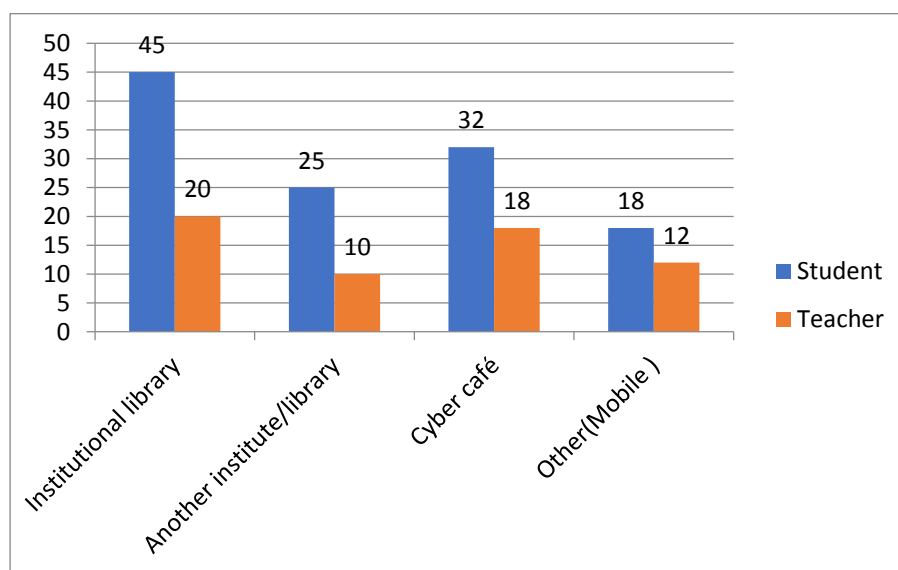
4.2.11: Access for E- resource, -

Table 4.11 Shows from where the available respondents access the information of E-resource. Out of 180 respondents 45(25%) PG students and 20(11.11%) teachers, total 65(36.11%) respondents access information from their Institutional library .25(13.89%) PG students and 10(5.56%) teachers, total 35(19.45%) respondents access their e-information from another institutional library. And 32(17.78%) PG student and 18 (10%) teachers, total 50(27.78%) respondents access their e-information from Cybercafé, while 18(10%) PG student and 12(6.69%) teachers, total 30(16.66%) respondents access their information from personal internet, PC, Mobile or by any other way.

4.2.11: Access of E – resources

Media of access information	Student	Teacher	Total
Institutional library	45(25%)	20(11.11%)	65(36.11%)
Another institute/library	25(13.89%)	10(5.56%)	35(19.45%)
Cyber café	32(17.78%)	18(10%)	50(27.78%)
Other (personal or any)	18(10%)	12(6.69%)	30(16.66%)
Total	120(66.67%)	60(33.33%)	180(100%)

4.2.11 Bar Chart; Access of e-resource:



Chi- square test for independence

Hypothesis of the test is

H₀: There is no association between Media of access information and Respondent category (Student/Teacher).

H₁: There is association between Media of access information and Respondent category (Student/Teacher).

Media of access information	Student	Teacher	Chi-square	df	p-value
Institutional library	45(25)	20(11.11)	1.3095	3	0.7269
Another institute/library	25(13.89)	10(5.56)			
Cyber café	32(17.78)	18(10)			
Other (Mobile)	18(10)	12(6.69)			

Since, $p\text{-value} > 0.05$, we accept H_0 at 5% level of significance

Conclusion: there is no association between media of access information and respondent category (student/teacher)

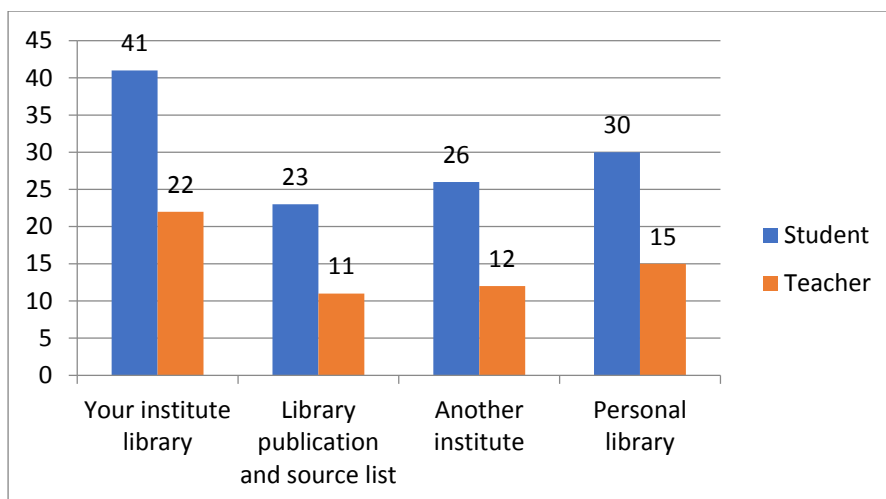
4.2.12; Access Of print resource

Table 4.11 indicates access of print resource by respondents, Out of 180 (100%) Respondents 41(22.78%) PG students and 22 (12.22%) teachers, Total 63(35%) access print resource from their institutional library. 23(12.78%) PG students and 11(6.11%) Teachers, Total 34(18.89%) respondents access print resource from library publication source list. followed by these 26(14.44) PG students and 12(6.67%) teachers access print resource from another institute, and 30(16.67%) PG students and 15(8.33%) teachers, total 45(25%) respondents use personal library to access their information.

Table :4.2.12 Access of print resources

Method of resources	Student	Teacher	Total
Your institute library	41(22.78%)	22(12.22%)	63(35%)
Library publication and source list	23(12.78%)	11(6.11%)	34(18.89%)
Another institute	26(14.44%)	12(6.67%)	38(21.11%)
Personal library	30(16.67%)	15(8.33%)	45(25%)
Total	120(66.67%)	60(33.33%)	180(100%)

4.2.12 Bar Chart; Access of print resource

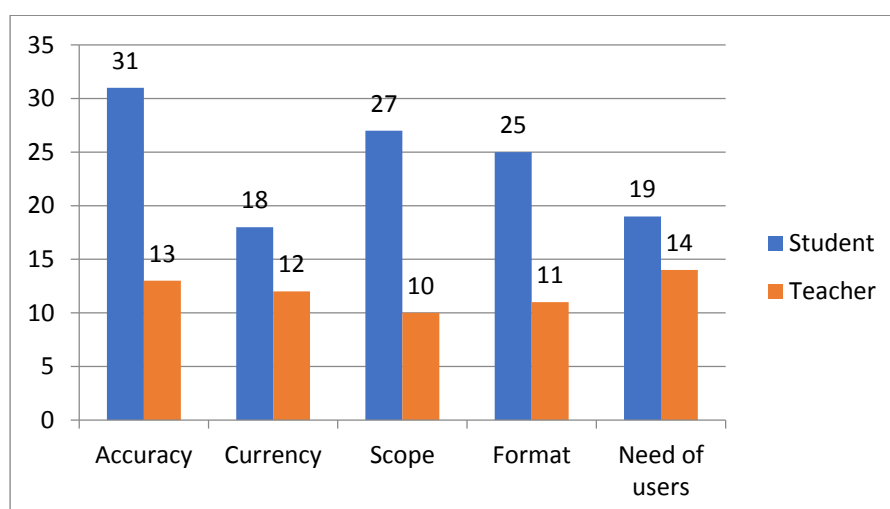


4.2.13 Evaluation of print resource: Table 4.12 shows evaluation of print resource ,On the basis of five point scale ,given points , are evaluated in purchasing print resource that are Accuracy, Currency, Scope, Format, Need of Users .Out of 180(100%) respondents, 31(17.22%) PG student and 13(7.22%) teachers found accuracy is important point in accessing print resource ,while 18(10%)PG student and 12(6.67%)teachers ,total 30(16.67%) respondents found currency as important point in processing and accessing print resource ,followed by this 27(15%) PG student and 10(5.56%) teachers ,total 37(20.56%)respondents found scope is important point in evaluating print resource , While 25(13.89%) PG students and 11(6.11%)teachers ,total 36(20%) respondents found format is important point in accessing and evaluating print resource ,followed by this 19(10.55%) PG students and 14(7.78%) teachers ,total 33(18.33%) respondents found need of users is important point in purchasing and evaluating Print -resource .

4.2.13 Evaluation of print resources

Evaluating pairs	Student	Teacher	Total
Accuracy	31(17.22%)	13(7.22%)	44(24.44%)
Currency	18(10%)	12(6.67%)	30(16.67%)
Scope	27(15%)	10(5.56%)	37(20.56%)
Format	25(13.89%)	11(6.11%)	36(20%)
Need of users	19(10.55%)	14(7.78%)	33(18.33%)
Total	120(66.66%)	60(33.34%)	180(100%)

4.2.13 Bar Chart; evaluation of print resource ;



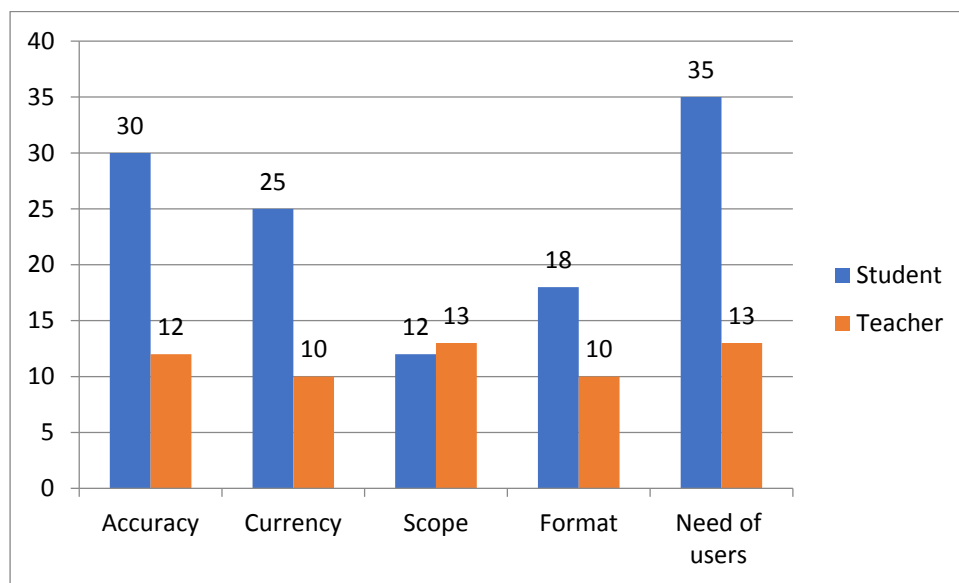
4.2.14 Evaluation of e – resources:

Table 4.14 presents evaluation of e-resource which is based on five-point scale that are, Accuracy, Currency, Scope, format, and need if users, these points are evaluated during purchasing of e-resource. Given data shows 30(16.67%) PG students and 12(6.67%) teachers, total 42(23.34%) respondents found accuracy as important evaluating point, while 25(13.89%) PG student and 10(5.56%) teachers, total 35(19.44%) respondents think currency as important point in purchasing e-resource. Followed by this 12(6.67%) PG student and 13(7.22%) teachers, total 25(13.89%) respondents found Scope as important evaluating point while purchasing e-resource. 18(10%) PG students and 10(5.56%) teachers ,total 28(15.56%) respondents found Format as a important point while purchasing e-resource . 35(19.44%) PG student and 15(8.33%) teachers ,total 50(27.77%) respondents think that Need of users is a important evaluating point in purchasing e-resource .

Table No: 4.2.14 Evaluation of e – resources:

Evaluating point	Student	Teacher	Total
Accuracy	30(16.67%)	12(6.67%)	42(23.34%)
Currency	25(13.89%)	10(5.56%)	35(19.44%)
Scope	12(6.67%)	13(7.22%)	25(13.89%)
Format	18(10%)	10(5.56%)	28(15.56%)
Need of users	35(19.44%)	15(8.33%)	50(27.77%)
Total	120(66.67%)	60(33.33%)	180(100%)

4.2.14 Bar Chart; Evaluation of e-resource:

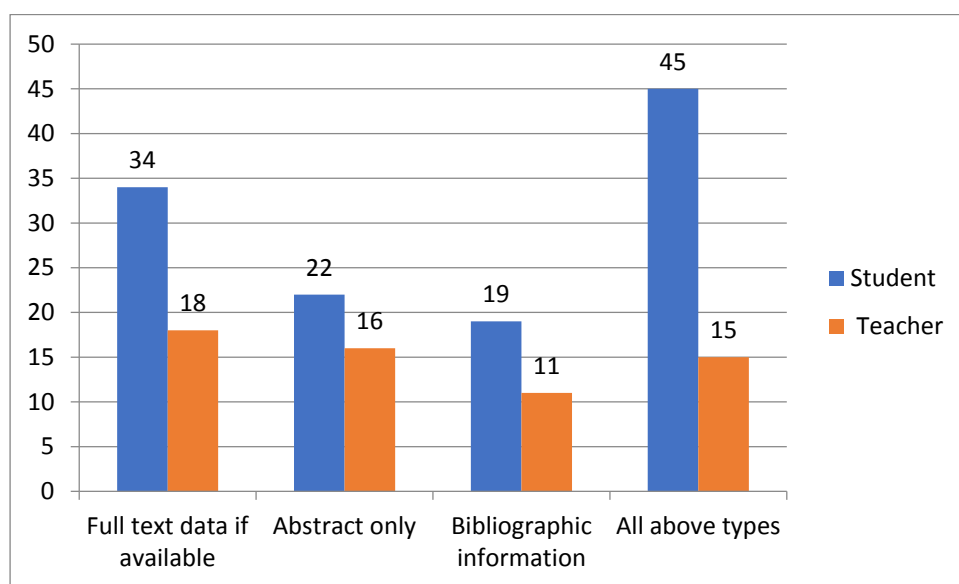


4.2.15: Type of use of download e- resources, Table 4.15 shows types of downloading of information used by students and teachers ,34(18.89%) PG students and 18(10%) teachers means, total 52(28.89%) respondents download full text data if available, while 22(12.22%) PG student and 16(8.89%) teachers, total 38(21.11%) respondents download abstract only. At that time 19(10.56%) PG students and 11(6.11%) teachers, total 30(16.67%) respondents download bibliographic information. And 45(25%) PG students and 15(8.33%) teachers, total 60(33.33%) respondents use all types of downloading.

4.2.15 Type of use of Download e – resources

Types of downloading of e – resources	Student	Teacher	Total
Full text data if available	34(18.89%)	18(10%)	52(28.89 %)
Abstract only	22(12.22%)	16(8.89%)	38(21.11%)
Bibliographic information	19(10.56%)	11(6.11%)	30(16.67%)
All above types	45(25%)	15(8.33%)	60(33.33%)
Total	120(66.67%)	60(33.33%)	180(100%)

4.2.15 Bar Chart; type of use of download e-resource:



4.2.16: Type of use of print resource: table 4.16 shows types of use of print resource ,32(17.78%) PG students and 15(8.33%) teachers, total 47(26.11%) respondents use full text data.23(12.78%) PG students and 16(8.89%) teachers, total 39(21.67%) respondents use to abstract only.20(11.11%) PG students and 12(6.67%) teachers, total 32(17.78%) respondents use references only. 45(25%) PG students and 17(9.44%) teachers, total 62(34.44%) respondents use all above types.

4.2.16 Type of use of print resources:

Type of use of print resources	Student	Teacher	Total
Full text data.	32(17.78%)	15(8.33%)	47(26.11%)
Abstract only	23(12.78%)	16(8.89%)	39(21.67%)
References only	20(11.11%)	12(6.67%)	32(17.78%)
All above types	45(25%)	17(9.44%)	62(34.44%)
Total	120(66.67%)	60(33.33%)	180(100%)

4.2.16 Bar Chart: Type of use of print resource:

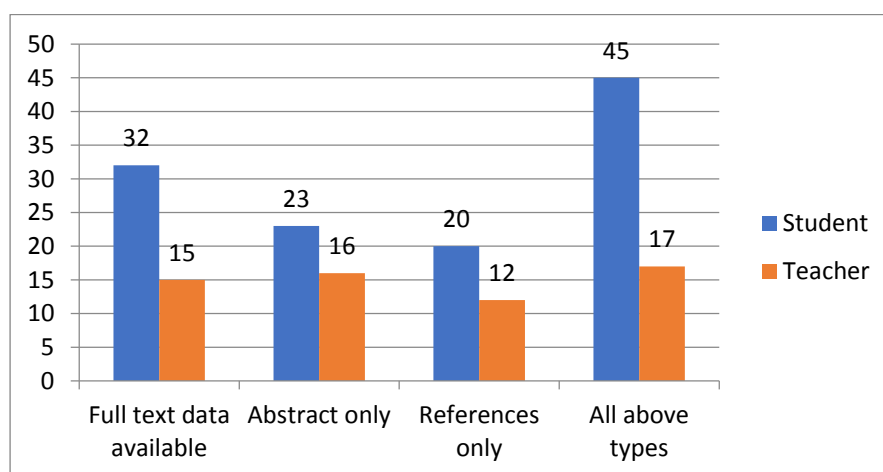


Table 4.16

Chi-square test for independence

The hypothesis of the test is

H0: There is no association between Type of use of print resources and Respondent category (Student/Teacher).

H1: There is association between Type of use of print resources and Respondent category (Student/Teacher).

Type of use of print resources	Student	Teacher	Chi-square	df	p-value	Decision
Full text data available	32(17.78)	15(8.33)	2.3068	3	0.5112	Accept H0
Abstract only	23(12.78)	16(8.89)				
References only	20(11.11)	12(6.67)				
All above types	45(25)	17(9.44)				

Since, $p\text{-value} > 0.05$, we accept H0 at 5% level of significance

Conclusion: There is no association between Type of use of print resources and Respondent category (Student/Teacher)

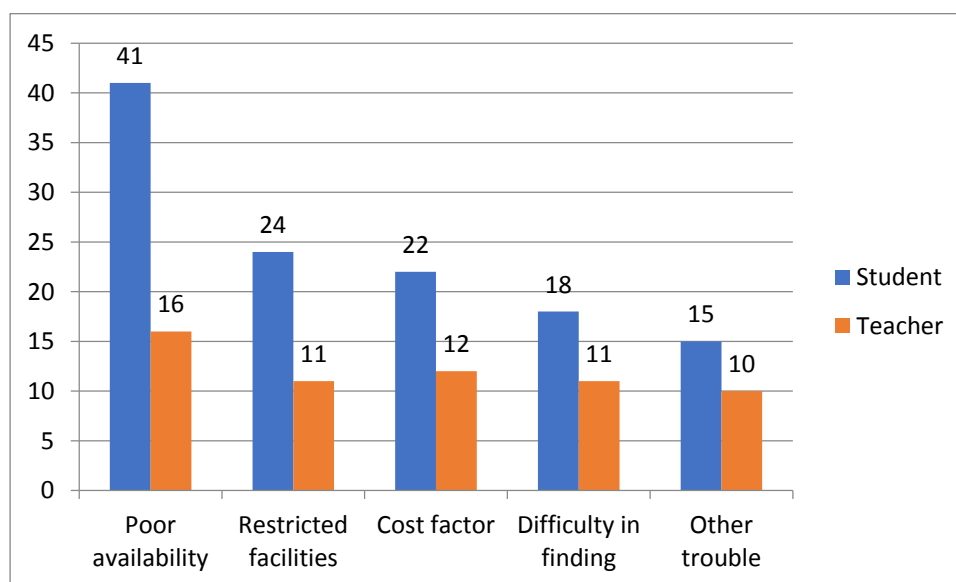
4.2.17 Problem faced by the respondents while using print resource: Table 4.17 shows the data of problem faced by the respondents while using print resource .41(22.78%) PG students and 16(8.89%) teachers, total 57(31.67%) respondents faced problem of poor availability of print resources. 24(13.35%) PG students and 11(6.11%) teachers, total 35(19.44%) respondents faced restricted facilities of resource .22(12.22%) PG students and 12(6.67%), total 34(18.89%) respondents faced

cost factor of print information resources.18(10%) of PG student and 11(6.11%) teachers, total 25(13.89%) respondents faced problem of. difficulty in finding relevant information from resources, in particular library, and 15(8.33%) PG students and 10(5.56%) teachers, total25(13.89%) respondents faced others type of trouble in getting print information.

Table 4.2.17 Problem faced by the respondents while using print resources

Problems	Student	Teacher	Total
Poor availability (on time)	41(22.78%)	16(8.89%)	57(31.67%)
Restricted facilities	24(13.35%)	11(6.11%)	35(19.44%)
Cost factor	22(12.22%)	12(6.67%)	34(18.89%)
Difficulty in finding relevant information.	18(10%)	11(6.11%)	29(16.11%)
Other trouble	15(8.33%)	10(5.56%)	25(13.89%)
Total	120(66.66%)	60(33.34%)	180(100%)

4.2.17 Bar Chart; Problem faced by the respondents using print resource:



4.2.18 Problem faced by the respondents while using e-resources:

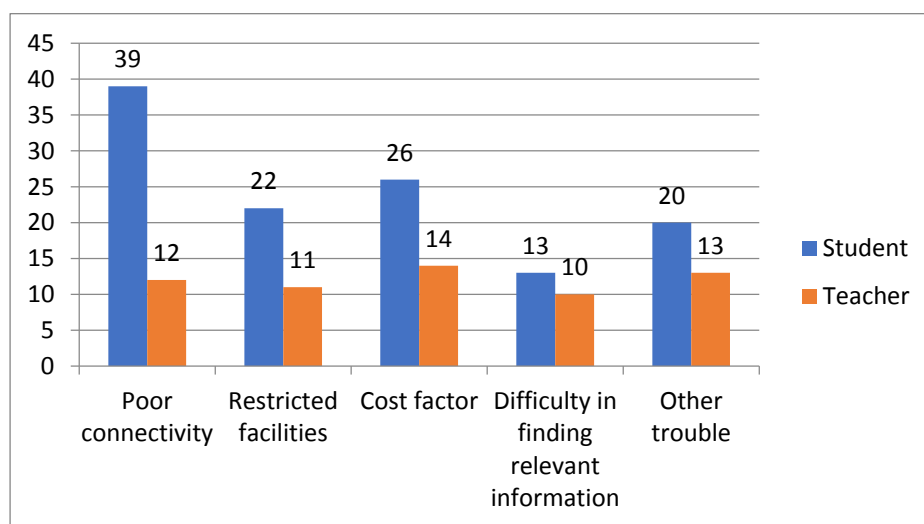
Table 4.18 shows the data of problem faced by respondents while using e-resource. 39 (21.67%) PG students and 12(6.67%) teachers, total 53(29.44%) respondents faced problem of poor connectivity.22(12.22%) PG students and 11(6.11%) teachers ,total 33 (18.33%) respondents faced problem of restricted facility provided by publishers

,26(14.44%) PG students and 14(7.78%),total 40(22.22%) respondents faced problem of cost factor of e-resources in purchasing e-resource and get information .13(7.22%) PG students and 10(5.56%) ,total (23(12.78%)respondents faced problem of difficulty in finding relevant information .20(11.11%) of PG students and 13(7.22%) teachers ,together 33(18.33%) respondents found other trouble in getting e-information on time .

4.2.18 Problem faced by the respondents while using e – resources

Problems	Student	Teacher	Total
Poor connectivity	39(21.67%)	12(6.67%)	51(28.34%)
Restricted facilities	22(12.22%)	11(6.11%)	33(18.33%)
Cost factor	26(14.44%)	14(7.78%)	40(22.22%)
Difficulty in finding relevant information	13(7.22%)	10(5.56%)	23(12.78%)
Other trouble	20(11.11%)	13(7.22%)	33(18.33%)
Total	120(66.66%)	60(33.34%)	180(100%)

4.2.18 Bar Chart: problem faced by the respondents while using e-resource:

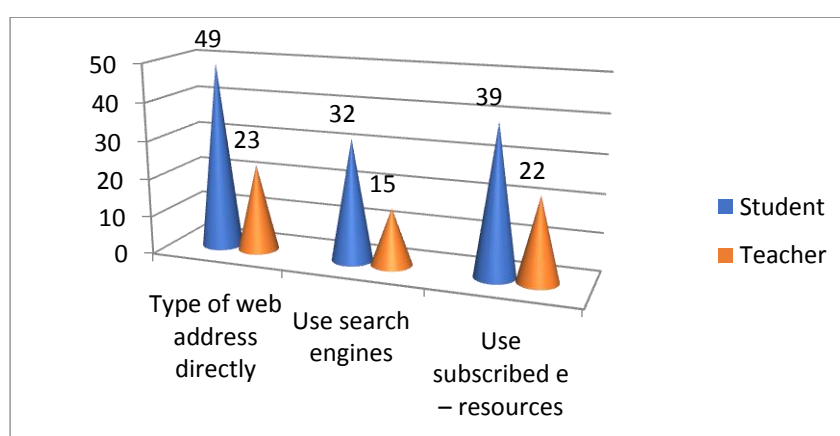


4.2.19; Browsing the required information from the e- resource: Out of given 180 respondents 49(27.22%) PG students and 23(12.78%) teachers, together 72(40%) respondents use web address directly.32(17.78%) PG students and 15(8.33%) teachers, together 47(26.11%) respondents use search engines .39(21.67%) PG students and 22(12.22%) teachers, together 61(33.89%) respondents use subscribed e-resource.

4.2.19 Browsing the required information from the e resources

Information	Student	Teacher	Total
Type of web address directly	49(27.22%)	23(12.78%)	72(40%)
Use search engines	32(17.78%)	15(8.33%)	47(26.11%)
Use subscribed e – resources	39(21.67%)	22(12.22%)	61(33.89%)
Total	120(66.67%)	60(33.33%)	180(100%)

4.2.19 Cone Chart: Browsing the required information from e-resource;



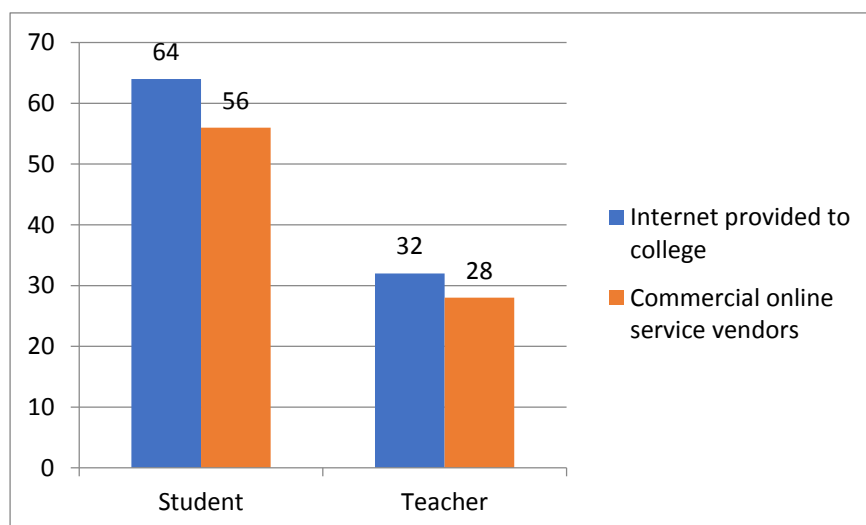
4.2.20 Mode of e – resources:

Shows Mode of e-resources used by respondents, out of given respondents ,64(35.55%) PG students and 32(17.78%) teachers use internet provided by college for searching e-resources. While 56(31.11%) PG students and 28(15.56%) teachers use commercial online service provided by privet vendors for searching e- resource.

Table 4.2.20 Mode of e – resources:

E – resources	Student	Teacher	Total
Internet provided to college	64(35.55%)	32(17.78%)	96(53.33%)
Commercial online service vendors	56(31.11%)	28(15.56%)	84(46.67%)
Total	120(66.66%)	60(33.34%)	180(100%)

4.2.20 Bar Chart; Mode of e-resource:



Satisfaction level on collection of resources:

It shows satisfaction of users by using e- database. Due to this one can easily analyse difference between use of print and e- resource

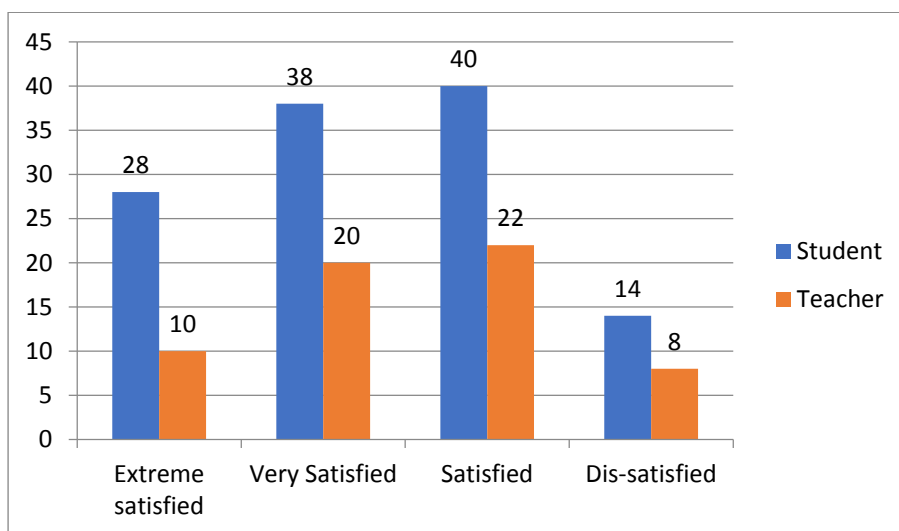
4.2.21 Level of satisfaction (E-database):

This table shows level of satisfaction of respondents by using e-journal. In this category, 28 (15.56%) students and 10 (5.56%) teachers are extremely satisfied by using e-journals provided by library. 38 (21.11%) PG students and 20 (11.12%) teachers are very satisfied by using e-journal, 40 (22.22%) PG students and 22 (12.22%) teachers get satisfied by using e-journal, and 14 (7.78%) PG students and 8 (4.44%) teachers are dissatisfied by e-journal.

4.2.21 Level of satisfaction (E-Data base):

Category	Extreme satisfied	Very Satisfied	Satisfied	Dis-satisfied	Total
Student	28(15.56%)	38(21.11%)	40(22.22%)	14(7.78%)	120(66.66%)
Teacher	10(5.56%)	20(11.12%)	22(12.22%)	08(4.44%)	60(33.34%)
total	38(21.11%)	58(32.33%)	62(34.44%)	22(12.22%)	180(100%)

4.2.21 Bar Chart: level of satisfaction:



Chi- square test for independence

Hypothesis of the test is

H0: There is no association between satisfaction level for E-data base and Respondent category (Student/Teacher).

H1: There is association between satisfaction level for E-data base and Respondent category (Student/Teacher).

Satisfaction Level	Student	Teacher	Chi-square	df	p-value	Decision
Extreme satisfied	28	10	1.0965	3	0.7779	Accept H0
Very Satisfied	38	20				
Satisfied	40	22				
Dis-satisfied	14	8				

Conclusion: There no association between satisfaction level for E-data base and Respondent category (Student/Teacher).

Proportion test for comparing proportion of satisfaction and dissatisfaction

Hypothesis of the test is

H0: 50% respondents are satisfied with E-data base.

H1: More than 50% respondents are satisfied with E-data base.

Satisfaction Level	Respondents	Chi-square	df	p-value	Decision
Satisfied	158(87.78%)	101.25	1	0	Reject H0
Dis-satisfied	22(12.22%)				

Conclusion: More than 50% respondents are satisfied with E-data base.

By using chi square test, it is proven that there is association between satisfaction level fore-data base respondent category, more than 50% respondents are satisfied by using e- journals

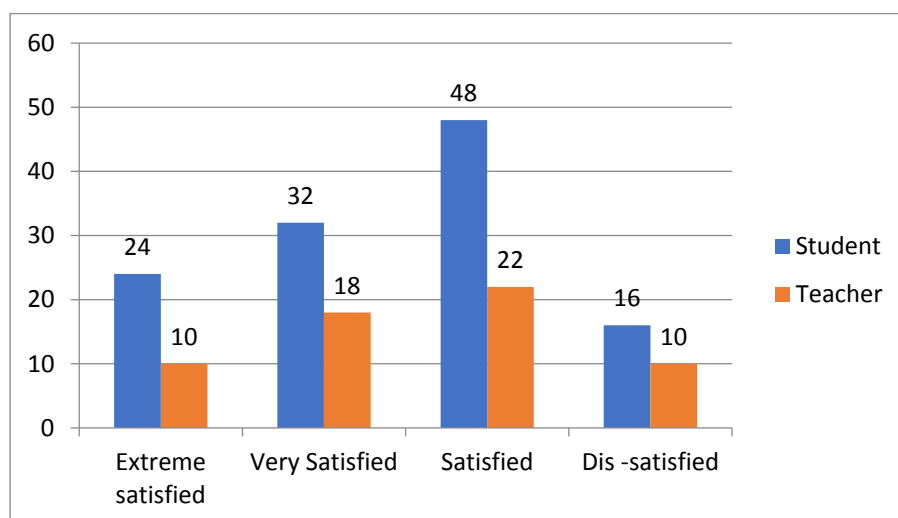
Table.4.2.22 Level of satisfaction (E-Books):

This table shows level of satisfaction of using e- books it is found that 24(13.33%) PG student and 10(5.56%) teachers are extremely satisfied by using E- books ,followed by this 32(17.78%) PG student and 18(10%) teachers ,are very satisfied by using e- book provided by institutional library.48(26.67%) PG students and 22(12.22%) teachers are satisfied by using e-books ,and 16(8.88%) PG students and 10(5.56%) teachers are dis-satisfied by using e-books. of library.

4.22 Level of satisfaction (E-Books):

Category	Extreme satisfied	Very Satisfied	Satisfied	Dis - satisfied	Total
Student	24(13.33%)	32(17.78%)	48(26.67)	16(8.88%)	120(66.66%)
Teacher	10(5.56%)	18(10%)	22(12.22%)	10(5.56%)	060(33.34)
Total	34(18.89%)	50(27.78%)	70(38.89%)	26(14.44)	180(100%)

Bar Chart;Level of satisfaction E-Book ;



Chi-square test table: Chi- square test for independence

Hypothesis of the test is

H0: There is no association between satisfaction level for E-Books and Respondent category (Student/Teacher).

H1: There is association between satisfaction level for E-Books and Respondent category (Student/Teacher).

Category	Student	Teacher	Chi-square	df	p-value	Decision
Extreme satisfied	24	10	0.81727	3	0.8453	Accept H0
Very Satisfied	32	18				
Satisfied	48	22				
Dis -satisfied	16	10				

Conclusion: There is association between satisfaction level for E-Books and Respondent category (Student/Teacher).

Proportion test for comparing proportion of satisfaction and dissatisfaction

Hypothesis of the test is

H0: 50% respondents are satisfied with E- Books.

H1: More than 50% respondents are satisfied with E- Books.

Satisfaction Level	Respondents	Chi-square	df	p-value	Decision
Satisfied	154(85.56%)	89.606	1	0	Reject H0
Dis-satisfied	26(14.44%)				

Conclusion: More than 50% respondents are satisfied with E- Books.

By using chi square test, it has been proven that more than 50% respondents are satisfied with- books.

4.2.23 level of satisfaction (E -Journals):Table 4.2.23 presents that 26(14.44%) PG students and 12(6.67%) teachers are extremely satisfied with e-database, followed by 40(22.22%) PG students and 18(10%) teachers are very satisfied by using e-database ,41(22.78%) PG students and 20(11.11%) teachers are satisfied with e-database, and 13(7.22%) PG students and 10(5.56%) teachers are dis-satisfied by E- database.

4.2.23 level of satisfaction (E-Journals)

Category	Extremely satisfied	Very Satisfied	satisfied	Dis-satisfied	Total
student	26(14.44%)	40(22.22%)	41(22.78%)	13(7.22%)	120(66.66%)
teacher	12(6.67%)	18(10%)	20(11.11%)	10(5.56%)	060(33.34%)
total	38(21.11%)	58(32.22%)	61(33.89%)	23(12.78%)	180(100%)

Bar Chart: 4.23 level of satisfaction (E-Journals)

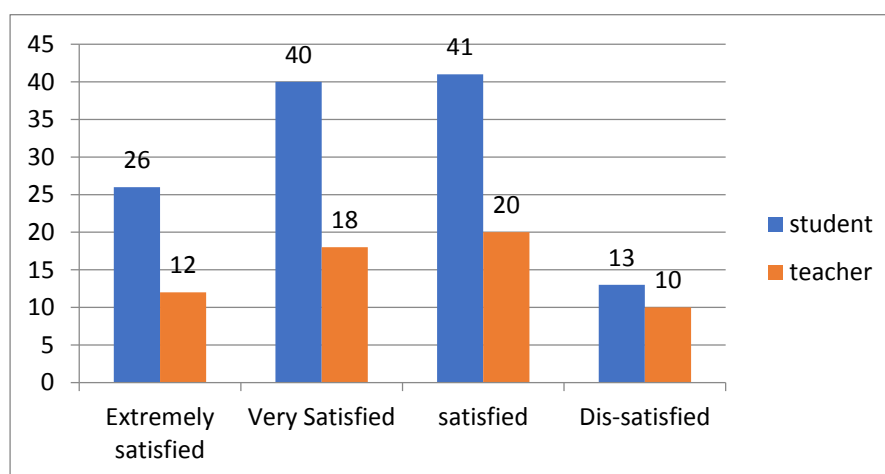


Table 4.2.23 E-Journals: Hypothesis of the test is

H0: There is no association between satisfaction level for E- Journals and Respondent category (Student/Teacher).

H1: There is association between satisfaction level for E- Journals and Respondent category (Student/Teacher).

Category	Student	Teacher	Chi-square	df	p-value	Decision
Extreme satisfied	26	12	1.264	3	0.7377	Accept H0
Very Satisfied	40	18				
Satisfied	41	20				
Dis -satisfied	13	10				

Conclusion: There is association between satisfaction level for E- Journals and Respondent category (Student/Teacher).

Proportion test for comparing proportion of satisfaction and dissatisfaction

Hypothesis of the test is

H0: 50% respondents are satisfied with E- Journals.

H1: More than 50% respondents are satisfied with E- Journals.

Satisfaction Level	Respondents	Chi-square	df	p-value	Decision
Satisfied	157(87.22%)	98.272	1	0	Reject H0
Dis-satisfied	23(12.78%)				

Conclusion; more than 50% of respondents are satisfied with e-journals

By using chi-square test It has been proven that More than 50% respondents are satisfied with E-journals.

CHAPTER V

FINDINGS, CONCLUSION AND SUGGESTIONS

Researcher analyses data collection by using questionnaire from librarians and users of library that are post graduate students and faculty members of Ayurved colleges. The findings of given study are as follows:

5.1 Findings of study:

The present study shows following major findings,

- Data shows all respondent colleges contains well equipped libraries.
- Researcher found less subscription of e- journals in respondent libraries.
- The study founds all respondent libraries have qualified staff.
- The finding of study shows all respondent colleges were computerised and adopt computerised systems for daily library operations.
- Data Shows that all of PG students and teachers are aware of e-resources.

5.1.1 Table 4.1.3 Shows distribution of present status of periodicals and journals of subject Kaychikitsa and subject Ayurved Samhita.

5.1.2 It is found that, table 4.1.5 and 4.1.6 shows for subject medicine and Ayurved Samhita, subscribed e-journals are comparatively less than print journals, within responded colleges.

5.1.3 Table 4.1.9 and 4.1.10 shows percentage of subscribed and use of journals of subject Ayurved Samhita and Kaychikitsa (medicine), that print journals and e-journals are equally used by users. Users use print journals as well as e- journals.

5.1.4 Table 4.2.2 shows out of present respondents there are 54 (30 %) respondents are above age limit above 25, and majority of teachers 24 (13.33%) are age of above 35 age group.

5.1.5 Table 4.2.4 and 4.2.5 shows as compare to e-resource, print resources are more in use by both respondent's faculty as well as PG students.

5.1.5 Table 4.2.6 and 4.2.7 shows frequency of use of e-resource and print resource. It shows 59 (32.78%) respondents daily use e-resource and 63(35%) respondents use print resource.

5.1.7 Table 4.2.8 shows basic use of resource, this table shows that 102 (56.67%) respondents use print resource frequently and 78 (43.33%) respondents use e-resource frequently.

5.1.8. It has been found that, table 4.2.9 presents learning method of print resource, and 62 (34.44%) respondents prefer to use reference books for their updating knowledge. followed by this 54(30%) respondent considered journals as a useful resource. And 40(22.22%) respondents consider text book as a useful source for updating knowledge.

5.1.9 Table 4.2.10 shows learning method of e-resource and it has been found that 53 (29.44%) respondents consider e-journals as useful resource for updating their knowledge, followed by this 41 (22.78%) respondents consider internet as useful source for updating knowledge, followed by this 35(19.44%) respondents consider that online- database as useful resource and 28(15.56%) respondents consider e-book as useful source for updating knowledge.

5.1.10. In table 4.2.11, by using chi-square test it is proven that there is no association between media of access information and respondent category. (Student/teachers).

5.1.11 The analysed data of table 4.2.13 and 4.2.14 presents evaluation of both print and e-resource for this evaluation five points are considered to be evaluation point and it has found that Accuracy is consider to be major important point by 44 (24.44%) respondents for print resource, and 42 (23.34%) respondents for e-resource. Followed by this currency is considered to be important future by 30(16.67%) respondents for print resource and 35(19.44%) respondents for e-resource. Need of User is considered to be important future by 50(27.77%) respondents for e-resource.

5.1.12. It is found that 4.2.16 shows there is no any association between type of use of print resource and category of respondents.

5.1.13 It is found to be that table 4.2.17 and 4.2.18 shows problem faced by respondents during searching both resources print as well as e-resource. Majority of respondent's 57(31.67%) respondents using print resource and 53(29.44%) respondents in e-resource faced cost problem of resources respectively. while 35(19.44%) respondents using print resource and 33(18.33%) respondents using e-resource faced problem of restricted facilities by publishers. Problem poor availability of print resource was faced by 34(18.89%) respondents and problem of poor connectivity was faced by 40(22.22%) respondents. Difficulty in finding relevant information was faced by 29(16.11%) using print resource and 23(12.78%) using e-resource respectively.

5.1.14 The study found that table 4.2.21 shows level of satisfaction of using e-database is discriminated by using chi square test and it has proven that there is no

association between satisfaction level for e-database and respondent category (student /teacher.

5.1.15 It is found that, table 4.2.22 shows level of satisfaction of using e-resource is discriminated using five-point rating scale of satisfaction level, and by using chi square test it has proven that there is association between satisfaction level of e-book and respondents. More than 50 % respondents are satisfied with e- book.

5.1.16 The study also found that, table 4.2.23 shows level of satisfaction of using e-book is also discriminated using five scale point and using chi square test it has proven that there is association between satisfaction level for e-journals and respondent category (student / teacher). More than 50% of respondents are satisfied with e- journals

5.2 TENABILITY OF HYPOTHESIS.

1) Hypothesis I.-Print resources in Ayurveda are abundantly available few e-resources are upcoming and there is need to develop e-resource

Table 4.2.8 basic use of information resource and table number 4.2.9 and 4.1.10 learning method of both resources. It shows print resources are abundantly available and e-resources are to be de developed.

So, this hypothesis is proven

2) Hypothesis II.-‘Though few resources are available, new generation is aware to e-resource, but there is significant inclination of respondent to use print resource, there is need of database and consortia in this area’

Table number 4.1.9 and 4.1.10 shows percentage of subscribed journals of subject kaychiktsa and subject Ayurved Samhita which were frequently used by users 4.2.4, 4.2.6,4.2.10, 4.2.11 and table 4.2.14 shows that most of PG students in Ayurveda are aware to e-resource and access them.

So, this hypothesis is proven

3) Hypothesis III.-‘Most of PG students and teachers of Ayurveda access and use e-resource as well as print resource in their institutional library, and they are satisfied by library service.’

Table no 4.2.11 and 4.2.12 shows access of e- resource and print resource by PG students and teachers in their institutional library by using Chi square test it is proved that table number 4.2.21, 4.2.22 and 4.2.23 shows 50% of respondents are satisfied by library service. (Student /teacher)

So this hypothesis is proven.

5.3 CONCLUSION:

The present study, use of information resources with special reference to medicine and Samhita reveals that all objectives of study are met satisfactory. The study reveals that Most of PG students of Ayurveda are aware of e-resources; they access e-resource and use them frequently. The study presents that there is less amount of e-resource as compare to print resource. As well as use of e-resource is less than print resource. More than 50% PG students are satisfied by use of e-journal and e- book and e-database facility. The study also shows that most of students read full text article on screen that is most perfect format. Majority of students faces difficulties like restricted facilities, lack of knowledge of searching data, poor availability and poor connectivity, lack of relevant information, while accessing and searching e-resource and also in finding information with print resource. The study indicates that there is need of e-database in Ayurveda. The study indicates that though there is awareness for e-resources but users found difficulties in searching useful data for their study.

5.4 SUGGESTIONS:

- 1) Though there is awareness to use e-resources in new generation, still Ayurveda college libraries need to develop proper collection of e-resources
- 2) To provide the e- journal and e-database facility more subscription has to be added and a greater number of terminals should be installed.
- 3) Library should appoint adequate number of trained staffs.
- 4) The library should arrange orientation and user training program to students and staff.
- 5) Library should provide print form of e- journal information
- 6) To increase the use of e-resource by PG student 24-hour Internet facility should be provided that students can access e-resource.
- 7) More retro conversing of print resource is necessary.
- 8) Institute should organise training sessions and workshops to access and search current and relevant information through e-resource.
- 9) For proper collection and development of resources consortium and to increase use of e-resource. consortium is necessary

5.5 RECOMMENDATION:

Survey can be conduct in various other faculties in higher educational institutions.

Survey can be conduct in other subjects of other faculties in higher education system.

Surve suggests consortium of Libraries of Ayurved colleges in Maharashtra which will new topic for research study .

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Appendix- A

Name of colleges conducting post graduate courses in Medicine and samhita with foundation year respectively.

Sr no	Name of College conducting post graduate course in subject Kaychikitsa and Ayurved Samhita.	Seats available		Foundation Year.
		Samhita	Kaychikista	
1	Bharati Vidyapeeth's College of Ayurveda Dhanakwadi. Pune.	3	5	1990
2	Tilak Ayurved Mahavidyalay, Pune.	3	6	1933
3	Ayurved Seva Sangh's Ayurved Mahavidyalaya, Panchvati Nashik	–	5	1954
4	Shri Vivekanand Nursing Home, trusts Ayurved Mahavidyalay Rahuri	–	6	1991
5	Maharashtra Arogya Mandals Sumati Bhai Shah Ayurveda Mahavidyalay,, Hadapsar, Pune	3	6	1990
6	PDEA college of Ayurveda & research centre Akurdi	2	6	1990
7	Sangam Sevabhavi Trust's Ayurvedic Mahavidyalaya Sangamner. Ahmednagar	–	5	1992
8	Siddhakala Ayurved Mahavidyalay Sangamner, Ahmednagar	3	2	1992
9	Bharatiya Sanskriti Darshan Trust Ayurvedic Mahavidyalaya Wagholi. DT-Pune	2	3	1998
10	Chatrapati Shahu Maharaj Shikshan Santha Ayurvedic Mahavidyalaya Kanchanwadi Paithan Road Aurangabad	3	6	1989
11	Seth Chandmul Mutha Aryangla vaidyac Mahavidyalaya Gendamal	–	3	1913

	Satara			
12	Yashwant Ayurveda Mahavidyalaya Kodoli Kolhapur	3	6	1989
13	R.A.Poddar. Ayurveda Medical college Worli Mumbai	3	8	1941
14	Ayurveda prasarak Mandals Ayurveda Mahavidyalaya Sion Mumbai	3	6	1964
15	Yerla Medical Trust & Ayurveda College Kharghar Navi Mumbai.	2	4	1991
16	Bhausahab Mulak Ayurved Mahavidyalaya, Great Nag Road Nandanwan ,Nahpur	2	1	1990
17	Shri Ayurved Mahavidyalaya, Dhanwantari Marg,Hanuman Nagar Nagpur .	3	5	1965
18	Vidarbh Ayurveda Mahavidyalaya Chatri Amravati.	_	2	1931
19	Dayabhai Maoji Majithiya Ayurvedic Mahavidyalaya, Shivaji Nagar Amravati	_	3	1961
20	Pravra Medical Trust's padmbhushan Dr.Vitthalrao Vikhe Patil Foundation Ayurved College Ankhegaon road ,,Shevgaon ,,Ahmednagar	3	5	1999
21	Pad. Dr D.Y. Patil College of Ayurveda & research institute,Pimpri ,Pune	3	4	1999
22	Govt. Ayurved College Wazirabad,Nanded	1	4	1956
23	Shri Annasaheb Dange Ayurved Medical College and post graduate training research	3	6	1999

	center, Walwa, Sangli			
24	Ashwin Rural Ayurved College, Maachi hill, Sangmner, Ahmednagar	–	6	2000
25	Loknete Rajaram Bapu Patil Ayurved medical College, hosp., PG institute and research centre, Islampur Sangli.	–	5	2001
26	Mahatma Gandhi Ayurved College, Hospital and research centre, Salod, Wardha	2	6	2007
27	S.M.B.T. Ayurved College & Hospital, Nandi hills Dhamangoan , Igatpuri, Nashik	–	6	2007
28	Pad Dr D.Y. Patil College of Ayurveda & research institute Nerul.	3	4	1992
	Total Seats	50	134	

Questionnaire 1 For Librarian

1. Name institute
2. Address of Institute...
3. Name of Librarian.
4. Post:
5. Qualification:
6. Which Software has been used in Library?
- 7 Total Collection of library
8. Total Collection of Periodical:
 - 1). Number of Medicine periodicals:
 - 2). Number Of Samhita Periodicals:
9. Number Of E-Journals
 - 1). Medicine
 - 2).Samhita
10. Maintenance of record Of Library Users:
 - 1 .By manually
 - 2.By Computer System
11. Daily Record Of Users:
 1. By manually
 - 2.By Computer System
12. Difficulties in collection rate points:
 - 1) Irregularity:
 - 2) Costly:
 - 3). Trouble In access:
 - 4). Lack of Knowledge to use e-resource:
 - 5). Lack of trained Staff.:
 - 6). Frequent power cut.:
13. Mention Budget for e-resource:

14. Mention Budget for print resource:

15. Are your Library is connected to any consortium?

Yes -

No _

16. Facilities provided by Library:

1). Internet -

2). Online Data base -

3). Current awareness service -

4). Reference service -

5). SDI -

6). Translation service:-

7). Bibliographic Service: -

17. Rate level of receptivity of print and e-resources;

1.) Print resource-

2). E-resource -.

18. Do you conduct user Education Program

Yes; -

No -

19 . Do you conduct any training program?

1.) Training program:

2). Workshops:

3). Lectures:

20. Do you have any Institutional repository?

Yes -

No-

21. Explain your future plan.

Questionnaire II for student /faculty

Q. 1 A) Personal Information.

A) Full Name:

(Starting with Surname & followed by first name)

B) Designation:

C) Name & complete address of the Institution:

D) e mail/ address:

E) Educational Qualification:

F) Discipline of teaching / research

(Specify the specialization if any)

G) Total teaching / research experience (In years & months)

B) Use of information resources:

Q.2) Do you use IR in your teaching / research?

Yes No

Q.3) in which broad or narrow topics under the discipline of ayurvedic medicine Subject do you use Information resources? Please mention the special area of references (journals print media)

1. Medicine

2. Samhita

3. Other

Q.4) Frequency of using Information resources

1. Less than 2 Month

2. Less than 1 month

3. Less than 15 Days

4. Less than a week

If any other (please specify)

Q.5) Do you use electronic information resources in your teaching / research/ practice?

Yes No

Q.6) In which narrow topics under the discipline of ayurveda medicine/ samhita do you use E Information resources? Please mention the special area of references. (Journal E –resources).

1. Print Journal

2. E-Journal

3. Both

4. Web

Q.7) Frequency of using E Information resources? Tick the appropriate frequency:

1. Daily

2. 2/3 times a week

3. 2/3 times in a month

4. Once in a month

If any other (please specify)

Q.8) Please Rank Information resources in order of use as a learning method (i.e. no 1 as the most frequently used,)

1. Text Books.

2. Reference books

3. Journals.

4. Old books (rare Books)

Q.9) Please rank E Information resources in order of use (i.e. no for most used. One and No 6 for least used).

1. CD- Rom/ DVD database.
2. Online database.
3. E – journals.
4. E – books.
5. Internet (www)

Q.10) From where do you access Information resources?

1. Your institute
2. Cyber cafe
3. Another institute / library publications & source list?
4. Any other (please specify).

Q.11) From where do you access Electronic Information resources?

1. Your Institution's library.
2. Other institute / libraries/ Information centers
3. Library publication and source list
4. Any other (please specify).

Q.12) Which of the following criteria do you use for evaluating Information resource. (Tick the most appropriate option given below).

1. Accuracy.
2. Currency
3. Scope.
4. Format.
5. Need of users.

Q.13) which of the following criteria do you use for evaluating Electronic Information resource. (Tick the most appropriate option given below).

1. Accuracy.
2. Currency
3. Scope.
4. Format.
5. Need of users.

Q.14) Can you download/copy electronically the required information from any Electronic Information resource?

Yes No Sometimes

Q.15) What do you download/copy electronically?

(make tick mark in front of given option)

1 full text data if available

2 abstract only

3 bibliographical information only

4 all of the above

Q.16) Do you face any difficulty in the purchasing of information resources from agent/dealer/vendor

Due to 1) Poor connectivity

2) Restricted facilities

3) Cost factor

4) Difficulty in finding relevant information

4) Other Trouble

Q.17) Mention browsing required information from the e-resource

Q.18) Mention Mode of e-resource:

1) Internet provided to college

2) Commercial on line service vendors

Q.19) Please Mention level of satisfaction with reference to e-journal ,e-book and e-database .

1) Extreme satisfied

2) Very Satisfied

3) Satisfied

4)Dis -satisfied

Q.20) if you want to share any other information in this respect you may state here onwards