EDUCATIONAL INFORMATION NEEDS OF NOLIA COMMUNITY RESIDES AT ARKHAKUDA VILLAGE UNDER KRUSHNAPRASAD BLOCK IN THE DISTRICT OF PURI, ODISHA: A STUDY

Mr. Sushanta Das
Librarian, Sreegopal Banerjee College, Bagati, Magra, Hooghly, West Bengal, India

Abstract:

This paper highlights the educational information needs of the Nolia community resides at Arkhakuda Village under Krushnaprasad block in the district of Puri, Odisha. The primary objective of this study are to find out their information requirement relating to various part of their social life like education, occupation, and awareness about the uses of Library or Community Information Centre etc. All findings and data analyses are presented in tabular form. Additionally, some recommendations are provided at the end of the paper. The methodology of the study is described in detail.

Keywords: Nolia Community, Information Needs, Community Information Service, Arkhakuda Village, Krushnaprasad Block, Puri, Odisha.

Introduction: Information is processed and organized data that provides context and enables decision-making. It resolves uncertainty by manifesting as patterns, answering the question of "What an entity is," thereby defining its essence and characteristics. The concept of information varies significantly across different contexts, often becoming synonymous with data, knowledge, and entropy.

"Information needs" refer to the desire of individuals or groups to locate and obtain information to satisfy a conscious or unconscious requirement. This is crucial for every community, playing a vital role in overall development. In society, diverse communities with different castes, religions, and traditions exist.

Among them, the Nolia community resides at Arkhakuda village is considered one of the most deprived in India. The Nolias staying at Arkhakuda village are originally Telugu speaking fishermen who lived in coastal Andhra Pradesh. They migrated from coastal Andhra Pradesh. According to them they are called as "Nolia" in Odisha due to their traditional wearing of golden rings in their ear. (B.Prasad, personal communication, January 12, 2024)

Today, the Nolia community requires proper trends, funding, and facilities to meet the current societal demands. Education is essential for community development, focusing on fostering healthy academic and lifestyle habits. Without education, community development is unattainable. In Arkhakuda Village, many Nolia community members are not aware of the importance of education. Therefore, an improved educational system is needed to help local communities enhance their living standards.

Objectives of the Study: The key purpose of the study is to find out the information requirements and information seeking behavior of Nolia community resides at Arakhauda village under Krushnaprasad block in the district of Puri, Odisha. The major objectives of this study are to find out their information requirement relating to various part of their social life like education, occupation, and awareness about the uses of Library or Community Information Centre etc.

Importance of the Study: This study will help the reader to find out the information needs of the Nolia community resides at Arakhauda village under Krushnaprasad block in the district of Puri, Odisha and will indicate the role of community information services for upgrading the living standard of the poor people of the society

Literature Review:

Chakrabarti (1999) has explored that Totos , a small tribal community in Jalpaiguri are in utmost need of educational information. The study stated that the demand for information is closely related to the level of development of community concerned and this demand increases with the passage of time. The author has suggested for introduction of community information centres, an effort from the govt. and development of a script of the said community for better informational support.

Chakrabarti and Basu (1999) worked on the various types of information requirements of Toto Community. Emphasis has given on their occupation, natural products and its market prices on which their livelihood depends. They also suggested that how govt. programmes, telecommunication network, study centres under tribals welfare departments may be improved their socio – economic position.

Chakrabarti and Basu (1999 – 2000) discussed about the Totopara rural library in Jalpaiguri district. It also presented the library consciousness among Totos. Utilization of leisure time by library members of this community was also described here.

Chakrabarti (2001) explored and examined the information needs and information seeking behaviour of a marginal underprivileged tribal community namely Totos. Then author had come to a conclusion that information seeking behaviour of a community depend on various factors like psychology, social, cultural, historical, educational, economical etc. He had suggested for information of Community Information Centres, media services etc. to provide them relevant information and necessity of tribal script to encourage them and to express their information need.

Tripathi (2001) revealed that the information requirements and approaches to information by researchers of Humanities and Social Sciences of the said university varied from one group to another group. The study emphasized on the collection of development of periodicals, strengthening of bibliographical a documentation services and participation of the library in resource sharing programmes with other libraries.

Bhattacharyya (2003) dealt with the primary source and the early history of the company and also the production organization consisting of many sections such as products, productive forces, process of production, and cost of production. Moreover various aspects of the market viz. advertisement, salesman, distributions, contemporary, observations, competition, extension of business, market potential and sale have been described by him.

Chakrabarti and Kundu (2006) stated that most people engaged in cottage industries very much depend on their traditional methods to gather their required information. They strongly desired to have an information centre or rural information centre though hardly have sufficient time. The study also found that illiteracy was one of the obstacles for collecting their needed information.

Chakrabarti and others (2008) identified the information needs of the Dukpa community of Lepcha-Kha who were basically non-users of the formal information system. It revealed the information needs of the villagers with their traditional information needs.

Chakrabarti and others (2009) depicted a picture about the Dhimal community of Naxalbari Block of Darjelling District, W.B. The study showed the socio economic condition of dhimal community with tabular analysis considering all the aspects of their life. Overall, it was a lucid and vivid description about the peoples belonged to the Dhimal community.

Chakrabarti and others (2009) identified the information need of Dhimal community such as agriculture information housing, health and hygiene, government schemes, Loans grants, subsidies, welfare schemes, employment, occupation, economic Opportunities, legal protection etc.

Chakrabarti and others (2011) described a vivid picture about the different aspects of information need of Mech Community at Maa Bhandani Hat in Jalpaiguri District, West Bengal. The main highlighted of this study were socio-economic condition of Mech Community with analysis considering all the aspects of their life. Overall, it was a clear and graphic description about the peoples belonged to the Mech Community.

Chakrabarti and others (2011) focused on the whole range of problems faced by Meches whether they were getting adequate quantity of food and other essential product to ensure their daily needs and what particular situations need and immediate solution.

Biswas and others (2013) presented a clear picture regarding the information needs of Patials at Nadirpara, Dhaluabari village of Coochbehar District.

Chakrabarti and others (2016) depicted a vivid picture of the information needs of the weaving community of Madhya Sualkuchi Community of Assam such as their people, their role, characteristic features, economic activity and occupational pattern, nature of social and cultural life and other usual indicators of their information necessity. The study also showed on their extent of access and exposure to information in term of their profession, education and social welfare being among the weaving community.

Jash and others (2016) focused on the information needs on different aspects of Dhimal community of Jamidarguri village under Naxalbari block of Darjeeling district, West Bengal. This survey also showed the description about the people belonged to the Dhimal Community.

Methodology:

Scope and Coverage: The scope of this research work is to explore the educational information needs of Nolia community resides at Arakhauda village under Krushna Prasad block in the district of Puri, Odisha. In Krushana Prasad block Nolia population is found only at Arakhakuda village. There are three part (i.e. booth no. 81, 82, and 83) in the village. From the three part, part no. 83 is selected for the study by applying random sampling method. Total Nolia population of Arakhakuda village is 4200 (approx) out of them 3379 were adult. From the total adult population, 110 persons were selected as sample size for the study.

This work was concentrated on the socio-economic status of the community specifically educational and occupational structure of Nolia community who reside at Arakhauda village under Krushna Prasad block in the district of Puri, Odisha.

Methods used: The entire study was made to examine the information needs and information seeking behavior of Nolia community in the district of Puri, Odisha. This study was mainly based on survey method which include different techniques such as interview method, observation method, questionnaire method etc.

The questionnaire was formed to find out and understand the actual information requirement of the Nolia community. The questionnaire was consisted both open and closed ended questions. In case of observation method, non participant observation method was followed to collect data on their information requirement.

To complete this research work, several related literatures were searched and reviewed to get a proper picture of the study. Finally all the collected data have been summarized, tabulated and analyzed. The tabulation were designed item wise followed by logical interpretation

Data Analysis and Findings:

Table-1: Distribution of Respondents according to Religion

	Hindu			Christian			Total		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
Respondents	65	42	107	3	0	3	68	42	110
Percentage	59.09%	38.18%	97.27%	2.73%	0.0%	2.73%	61.82%	38.18%	100%

Table 1 shows the distribution of respondents according to their religion. There was 107 Hindu respondents out of them 59.09% respondents were male and 38.18% respondents were female. On the other hand there was 2.73% Christian respondents were male.

Table-2: Distribution of Respondents according to Sex under different age group

Age Group	Male	Female	Total
18-27	16 (14.55%)	8 (7.27%)	24 (21.82%)
28-37	19 (17.27%)	17 (15.45%)	36 (32.72%)
38-47	21 (19.09%)	9 (8.18%)	30 (27.27%)
48-57	6 (5.45%)	5 (4.55%)	11 (10.00%)
Above 57	6 (5.45%)	3 (2.72%)	9 (8.18%)
Total	68 (61.81%)	42 (38.18%)	110 (100%)

Table 2 shows the distribution of respondents according to sex under different age group. It is found from the above table that there was 21.82% respondents under the age group of (18-27) years out of them (14.55%) were male and (7.27%) were female. There was (32.72%) respondents under the age group of (28-37) years out of them (17.27%) were male and (15.45%) were female. There was (27.27%) respondents under the age group of (38-47) years out of them (19.09%) were male and (8.18%) were female. There was (10.00%) respondents under the age group of (48-57) years out of them (5.45%) were male and (4.55%) were female. There was (8.18%) respondents under the age group of above 57 years out of them (5.45%) were male and (2.72%) were female.
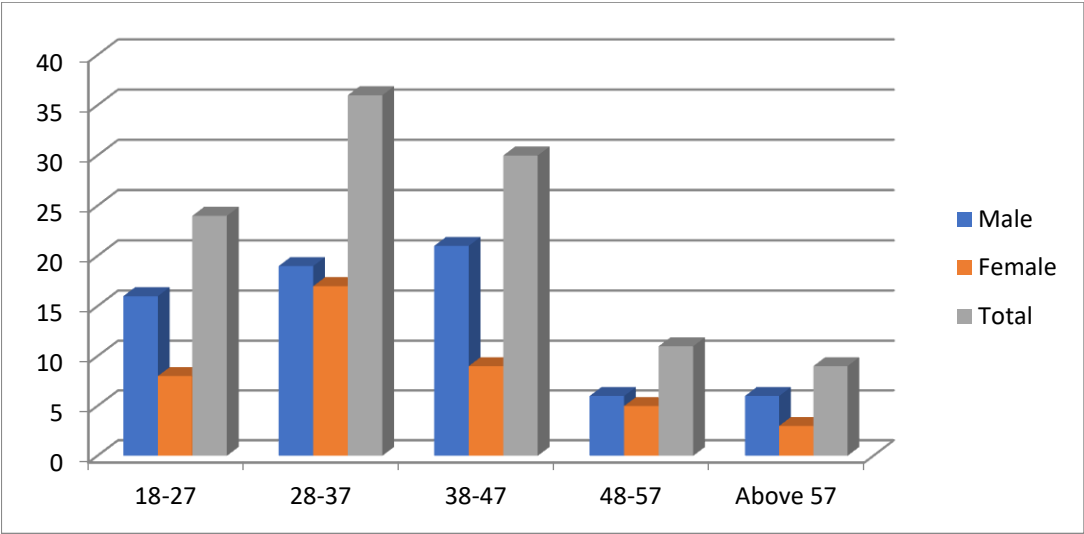
Fig.1 Respondents according to Sex under different age group

Table-3: Distribution of Respondents according to their educational qualification under different age group

Age group	Non-Earner	Below 5000	5000 to 10000	10000 to 15000	Above 15000	Total
18–27	14 (12.72%)	6 (5.45%)	4 (3.63%)	0	0	24 (21.82%)
28–37	0	3 (2.72%)	18 (16.36%)	12 (10.9%)	3 (2.72%)	36 (32.72%)
38–47	0	1 (0.90%)	7 (6.36%)	18 (16.36%))	4 (3.63%)	30 (27.27%)
48–57	0	0	3 (2.72%)	6 (5.45%)	2 (1.81%)	11 (10.00%)
Above 57	4 (3.63%)	3 (2.72%)	1 (0.90%)	1 (0.90%)	0	9 (8.18%)
Total	18 (16.36%))	13 (11.81%)	33 (30.00%)	37 (33.63%)	9 (8.18%)	110 (100%)

Table 3 shows the distribution of respondents according to their educational qualifications under different age groups. It is revealed from the above table that there was (57.27%) persons who were literate and (42.73%) persons who were illiterate. Among the literate persons (9.09%) were just literate, (18.18%) were qualified up to class IV, (17.27%)

were qualified up to class V-VIII, (11.81%) were qualified up to class IX-X, (0.90%) were qualified up to class XI-XII and no respondents were there above class XII.

Table-4: Distribution of Respondents according to their monthly income (In Rs.) under different age group

Age group	Non-Earner	Below 5000	5000 to 10000	10000 to 15000	Above 15000	Total
18-27	14 (12.72%)	6 (5.45%)	4 (3.63%)	0	0	24 (21.82%)
28-37	0	3 (2.72%)	18 (16.36%)	12 (10.9%)	3 (2.72%)	36 (32.72%)
38-47	0	1 (0.90%)	7 (6.36%)	18 (16.36%))	4 (3.63%)	30 (27.27%)
48-57	0	0	3 (2.72%)	6 (5.45%)	2 (1.81%)	11 (10.00%)
Above 57	4 (3.63%)	3 (2.72%)	1 (0.90%)	1 (0.90%)	0	9 (8.18%)
Total	18 (16.36%)	13 (11.81%)	33 (30.00%)	37 (33.63%)	9 (8.18%)	110 (100%)

Table 4 shows the distribution of respondents according to their monthly income under different age group. It is found from the above table that there was (16.36%) non-earner respondents. There was (11.98%) respondents whose monthly income below Rs. 5000. There was (30.00%) respondents whose monthly income Rs. (5000 to 10000). There was (33.63%) respondents whose monthly income Rs. (10000 to 15000). On the other hand, there was (8.18%) respondents whose monthly income above Rs. 15000.

Table-5: Distribution of Respondents according to their Present Occupational status

Age group	Non-Earner	Below 5000	5000 to 10000	10000 to 15000	Above 15000	Total
18-27	14 (12.72%)	6 (5.45%)	4 (3.63%)	0	0	24 (21.82%)
28-37	0	3 (2.72%)	18 (16.36%)	12 (10.9%)	3 (2.72%)	36 (32.72%)
38-47	0	1 (0.90%)	7 (6.36%)	18 (16.36%))	4 (3.63%)	30 (27.27%)
48-57	0	0	3 (2.72%)	6 (5.45%)	2 (1.81%)	11 (10.00%)
Above 57	4 (3.63%)	3 (2.72%)	1 (0.90%)	1 (0.90%)	0	9 (8.18%)
Total	18 (16.36%))	13 (11.81%)	33 (30.00%)	37 (33.63%)	9 (8.18%)	110 (100%)

Table 5 shows the distribution of respondents according to their occupational status. It is found from the above table that there was (33.63%) respondents who were fulltime fishermen and (28.18%) respondents who were part time fishermen while (1.81%) respondents were life guards. On the other hand (12.72%) respondents were dry fish makers and sellers, (7.27%) respondents were construction workers, (1.81%) were grossery shopers and photographer each. So it is revealed from the above table that maximum no. of respondents were engaged in fishing.

Table-6: Distribution of respondents in respect of their willingness to shift in other professions from Ancestral Profession.

Age Group	Willing			Unwilling			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
18-27	16 (14.55%)	8 (7.27%)	24 (21.82%)	0	0	0	16 (14.55%)	8 (7.27%)	24 (21.82%)
28-37	16 (14.55%)	11 (10.00%)	27 (24.55%)	3 (2.72%)	6 (5.45%)	9 (8.18%)	19 (17.27%)	17 (15.45%)	36 (32.72%)
38-47	18 (16.36%)	5 (4.55%)	23 (20.9%)	3 (2.72%)	4 (3.63%)	7 (6.36%)	21 (19.09%)	9 (8.18%)	30 (27.27%)
48-57	2 (1.81%)	0	2 (1.81%)	4 (3.63%)	5 (4.55%)	9 (8.18%)	6 (5.45%)	5 (4.55%)	11 (10.00%)
Above -57	0	0	0	6 (5.45%)	3 (2.72%)	9 (8.18%)	6 (5.45%)	3 (2.72%)	9 (8.18%)
Total	52 (47.27%)	24 (21.82%)	76 (69.09%)	16 (14.55%)	18 (16.36%)	34 (30.90%)	68 (61.81%)	42 (38.18%)	110 (100%)

Table 6 shows the distribution of respondents according to their willingness to shift in other professions from their Ancestral Profession. Under the age group of (18-27) years all the respondents were willing to shift from their ancestral profession. Under the age group of (28-37) years there was (24.55%) respondents who were willing to shift from their ancestral profession. On the other hand there was (8.18%) respondents who were unwilling to shift from their ancestral profession. Under the age group of (38-47) years there was (20.90%) respondents who were willing to shift from their ancestral profession. On the other hand there was (6.36%) respondents who were unwilling to shift from their ancestral profession. Under the age group of (48-57) years there was (1.81%) respondents who were willing to shift from their ancestral profession. Under the age group of above 57 years there was no respondents who were willing to shift from their ancestral profession.

Table-7: Distribution of respondents according to their awareness about the Library

Age Group	Awareness			Non-Awareness			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
18-27	16 (14.55%)	8 (7.27%)	24 (21.82%)	0	0	0	16 (14.55%)	8 (7.27%)	24 (21.82%)
28-37	15 (13.64%)	10 (9.09%)	25 (22.72%)	4 (3.64%)	7 (6.36%)	11 (10.00%)	19 (17.27%)	17 (15.45%)	36 (32.72%)
38-47	16 (14.55%)	3 (2.72%)	19 (17.27%)	5 (4.55%)	6 (5.45%)	11 (10.00%)	21 (19.09%)	9 (8.18%)	30 (27.27%)
48-57	0	0	0	6 (5.45%)	5 (4.55%)	11 (10.00%)	6 (5.45%)	5 (4.55%)	11 (10.00%)
Above -57	0	0	0	6 (5.45%)	3 (2.72%)	9 (8.18%)	6 (5.45%)	3 (2.72%)	9 (8.18%)
Total	47 (42.72%)	21 (19.09%)	68 (61.81%)	21 (19.09%)	21 (19.09%)	42 (38.18%)	68 (61.81%)	42 (38.18%)	110 (100%)

Table 7 show the distribution of respondents having awareness about the library. It is found from the above table that under the age group of (18-27) years there was all the respondents who were aware about the library. Under the age group of (28-37) years there was (22.72%) respondents who were aware about the library. On the other hand there was (10.00%) respondents who were aware not about the library. Under the age group of (38-47) years there was (17.27%) respondents who were aware about the library. On the other hand there was (10.00%) respondents who were aware not about the library. Under the age group of (48-57) years and under the age group of above 57 years there was no respondents who were aware about the library.

Table-8: Distribution of respondents retrieving information regarding Education/Occupation etc. from different sources

Age group	Panchayat /B.D.O.	Media		Neighbour/Relatives
		Print	**Electronic**	
18-27	10 (9.09%)	6 (5.45%)	18 (16.36%))	20 (18.18%)
28-37	24 (21.82%)	8 (7.27%)	30 (27.27%)	46 (41.81%)
38-47	15 (13.64%)	9 (8.18%)	25 (22.72%)	36 (32.72%)
48-57	6 (5.45%)	2 (1.81%)	6 (5.45%)	11 (10.00%)
Above 57	4 (3.63%)	0	2 (1.81%)	9 (8.18%)
Total	59 (53.63%)	25 (22.72%)	79 (71.81%)	106 (96.36%)

Table shows the distribution of respondents according to their sources of retrieving information. There was (53.63%) respondents who had a practice to retrieve their information from Panchayat/B.D.O., (22.72%) respondents from print media, (71.81%) respondents from electronic media and (96.36%) respondents from neighbour/relatives.

Conclusion and Suggestions: On the basis of the analysis and findings depending on the data collected from the area I can conclude that though they were literate (57.27%) but most of the literate respondent unwilling to make higher study which is the one of major problems for the development of this Nolia community. So it is needed to establish secondary and Higher Secondary Schools near the Arkhakuda village. Women and adult education centre is must be established it will increase the women and adult literacy rate. For the development of the Nolia community relating to their education, they need to explore their information needs, increase literacy and awareness.

There is no public library in the nearby local areas; therefore, it is essential to establish a Library and Information Center. This center would be highly effective in promoting equal access to information, fostering interest in literature and the arts, and advancing lifelong learning.

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