# ROLE OF CAREER GUIDANCE SECTION IN UNIVERSITY LIBRARIES OF WEST RENGAL : A COMPARATIVE STUDY

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## ABSTRACT

*Aims to trace the use of Career Guidance Section in University libraries, which is a reflection of the changing trend in the outlook of the present day's educated people in the society of developing countries like India. Discusses the importance of career concerning programme among the students and how an academic library can provide appropriate orientation of material for the users to develop their academic and professional career. Visited three university Central libraries like Calcutta University, Jadavpur University and Kalyani University. Highlights how library is used for seeking information about job related & career related materials.*

**KEYWORDS**: Professional Career, Calcutta University, Career Guidance, Jadavpur University, Kalyani University, University libraries.

## Introduction

In the developing country like India, we the people especially students, professionals, researchers etc. should need to modify ourselves to cope with the globalization of job market. How much we are self-sufficient without depending upon others? Hence we must need to develop our knowledge or information resources base career development through the use of library, institutions and organizations etc, so that one can identify their own capacity to get a suitable job in his/her career. Hence developing country must try to develop the information resource base for career guidance to his students, because they are the future of the country. Only by having degrees academically and by

getting suitable job is not enough for a student or a professional. He or she should also have the capacity to think about the better opportunity for his/her career development.

The definition of career guidance that was used in recent international reviews conducted by the OECD, the European Commission and the World Bank: "Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). They include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counseling interviews, career education programmes (to help individuals develop their self-awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services."

The present study basically encompasses the surveying of Central libraries and its users of Jadavpur University (J.U.), Calcutta University (C.U.) and Kalyani University (K.U.) of West Bengal more or less every aspects of the provisions and the future plan of career development.

**Scope and Coverage of the Study**

The present study is limited to the randomly taken sample users of central libraries of C.U., K.U., and J. U. The study has covered the different career awareness state among users and their requirement and role of librarians towards collection development of Career Guidance Section. The study also covers the characteristics and different issues of prospect of career guidance section in the higher academic libraries in West Bengal in general. The questionnaire covered the different context of the information related to career guidance i.e. from where to get career guidance skills and job news and how to recognize it correctly with confidence to develop their own career etc.

**Objectives of the Study**

The objectives of this study are to:

- Understand the importance of career information service among the job seekers in their academic development and growth.

- Find out whether the level of stratification of the career seekers in using the resource and the service of libraries is significantly high or not.

- Find out whether there exists significant difference in the level of satisfaction of different

categories of career seekers.

- Find out the strength and weakness of collection of career guidance resources of these three universities.

**Review of the Related Literature**

Bulgarelli (2009), "Professionalizing career guidance practitioner competences and qualification routes in Europe". In this article the author has highlighted the competence of career guidance staff makes an essential contribution to the quality of career guidance services. This report confirms that current training provision for such staff is highly variable between countries and sectors in Europe, although there is a clear movement towards more specialized training. Opportunities for staff mobility are limited, particularly between education and labor market sectors and from paraprofessional to professional roles. Cortés, Arraiz, Sabiron, C. Bueno & Berbegal (2009) on the Social Council of the University of Zaragoza, through its research team from the Faculty of Education, has examined the preferences and expectations of students in their last year of non-compulsory education in Aragón in the process of transition to their university studies.

Koovakkai (2008) has described on the satisfaction of career seekers in the resource and services of libraries. Their article published in the journal "SRELS Journals of Information Management" highlighted the importance of instruction and methods of orientation programmes. In an academic library it is required to guide the users to know how to utilize the resources to the maximum extent possible. Library orientation programmes are essential for the libraries in the changing digital environment. Seddoh (1998) emphasized that it is practical and is intended to be a guide for starting a career-counseling centre within a post-secondary setting. The ideas contained in this handbook are relevant to both young and older adults. These ideas may also be adapted to other settings such as secondary schools or community agencies that focus on assisting people with career concerns.

Varalakshmi and Moly (2009) discussed on the topic of "Career Guidance Service in College Libraries: a proposed model". They defined the concept of career guidance which is centuries old but it got momentum in the contemporary higher education environment owing to the impact of globalization and technological advancements. The UGC and State Higher Education Directorates have assigned importance to career guidance and established career guidance cell or centre in colleges and universities.

**Methodology of the Study**

For the present study, data gathering device or technique is undertaken i.e. questionnaire. For which a questionnaire (both structured and unstructured) is prepared relevant to this topic. A survey method

wad applied for this study because it is very user friendly and popular way among research techniques. We have selected three universities purposefully and then chosen the sample systematically at a certain interval. Therefore, it may call purposive systematic random sampling.

The following steps were taken for study:

- Selection of the location for the survey.
- Selection of the sample users to be surveyed
- Tool for the data collection
- Collection of data
- Grouping and analysis

**Objectives of Career Guidance Section**

- To help students to organize knowledge about themselves by identifying skills, interests and aptitudes.
- To provide information about further course prerequisites, financial aid, academic planning,
- To prepare for entrance examinations, etc.
- To provide information about specific occupations, career planning, conducting a job search, etc.
- To assist students in the development of skills necessary for decision-making, problem solving, career and life planning.

**Limitations of the Study**

Although we have tried to accomplish this study to the best of our effort and sincerity, but there are certain limitations as the study was conducted within the restricted scope and facilities. The limitations are as follows: 1) Some of questions in the questionnaire could not be discussed due to lack of information from the respondents, and 2) The scope of the study was limited to only three Universities and 30 sample users were taken for this purpose.

**Information Resources for Career Guidance**

The library has to maintain basic collection of career information sources in print as well on the Web. Further the collections have to be updated daily with the help of current affairs sources like news papers and magazines. The librarian has to create and maintain ready reference files with career information for easy dissemination. Career information sources should be organized effectively for

the proper utilization. The documents may be organized using DDC 22 and AACR 2R.

## Infrastructure Facilities Required

The Career Guidance Cell should be a part of the library-

- At least three computer systems (multimedia) should be provided only for career guidance purpose.

- Internet facility has to be available for searching different web-sites of courses/jobs, to participate in on-line interviews and tests, sending application, bio-data, etc. via e-mail

- Telecommunication facility may be there for the students to contact the librarian for career information through phone.

- There should be facility to organize and display the career information material in the career guidance cell.

- Academic environment with pleasant ambience and adequate seating facility needs special focus.

## Services Should Be Provided

- The Career Guidance Cell has to evaluate periodically the career information needs and demands of the student community.

- It should provide career information search training program to students.

- Internet facility and free web access have to be given to the students to get career information.

- Career information bulletin board service needs to be made available

- Career awareness service has to be introduced and implemented effectively.

- Organize seminars on interview skills, personality development, communication skills, leadership skill, resume writing, cover letter writing etc.

- Collaborate with other university career guidance cell and share information, sources and expertise.

- Develop strong link with employers and act as placement cell.

## Improving Access to Career Guidance Services

- The demand for career guidance services exceeds its supply. More flexible delivery methods, including the use of ICT and of call centers, have great potential for extending access. If all

citizens are to have access to career guidance, there is often a need to target career guidance services to at-risk groups.

- Actively involving vulnerable groups in designing, planning, implementing and monitoring career guidance policies and services for them greatly enhances the development of services that are relevant to their needs.

- Improving the quality and relevance of career information materials to support universal access is an ongoing challenge. There is often a lack of collaboration between different government ministries, agencies, and between national and regional levels of government in providing and sharing career information. Materials developed by the private sector are not subject to any agreed standards. In order to develop a coherent policy and strategy for the delivery of quality career information to citizens, national, regional and local mapping exercises of career guidance information provided through a range of media(such as newspapers and television) to a range of target groups (youth, employed, unemployed) is an essential starting point.

**Tasks or Role of Library / Librarian**

User satisfaction is of utmost importance in any library /Information centre. The level of user satisfaction indicates the performance of the library. While measuring the user satisfaction of career seekers, the present study is expected to bring out how well the university libraries in West Bengal serve the career seekers.

Librarians have to take up the task of providing information literacy to students, so that they will be able to search, retrieve, evaluate and make use of right information at the right time, for a right purpose. Librarian has to take up additional workload of career guidance with commitment besides the regular routines.

Even though libraries face financial crunch it is the social responsibility of the librarian to create awareness about the importance of career information services in the libraries. She/he has to strive to get financial support from the management and other sources of endowment and to acquire necessary tools. Librarian can create a congenial atmosphere in the library and encourage the student community to spend their leisure time in reading and browsing the documents and or Internet that helps to set and achieve the goal. The librarians have to develop a separate career guidance collection with print and electronic sources. They should also make use of the Internet to download career-related information sources.

- He has to be abreast of the current issues and be knowledgeable with career information sources. This preparation will help him to perform well in delivering the career information.

- Librarian has to work in collaboration with other members of the career guidance cell and faculty in general. He can arrange for invited lectures, organize seminars and discussion groups. Further with the help of multimedia packages he can organize various seminars for career information.

- Librarian can gather career data from print, audio / visual, electronic and web-based sources and maintain special files/folders for easy access by students.

- Librarian ought to introduce variety of career information services that may include information literacy, career information, career counseling, etc.

- Librarian has to interact with students and ascertain their needs to maintain profiles. He can revise existing programmers or introduce novel ones based on the feedback from the users and suggestions of alumni.

## Career Guidance Movements in Indian Universities

In India, employment opportunities are limited and those that are available are many a time unknown to the concerned. After Independence several commissions, committees have been established for improvement of higher education in the country. It was in 1956 that a Study Group on Educated Unemployed recommended the establishment of Bureaus in universities to provide their alumni with employment information and career guidance. Later, in 1957, the scheme for the setting up of the Bureaus was prepared by the Directorate general of Employment and Training. The scheme envisaged Bureaus to be primarily employment counseling agencies but they could function as placement agencies for professional and highly qualified persons. Indian Education Commission (Kothari Commission, 1964-66) recommended to combine Student Advisory Bureau and Information and Guidance Bureau may be combined to form information and employment centre which should function directly under the supervision of the Dean of Student's Affairs. Indian Education Commission, 1964-66 has in this connection: "The Employment, Information and Guidance Bureaus of the National Employment Service and the student advisory bureaus which have been existing in a number of universities have been doing useful work. Some of the important functions of Employment Information Bureaus are- creation of awareness among students, dissemination information, guidance to foreign students, maintaining libraries, adapting tests, research, holding orientation courses and publishing. Although in some institutions certain aspects of the services are delivered through academic departments, traditionally career guidance has not been as an important element of graduates education and in most cases is not integrated into curriculum.

## University of Calcutta: A Brief Profile

Although the University of Calcutta was formally launched in 1857, it had no permanent building of its own, at least in the early years. It was only after the University got a permanent home of its own in 1872 that attempts were initiated for the setting up of a library. In 1912, the Library had a new home, thanks largely to the munificence of the then Maharaja of Darbhanga. In 1912, the Government of India contributed one lakh of rupees for the building up of the library stock and agreed to place the University Library on its distribution list for the free supply of all Government publications. From 6 March, 1967, it started functioning in the newly constructed ten storey building, named the Centenary Building. At present the University Library system consists of the Central Library, two campus libraries, thirty-nine departmental libraries and two libraries of the Advanced Centres. The libraries are spread over seven campuses. Departmental libraries are located within the department concerned.

## Library Collection

The University library, at present, has a collection of more than 10 lakh books. Besides books, the seven campuses of the University together possess more than 2 lakh volumes of bound Journals, M.Phil. and Ph.D. dissertations, proceedings of conferences, reports, maps, standards, patents, newspapers, manuscripts, microfilms, CD-ROMs. The departmental libraries serve the academic disciplines bearing their names. The Central Library serves the entire University community. As many as 20 departmental libraries out of a total of 39 have a collection of over 15,000 volumes which includes books, bound journals and non-book materials. Located at the academic heartland of the city, the Central Library is easily accessible from all the different campuses of the University. The library collection is arranged subject-wise. The University provides access to nearly 4,000 electronic journals to its users in all the campuses under the UGC-INFONET programme.

## Central Library of Jadavpur University

Jadavpur University is a State University under the State of West Bengal. Its parent institution was set up by the National Council of Education, Bengal in 1906. After India's Independence, the institution was converted to a University under the first Jadavpur University Act in 1955, and recognized by the University Grants Commission the same year, which came into being on 24 December 1955. Jadavpur University has been declared as the Centre of Excellence in Mobile Computing and Communication by the University Grants Commission. The university has also been accredited with the status of five stars by the National Assessment and Accreditation Committee.

The University is proud of its library system, which comprises the Central Library, Salt lake

Campus Library, 33 Departmental Libraries under the Faculty of Arts, Science, Engineering and Technology, and also the Libraries attached with the Schools and Centres for studies. The Central Library of Jadavpur University is one of the central facilities used by all types of members of this University. This is the third largest library in West Bengal.

**Library Collection**

At present, the Central Library has over 598594 volumes of books on record (including those Salt Lake Campus and loaned to Departmental Libraries), 80,000 bound volumes of journals, 13,000 theses and dissertations, and 37,000 items of non-book materials such as reports, pamphlets, maps and micro-forms. At present, the library subscribes to about 1391 print and 2919 online journals. The University also has access to around 4500+ online journals more through INFLIBNET and INDEST Consortia. In total, the University Library has access to around 9000 Journals. The library subscribes to 15 databases which include Scopus, Econlit etc. and also about 850 E-books.

**Central Library of Kalyani University**

At the initial stages after the inception of the University of Kalyani in the year 1961 the Central Library had no building of its own. The library housed initially in the B.T. College building. It was thereafter shifted to a hostel building and from there to the sociology building and lastly to the administrative building. Thereafter it has been shifted to its own two-storied building in July, 1979. In a lively University campus, the Central Library serves as the hive of academic activities for students, scholars, staffs and faculty members in the pursuit of excellence in their respective area of studies.

**Library Collection**

The existing collection of Central library as on $31^{st}$ December, 2012 consist of near about 1,65,000 number of Books including Departmental libraries, 102 number of current titles of journals, not less than 9000 e-journals, approximately 7500 bound volume of journals, 2186 theses, 195 CD/DVDs, 53 Tagore's letters which were written to Parul Devi in original.

**Analysis of Data and Interpretation**

**Library Members**

The membership of the University Library is open to the teachers, students, research scholars, officers, non-teaching employees, ex-employees and ex-students of the University; and even to the teachers of schools, colleges, universities and government employees outside the University. The reading facilities of Central Library are provided to outside scholars engaged in serious reading and research.

| Name of University | Total no. of Library User |
|---|---|
| University of Calcutta | 1000(Approx) |
| University of Kalyani | 1050(Approx) |
| Jadavpur University | 1200(Approx) |

## Types of Collection in CGS

Table 1, shows the total number of collections of different CGS material in the surveyed universities. From the table, it is distinct that in CU it is 329, in JU it is 276, and in KU it is 150. Where within these collection maximum number of collection is on NET/SET examination books for each university. It is in case of CU 250 (75%) of its total collection, in case of JU it is 200 (72%) and for KU it is 105 (70%). Other materials available in the library are job related periodicals, competitive examination books, and other career related books very minimum in number with respect of NET/SET books. It is clear from the above Table 1 that, JU library purchase maximum number of job related periodicals with respect of other two universities as JU offers various technical courses so demand of current periodicals is more than other two universities.

Table 1: Distribution of Different Types of Collection in Different CGS

| Categories of Collection | Numbers of Materials | | |
|---|---|---|---|
| | C.U. | J.U. | K.U. |
| Job Related Newspaper | 4 (1%) | 3 (1%) | 4 (3%) |
| Job Related Periodicals | 12 (7%) | 25 (9%) | 9 (6%) |
| Competitive Exam. Test Papers | 40 (11%) | 28 (11%) | 20 (13%) |
| UGC/NET/SET Exam. Books | 250 (75%) | 200 (72%) | 105 (70%) |
| Different Exam. Brochures | 3 (1%) | 5 (2%) | 2 (1%) |
| Others Career Related Books | 20 (5%) | 15 (5%) | 10 (7%) |
| Total | 329 | 276 | 150 |

## Types of Respondent Under Study

Table 2 contains distribution of respondents according to the data of the "user survey" questionnaire. Here from the given table shows that the total sample populations of the respondents taken were 30 among which 63% is male and 37% are female. So from above table it is clear that maximum no of users of CGS is male in respect of our survey. With respect of the above table here we get users below the age of 20 only in JU.

**Table 2: Distribution of Respondent Under Study**

| Age Group | Total | Gender | | Occupations | | |
|---|---|---|---|---|---|---|
| | | Male | Female | Student | Research Scholar | Faculty Member |
| 17-22 | 7 (23%) | 4(57%) | 3(%) | 7(100%) | NA | NA |
| 23-28 | 17(57%) | 11(65%) | 6(%) | 14(82%) | 3(18%) | NA |
| 29-34 | 3(10%) | 2(67%) | 1(33%) | 1(33%) | 2(67%) | NA |
| 35-40 | 2(7%) | 1(50%) | 1(50%) | NA | 2(100%) | NA |
| 41-46 | 1(3%) | 1 | NA | NA | NA | 1 |
| Total | 30 | 19(63%) | 11(37%) | 22(73%) | 7(24%) | 1(3%) |

## Different Occupations of Respondent

Table 2 also reveals that according to their occupation 73% are students, 24% are research scholars and 3% are teachers among the sample population of the respondent. So, it is very much clear that the major portion of users of career guidance section belongs to student community.
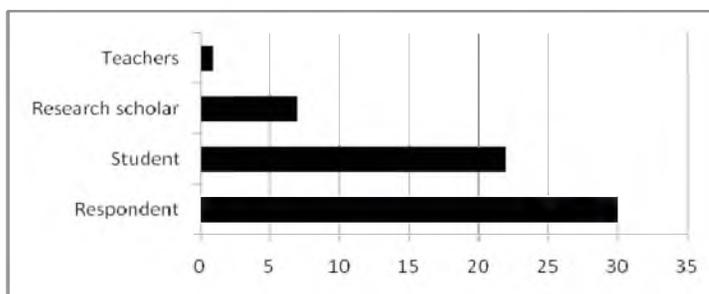


**Figure 1: Distribution of Respondent with their Occupations**

## Types of Libraries Used By the Users

Table 3 reveals that the maximum users among the respondents used their own central library's CGS at 100% level, whereas 93% of total respondents used their departmental libraries. Among them 16% are used Ramkrishna Mission Institute of Culture library (RKML) for their career development. 50% of total respondents visited Calcutta National Library (NL) for their career development. Only 16% among the surveyed population used other libraries for their career related information. It is also find out that maximum of the users of KU library visit NL for acquiring current information about career development.

### Table 3: Distribution of Library Used By the Respondents Under Study

| Name of Library Used by the Respondents | Total No. of users | Name of Libraries Under Study | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | CU | | | | JU | | | | KU | | | |
| | | Male | | Female | | Male | | Female | | Male | | Female | |
| | | Arts | Sc. | Arts | Sc. | Arts | Sc. | Arts | Sc. | Arts | Sc. | Arts | Sc. |
| Own Central Library | 30 | 4 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 |
| Own Department Library | 28 | 2 | 2 | 3 | 3 | 3 | 1 | 4 | 1 | 3 | 1 | 3 | 2 |
| R.K.M. Library | 5 | 1 | - | 1 | - | 1 | - | 2 | - | - | - | - | - |
| NL | 15 | 2 | - | 2 | - | 2 | - | 1 | 1 | 2 | 1 | 3 | 1 |
| Others | 6 | 1 | - | - | - | 1 | - | - | - | 1 | 1 | 2 | - |

## Purposes of Use of the INTERNET

Table 4 reveals that 83% of total sample population use the Internet for different career development purpose like finding specific answers, retrieving factual information, about job news, preparation for competitive examination and also for online examination. Among the total number of Internet users 40% belong to Jadavpur University whereas in case of total sample users of JU it is 100%. In case of CU it is 36% among the total respondent where as 90% of users among their users used Internet for their career development. And in case of KU it is clear that 32% of total population and 80% among the respondents of their university used internet for retrieved career related information. From the

given figure it is clear that, most of the users who used Internet for online examinations belong to JU. Main reason of which may be that it is a core technical university among the universities in West Bengal, therefore students of B.Tech., M.Tech. etc. are using Internet more for online examination than others.

### Table 4: Distribution of Respondents According to their Purpose of Use of Internet

| Universities | Total Respondent Used Internet | Different purposes of use of INTERNET | | | | |
|---|---|---|---|---|---|---|
| | | Find Specific Answer | Factual Information | Job News Searching | Preparation For Competitive Examination | Online Examination |
| C.U. | 9(36%) | 4(44%) | 3(33%) | 3(33%) | 2(11%) | 2(22%) |
| J.U. | 10(40%) | 8(80%) | 5(50%) | 4(40%) | 6(60%) | 4(40%) |
| K.U. | 8(32%) | 5(63%) | 3(38%) | 2(25%) | 2(25%) | 1(12%) |
| Total | 25(83%) | 17(68%) | 10(40%) | 9(36%) | 10(40%) | 7(28%) |

**Usage Pattern of the Materials in CGS**

Table 5 reveals that number of users of the age group of 23-28 years is more who uses the materials of the CGS in university libraries. 57% of total sample population belongs to age group 23-28 years, whereas age group 17-22 are 23%, age group 29-34 are 10%, age group 35-40 are 7% and age group 41-46 are 3% of total sample population.

### Table 5: Distribution of Respondents Use Pattern of Material in CGS

| Age Group | No. of Users | Job Related News Papers | | | | Job Related Periodicals | | | | Competitive Exam. Test Papers | | | | UGC/NET/SET Exam. Books | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | |
| | | Arts | Sc | Arts | Sc | Arts | Sc | Arts | Sc | Arts | Sc | Arts | Sc | Arts | Sc | Arts | Sc |
| 17-22 | 7 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 3 | 1 | 2 | 1 |
| 23-28 | 17 | 3 | 2 | 2 | 1 | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 |
| 29-34 | 3 | 1 | 1 | 1 | - | 1 | 1 | 1 | - | - | 1 | 1 | - | 1 | - | 1 | - |
| 35-40 | 2 | 1 | - | - | - | - | - | 1 | - | 1 | - | 1 | - | 1 | - | 1 | - |
| 41-46 | 1 | 1 | - | - | - | 1 | - | - | - | - | - | - | - | - | - | - | - |
| Total | 30 | 8 | 4 | 5 | 2 | 6 | 7 | 4 | 5 | 6 | 5 | 6 | 4 | 8 | 3 | 7 | 3 |

From the Table 5 it is revealed that job related periodicals are maximum used by the users of CGS, it is almost 73% of total sample population. Whereas 70% of total respondents use competitive examination, Test papers and NET / SET books in CGS of University Libraries. Only 63% of total sample respondents use job related news papers in CGS.

**Findings**

In this section the summary of the findings of this study after the through survey and analysis of data has presented:

- It is found that the most of the users are mainly students; among them the number of male users is more who uses CGS of university libraries. Through this study it is also found that university students are well aware about getting required information for career development.

- The study reveals that research scholars and teachers also use CGS frequently for their knowledge development and want to get everyday news about job market.

- By this study it is viewed that, the high response rate are observed for the use of Internet for career development purpose.

- Through this survey it is cleared that, in case of Jadavpur University there is no separate CGS in the library, but it tries to provide career related information to its users through reading room section and reference section. In case of Kalyani University though it has CGS for its user but still it is not well enough in respect of users demand.

- Through this study it is found that, users of different university libraries are very much aggressive for the enrichment of collection about career related materials in CGS.

- It can be reported from this study that, those Assistant Librarians who are in-charge of CGS among the surveyed university libraries were very much interested to provide adequate supply of career related information to their users. But still there are no enough materials in CGS in our surveyed libraries to satisfy their users at an optimum level.

**Recommendations**

Some recommendations may be done in this respect based on the analysis of the collected data of this study. They are as follows:

1. In order to provide better services to its clients, Universities should collect all types and up-to-date books in relation to career development in their CGS.

2. Every issue of all types of career related periodicals should exist in CGS collections.

3.  All types of printed newspapers in relation to career development should exist in CGS.

4.  There must be Internet facilities in CGS for all types of users for free of cost.

5.  Sufficient number of computers are required for optimum use in CGS.

6.  Library hours should be extended as required by the users of CGS.

7.  Libraries should be kept opened on all holydays.

## Conclusion

Information is at the core of career guidance and education; indeed, it tends to prevail over other knowledge development function. From the client point of view, information should lead to improve knowledge about self, about the job market and about education training opportunities. Libraries have to make a point to extent their services to meet the particular career needs of specific groups. At present most of the academic libraries are providing career information but only few are interested in providing proper guidance to the students in the selection of suitable careers. As an information organizer and provider librarian can play major role in career guidance activities of university libraries. So, career guidance section plays an important role in any university library in West Bengal for developing our future generation. In conclusion one can say that quality career information services are the need of the hour to bridge the gap between education and world of work.

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