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## **Dimensions of Library and Information Science in Pakistan: A Historical Development**

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### **Abstract**

This study, grounded in historical research and supported by primary and secondary sources, seeks to chart the developmental course of LIS in Pakistan. Moreover, that article examines the historical development of Library and Information Science (LIS) in Pakistan, tracing its evolution from colonial origins to the digital era seeks with different dimensions in this discipline. It examines key milestones in institutional development, academic programming, technological advancements, and professional practices. The analysis highlights the field's steady progression despite challenges such as underfunding, limited policy support, and uneven access to educational and technological resources. In synthesizing the historical trajectory of LIS in Pakistan, this study underscores the necessity of sustained policy

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attention, increased investment, and strategic planning to bridge gaps between urban and rural services, public and academic libraries, and traditional and digital paradigms. The study concludes that while LIS in Pakistan has made significant strides, its future depends on continued policy reforms, investment in education, and integration of global best practices. The historical development of LIS in Pakistan reflects a gradual transition from colonial-influenced practices to a modern information science discipline.

**Keywords:** Dimensions, Library, Information Science, Historical Development, Pakistan

## Introduction

Library and Information Science (LIS) plays a dynamic role in the knowledge infrastructure of any civilized society. In Pakistan, the LIS domain has practiced a multifaceted historical journey inclined by colonial legacies, post-independence nation-building efforts, and global technological changes. Understanding this historical trajectory is essential for evaluating current practices and planning future developments in the field of LIS in Pakistan.<sup>1</sup>

Library and Information Science (LIS) is a discipline that serves as the backbone of knowledge management, access, retrieve and dissemination in any organized

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<sup>1</sup> Syed Jalaluddin Haider, *Library Education in Pakistan: Past, Present and Future*, *Education for Information* 17, no. 1 (1999): p. 9–26.

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society. The development of LIS reflects a nation's intellectual maturity, educational priorities, and technological advancement. In the context of developing countries like Pakistan, LIS assumes a critical role not only in supporting educational institutions and research but also in promoting information equity and lifelong learning.<sup>1</sup> Despite its importance, the historical trajectory of LIS in Pakistan has been underexplored in scholarly literature, often overshadowed by more dominant fields of study. Pakistan's LIS landscape is shaped by a unique confluence of historical, cultural, and political factors. From its colonial inheritance of rudimentary library systems to contemporary efforts in digital integration and academic reform, the evolution of LIS in Pakistan mirrors the broader challenges and aspirations of the nation.<sup>2</sup> The journey has been characterized by significant milestones such as the establishment of LIS departments in universities, the formation of professional bodies like the Pakistan Library Association (PLA), and the gradual inclusion of information technology in library services.<sup>3</sup> However, this journey has also been marked by systemic challenges, including inadequate policy frameworks, insufficient funding, and a persistent lack of professional development opportunities.

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<sup>2</sup> Mumtaz A. Anwar, "Library and Information Science in Pakistan: An Overview," *Library Review* 49, no. 6 (2000): p.268–73.

<sup>3</sup> Pakistan Library Association, "History of PLA," accessed May 20, 2025, <https://www.pla.org.pk/history>.

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Understanding the historical development of LIS in Pakistan is crucial for evaluating its present status and envisioning its future direction. By examining key phases—ranging from the colonial era to the digital age—this article aims to provide a comprehensive overview of how LIS in Pakistan has evolved. Such a historical analysis is essential not only for LIS professionals and educators but also for policymakers and academic planners seeking to strengthen the country's information infrastructure. In recent decades, the global transformation of the LIS field has included the adoption of digital libraries, integrated library systems, and a shift toward user-centered services. While Pakistan has made commendable efforts to align with these international trends, its progress remains uneven due to socio-economic and infrastructural limitations.<sup>4</sup> Thus, a deeper historical perspective can help contextualize these limitations and identify sustainable pathways for development.

## Research Questions

1. How did colonial educational and administrative policies shape the early development of libraries in the region that later became Pakistan?
2. What were the key institutional and academic milestones in the development of Library and Information Science (LIS) in Pakistan following independence in 1947?

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<sup>4</sup> Nighat Bhatti and Khalid Mahmood, "Challenges in LIS Education in Pakistan: A Case Study," *Library Philosophy and Practice* (2015): p. 1–9.

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3. In what ways did the establishment of formal LIS education programs contribute to the professionalization of librarianship in Pakistan?

## Literature Review

The literature on the Dimensions of Library and Information Science (LIS) in Pakistan historical development remains relatively sparse compared to more technologically advanced countries, but several foundational works offer insight into its early evolution, formal development, and professionalization. This review synthesizes the key contributions of scholars, government publications, and institutional reports that have shaped our understanding of LIS in Pakistan dynamically.

One of the earliest and most influential sources is Abdul Wahid Mirza's *Development of Libraries in Pakistan* (1960), which provides a foundational overview of post-independence library growth, including discussions on the challenges of infrastructure, professional training, and government policy.<sup>5</sup> Mirza's work remains relevant as a primary historical source, although it reflects the limitations and aspirations of its time.

Syed Jalaluddin Haider has made significant contributions to LIS scholarship in Pakistan. His article, "Library Education in Pakistan: Past, Present and Future,"

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<sup>5</sup> Abdul Wahid Mirza, *Development of Libraries in Pakistan* (Karachi: Pakistan Library Association, 1960), p. 10–12.

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offers a chronological survey of the development of LIS education, identifying critical phases such as the introduction of diploma and degree programs and the role of universities in training library professionals.<sup>6</sup> Haider's analysis is particularly valuable for its emphasis on curriculum development, institutional support, and the need for modernization.

Mumtaz A. Anwar's writings offer a broader conceptual and policy-level perspective. His article, "Library and Information Science in Pakistan: An Overview," highlights the structural and administrative barriers to LIS development, such as low public investment, lack of legislation, and insufficient integration with national education policies.<sup>7</sup> Anwar also stresses the importance of aligning Pakistan's LIS systems with international standards to improve relevance and impact.

Several studies have examined the role of professional bodies, particularly the Pakistan Library Association (PLA), in shaping the LIS profession. The PLA has been instrumental in organizing conferences, advocating for library policy, and promoting continuing education. Its official records and publications, though not

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<sup>6</sup> Syed Jalaluddin Haider, "Library Education in Pakistan: Past, Present and Future," *Education for Information* 17, no. 1 (1999): p. 10.

<sup>7</sup> Mumtaz A. Anwar, "Library and Information Science in Pakistan: An Overview," *Library Review* 49, no. 6 (2000): p. 270–71.

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always systematically archived, are valuable for understanding the professional dynamics and activism within the field.<sup>8</sup>

International organizations such as UNESCO and the British Council have also contributed to the literature, mainly through commissioned reports and training manuals. These works offer an external evaluation of Pakistan's LIS infrastructure and provide recommendations for policy reform and capacity building.<sup>9</sup>

Recent scholarship has begun to explore the challenges of digitization, information literacy, and the integration of ICT in Pakistani libraries. Authors like Nighat Bhatti and Khalid Mahmood have highlighted the lack of technical training, infrastructural deficits, and resistance to change as major impediments to modernization.<sup>10</sup> These contemporary studies provide continuity to the historical discourse and reflect the ongoing evolution of LIS in Pakistan. Despite these valuable contributions, the existing literature reveals significant gaps. Few comprehensive, longitudinal studies exist that trace the historical trajectory of LIS in Pakistan from its colonial origins through to the digital age. Moreover, much of the scholarship is descriptive rather than analytical, often focusing on institutional profiles or statistical data without deeper theoretical engagement.

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<sup>8</sup> Muhammad Yousuf, *Library Movement in Pakistan* (Lahore: Aziz Publishers, 1975), p. 25.

<sup>9</sup> UNESCO, *Report on the Development of Libraries in Pakistan* (Paris: UNESCO, 1962), p.5–12.

<sup>10</sup> Bhatti, Nighat, and Khalid Mahmood. "Challenges in LIS Education in Pakistan: A Case Study." *Library Philosophy and Practice* (2015): p. 1–9.

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## Colonial Roots and Pre-Independence Foundations

The development of library systems in what is now Pakistan began during British colonial rule in the Indian subcontinent. The British administration introduced Western-style libraries primarily as tools of governance and higher education, not as democratic institutions for mass literacy. These early libraries were designed to serve the needs of British officials, colonial administrators, and the elite Indian classes who had access to English education.<sup>11</sup> Thus, libraries were primarily housed within government offices, missionary organizations, and academic institutions such as colleges and universities established by the British. During the nineteenth and early twentieth centuries, notable libraries such as the Punjab Public Library (established in Lahore in 1882) and the Victoria Reading Room in Karachi were set up as part of broader colonial educational and cultural policies.<sup>12</sup> These libraries functioned more as repositories of knowledge for the elite rather than as public institutions open to the general population. Access was limited, and most libraries did not have professional librarians; instead, clerks or volunteers with minimal training handled administrative duties.<sup>13</sup>

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<sup>11</sup> Abdul Wahid Mirza, *Development of Libraries in Pakistan* (Karachi: Pakistan Library Association, 1960), p. 11–14.

<sup>12</sup> Muhammad Yousuf, *Library Movement in Pakistan* (Lahore: Aziz Publishers, 1975), p. 35.

<sup>13</sup> Hafeez Qureshi, "Libraries and Librarianship in Colonial India," *Pakistan Library Bulletin* 3, no. 2 (1958): 34–38.



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The concept of formal library education was virtually nonexistent during the colonial era. Library services, where available, were generally attached to institutions such as colleges or government departments. There were no standardized practices for cataloging, classification, or reference services. Instead, the system relied on imported British models with little adaptation to local languages, cultures, or needs.<sup>14</sup> Despite these limitations, the colonial period laid a rudimentary foundation for the future development of library services in the region. British educational reforms, such as Lord Macaulay's Minute on Education (1835), encouraged the growth of English-medium schools and colleges, which in turn required libraries to support their curricula.<sup>15</sup> These developments indirectly influenced the demand for more structured library systems and, eventually, professional librarianship. Moreover, the formation of reading societies and literary associations during the late colonial period provided a modest platform for public engagement with books and information. Some local communities began establishing their own libraries, albeit on a small scale and often dependent on donations or volunteer management. These efforts, while scattered and

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<sup>14</sup> Syed Jalaluddin Haider, "Library Education in Pakistan: Past, Present and Future," *Education for Information* 17, no. 1 (1999): p. 15.

<sup>15</sup> Lord Thomas Babington Macaulay, "Minute on Indian Education," 1835, reprinted in *Bureau of Education, Government of India: Selections from Educational Records*, vol. 1, 1781–1839 (Calcutta: Superintendent Government Printing, 1920), p. 107–117.

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inconsistent, demonstrated a growing public awareness of the value of information access.

### **Post-Independence Initiatives (1947–1970)**

Following the partition of British India in 1947, Pakistan inherited a modest and split library infrastructure. The mainstream of functional academic and public libraries remained in urban centers such as Lahore, Karachi, and Peshawar. These libraries, already limited under colonial rule, were ill-prepared to serve the information and educational needs of a newly formed and rapidly expanding population.<sup>16</sup> In the face of widespread illiteracy and limited governmental capacity, the development of library services was not initially prioritized within national planning frameworks. Nevertheless, several significant initiatives marked the early decades of Pakistan's independence in the effort to lay the groundwork for a national library and information system. One of the most critical milestones during this period was the establishment of the Department of Library Science at the University of the Punjab, Lahore, in 1956, which began offering a diploma program in librarianship. This was the first formal effort to produce professionally trained librarians in Pakistan.<sup>17</sup> Soon after, similar departments were founded at other institutions,

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<sup>16</sup> Abdul Wahid Mirza, *Development of Libraries in Pakistan* (Karachi: Pakistan Library Association, 1960), p. 14–16.

<sup>17</sup> Syed Jalaluddin Haider, "Library Education in Pakistan: Past, Present and Future," *Education for Information* 17, no. 1 (1999): p. 12.

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including the University of Karachi and the University of Sindh, offering bachelor's and master's degree programs in library science.

In 1957, the Pakistan Library Association (PLA) was established as the national professional body for librarians and information professionals.<sup>18</sup> The PLA played a pivotal role in advocating for library development, organizing conferences, and publishing professional journals such as the *Pakistan Library Bulletin*. The association also became the primary platform for the exchange of professional knowledge and the promotion of modern librarianship practices. This period also saw attempts by government ministries to integrate library development into broader educational reforms. The First Five-Year Plan (1955–60) made mention of the importance of public libraries in educational development, although implementation remained uneven.<sup>19</sup> Public libraries were established in provincial capitals, and some municipal governments undertook the establishment of local reading rooms, but a lack of trained staff, funding, and standardized practices continued to hinder progress. One of the most forward-looking initiatives during this period was the effort to introduce library science into teacher training programs and technical education. This reflected an early recognition of the interrelationship between education and information access. Additionally, institutions such as the

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<sup>18</sup> Pakistan Library Association, "History of PLA," accessed May 20, 2025, <https://www.pla.org.pk/history>.

<sup>19</sup> Government of Pakistan, *First Five-Year Plan, 1955–1960* (Karachi: Planning Commission, 1955), p.87–89.

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National Library of Pakistan, founded in 1951 and reorganized in the 1960s, began to collect and preserve the nation's literary and documentary heritage. However, the National Library lacked adequate staffing and infrastructure and thus struggled to perform its mandate effectively.<sup>20</sup> The 1960s also witnessed increased international collaboration. Pakistan received technical assistance from organizations like UNESCO and the British Council, which provided training opportunities, book donations, and consultancy support.<sup>21</sup> Pakistani professionals began to participate in international conferences, and a few were sent abroad for advanced studies, primarily to the United Kingdom and the United States. These exchanges introduced new perspectives on library automation, cataloguing standards, and user services that would later influence domestic practices. Despite these advancements, the period between 1947 and 1970 was largely developmental and foundational in nature. The library and information sector suffered from inadequate legislative support, limited public awareness, and the absence of a national library policy. Moreover, libraries were often viewed as peripheral rather than central to educational and intellectual life. Nonetheless, the initiatives taken during this period laid critical foundations for future expansion. The emergence of LIS as an academic discipline, the creation of professional associations, and early government recognition of libraries as tools for national development marked a pivotal shift in the professionalization and institutionalization of LIS in Pakistan.

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<sup>20</sup> Mumtaz A. Anwar, "Library and Information Science in Pakistan: An Overview," *Library Review* 49, no. 6 (2000):p. 280–82.

<sup>21</sup> UNESCO, *Report on the Development of Libraries in Pakistan* (Paris: UNESCO, 1962), p. 5–7.

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After gaining independence in 1947, Pakistan faced the task of building a national educational and informational infrastructure. The library sector began developing through public and academic institutions.

### **Expansion and Professionalization (1970–1990)**

A significant milestone was the establishment of the Department of Library Science at the University of the Punjab in 1956, which offered Pakistan's first formal academic program in librarianship. In 1957, the formation of the Pakistan Library Association (PLA) marked an important step toward professional organization. During the 1960s, other universities also began offering diploma and degree programs in library science, although these were often hampered by limited faculty and resources. The period from 1970 to 1990 marked a phase of significant expansion and professionalization in the Library and Information Science (LIS) field in Pakistan. This era was characterized by the diversification of academic programs, the establishment of new institutions, a growing awareness of the need for modernization, and increasing collaboration with international agencies. Despite continued structural challenges, LIS gradually evolved into a recognized academic and professional discipline during these two decades. One of the most important developments during this period was the expansion of LIS education across Pakistan. By the late 1970s, several major universities had established departments of Library Science, later renamed as Library and Information Science to reflect global trends. Institutions such as Allama Iqbal Open University, University of Peshawar, and Bahauddin Zakariya University began offering degree

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programs, including Bachelor of Library Science (BLS), Master of Library Science (MLS), and even MPhil-level studies.<sup>22</sup> This academic expansion contributed to a substantial increase in the number of trained professionals entering the field. Another key feature of this period was the revision and modernization of LIS curricula. Academic departments revised their syllabi to include emerging topics such as information systems, computer applications, and documentation techniques.<sup>23</sup> This curricular shift was partly influenced by the growing global discourse around information science and its intersection with computing technology. Workshops and seminars were regularly organized by universities and professional associations to ensure continuous professional development.

The Pakistan Library Association (PLA) remained a central force during this time, actively promoting library development, organizing annual conferences, and publishing journals and newsletters. The PLA also intensified its advocacy for a national library policy and continued to highlight the critical need for government funding and professional recognition.<sup>24</sup> Although a comprehensive national policy remained elusive, the PLA's efforts contributed to an increased visibility of the profession in bureaucratic and academic circles.

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<sup>22</sup> Syed Jalaluddin Haider, "Library Education in Pakistan: Past, Present and Future," *Education for Information* 17, no. 1 (1999): p. 14–16.

<sup>23</sup> Khalid Mahmood, "Curriculum Development for Library and Information Science Education in Pakistan," *Pakistan Library & Information Science Journal* 33, no. 3 (2002): p. 17–20.

<sup>24</sup> Pakistan Library Association, *Conference Proceedings: 1981–1990*, Islamabad: PLA Secretariat, 1990.

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During the 1980s, information technology (IT) began to make its initial impact on Pakistani libraries. Although full-scale automation was rare due to limited infrastructure, some university libraries—such as those at the University of Karachi and Quaid-i-Azam University—experimented with rudimentary computerized cataloguing systems and initiated discussions on integrated library management software.<sup>25</sup> Furthermore, the government initiated projects under the Fifth and Sixth Five-Year Plans, which included modest investments in public libraries and the development of school libraries as part of educational reform.<sup>26</sup> Although implementation was inconsistent and often hampered by bureaucratic inefficiencies, these plans reflected an acknowledgment of libraries as vehicles of national development. This period also witnessed a rise in international cooperation and donor assistance. Organizations like UNESCO, IFLA (International Federation of Library Associations and Institutions), and the British Council provided support through staff training, curriculum development, and equipment donations. Pakistani librarians increasingly attended international conferences, bringing back knowledge and practices that gradually informed domestic innovations.<sup>27</sup> Notwithstanding these advancements, the field continued to grapple with systemic challenges such as low budgets, inadequate staffing, and weak institutional

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<sup>25</sup> Mumtaz A. Anwar, “Library and Information Science in Pakistan: An Overview,” *Library Review* 49, no. 6 (2000): p. 271.

<sup>26</sup> Government of Pakistan, *Sixth Five-Year Plan, 1983–1988* (Islamabad: Planning Commission, 1983), p. 192–95.

<sup>27</sup> UNESCO, *Library Development in South Asia: Regional Perspectives* (Paris: UNESCO, 1985), p. 55–58.

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coordination. Public awareness about the role of libraries remained minimal, and librarianship was often not viewed as a prestigious profession. Additionally, the lack of legislation mandating the establishment and maintenance of libraries—particularly in rural and semi-urban areas—limited the sector’s reach.

### Contemporary Developments (2010–Present)

The period from 2010 to the present has witnessed a dynamic transformation in the field of Library and Information Science (LIS) in Pakistan, marked by rapid technological advancement, growing awareness of information literacy, the digitization of resources, and the expansion of professional networks. These developments reflect both global trends and local efforts to adapt the profession to meet the needs of the digital age, despite enduring infrastructural and policy-related challenges. A defining characteristic of this era is the integration of Information and Communication Technologies (ICTs) in library services. University and research libraries have increasingly adopted integrated library systems (ILS), digital cataloging standards (such as MARC21), and open-source solutions like Koha.<sup>28</sup> These technologies have enhanced the efficiency and accessibility of library services, especially in higher education institutions. The Higher Education Commission (HEC) of Pakistan has played a key role by providing digital access to journals and e-resources through initiatives like the Digital Library Program,

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<sup>28</sup> Khalid Mahmood, “Use of Koha in Pakistani Libraries: A National Survey,” *Library Philosophy and Practice* (2015): p. 1–9.



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which grants thousands of students and researchers access to global academic content.<sup>29</sup> Additionally, there has been significant progress in the digitization of archival and rare materials, particularly in major academic libraries such as those at the University of the Punjab, Forman Christian College, and National Library of Pakistan. These projects aim to preserve national heritage and improve accessibility. However, digitization efforts are often limited to larger institutions due to funding constraints and lack of technical expertise in smaller or rural libraries.<sup>30</sup> LIS education has also evolved significantly. Leading universities, including University of the Punjab, University of Karachi, and Allama Iqbal Open University, have revised curricula to include emerging fields such as digital librarianship, data curation, information architecture, and user experience design.<sup>31</sup> There is an increasing emphasis on research methodologies, data science, and the ethical dimensions of information access, reflecting international shifts in the LIS field. The Pakistan Library Association (PLA) and various university departments continue to organize professional development workshops and webinars on topics like research data management, open access, and artificial intelligence in libraries.

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<sup>29</sup> Higher Education Commission, "National Digital Library Program," accessed May 20, 2025, <https://www.digitallibrary.edu.pk/>.

<sup>30</sup> Rubina Bhatti and Asghar Ali, "Digitization in University Libraries of Pakistan: Issues and Challenges," *Pakistan Journal of Library & Information Science* 20 (2019): p. 1–12.

<sup>31</sup> Asim Malik and Muhammad Rafiq, "Trends in Library and Information Science Curriculum in Pakistan," *International Journal of Library and Information Services* 6, no. 1 (2021): p. 44–59.

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Information literacy and user engagement have become critical areas of focus. University libraries are now expected to support not only access to resources but also to foster critical thinking, digital fluency, and ethical research practices among users.<sup>32</sup> Librarians increasingly act as facilitators of learning, guiding students in navigating complex information landscapes. Nevertheless, there is a stark contrast between services in urban academic libraries and those in public or rural libraries, which often lack internet connectivity, up-to-date collections, and trained staff. The period has also seen the emergence of library consortia and networks, such as the Pakistan National Digital Library Consortium, which seeks to promote resource sharing and collective purchasing among academic institutions. Moreover, the presence of Pakistani LIS professionals on international platforms—such as the International Federation of Library Associations and Institutions (IFLA)—has grown, with several professionals participating in global forums, publishing in international journals, and contributing to collaborative research.<sup>33</sup> These positive trends and dimensions, the sector continues to face persistent challenges. The absence of a comprehensive national library policy, inconsistent government funding, poor public library infrastructure, and the under-recognition of LIS professionals remain major concerns. Furthermore, while urban academic libraries are progressing, public libraries, especially in rural and semi-urban areas, remain

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<sup>32</sup> Shahid Siddiqui, "Information Literacy in Pakistani Universities: Status, Challenges, and Way Forward," *Library Review* 68, no. 5 (2019): p. 423–439.

<sup>33</sup> Pakistan Library Association, "PLA International Collaborations," accessed May 20, 2025, <https://www.pla.org.pk/international>.

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under-resourced and underutilized. The COVID-19 pandemic highlighted these disparities, exposing the digital divide and the vulnerability of libraries without robust digital strategies. Yet, the resilience and adaptability of LIS professionals in Pakistan remain commendable. The shift toward hybrid service models, increased engagement with open-access initiatives, and the promotion of digital literacy point to a maturing profession striving to remain relevant in the information age. The contemporary period thus represents both a continuation of earlier efforts and a decisive pivot toward a more interconnected, technologically empowered, and user-centered future for LIS in Pakistan. In recent years, LIS in Pakistan has continued to evolve. Several universities now offer MPhil and PhD programs, and there has been a noticeable increase in LIS-related research, particularly in digital literacy, user behavior, and information systems.

Challenges persist, such as:

- Limited funding,
- Underdeveloped rural library infrastructure,
- Outdated policy frameworks, and
- A shortage of professionally trained LIS faculty.

## Conclusion

The historical development of Library and Information Science (LIS) in Pakistan reflects a complex interplay of colonial legacies, post-independence nation-

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building efforts, and contemporary technological transformations. From its modest beginnings rooted in colonial administrative and educational systems, LIS in Pakistan has gradually evolved into a recognized academic discipline and professional field. This evolution has been marked by distinct phases—starting with the foundational efforts immediately after independence, moving through periods of institutional expansion and professionalization, and culminating in the ongoing digital and information revolution. The early post-independence years revealed critical challenges such as limited infrastructure, lack of trained personnel, and insufficient government support. Yet, pioneering initiatives, including the establishment of academic departments and the formation of the Pakistan Library Association, laid the groundwork for future growth. Between 1970 and 1990, the sector experienced significant expansion with the introduction of more advanced degree programs, curricular modernization, and the tentative incorporation of information technology. These decades underscored the increasing recognition of libraries and LIS professionals as key components of the educational and research infrastructure. Contemporary developments from 2010 onward illustrate a profession striving to adapt to rapid technological changes and shifting user expectations. The integration of ICT, digitization projects, enhanced LIS education, and growing international collaboration highlight positive strides toward a more dynamic, accessible, and user-centered library environment. Nonetheless, persistent issues such as the absence of a comprehensive national library policy, uneven resource distribution, and the digital divide continue to challenge the sector's full potential. In synthesizing the historical trajectory of LIS in Pakistan,

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this study underscores the necessity of sustained policy attention, increased investment, and strategic planning to bridge gaps between urban and rural services, public and academic libraries, and traditional and digital paradigms. The future of LIS in Pakistan depends on the profession's ability to harness emerging technologies while addressing socio-economic disparities and fostering a culture of information literacy. Ultimately, the dimensions of LIS in Pakistan encapsulate a broader narrative about knowledge production, dissemination, and accessibility in a developing country context. As Pakistan moves forward, the evolution of its library and information sector will remain integral to the country's educational, cultural, and scientific progress. The historical development of LIS in Pakistan reflects a gradual transition from colonial-influenced practices to a modern information science discipline. While significant progress has been made in education, professionalization, and digital integration, the field still faces structural and policy-level challenges. Future advancements will depend on sustained investment, policy reform, and greater alignment with international LIS standards and innovations.

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