

This study was undertaken to investigate the current status of citizenship education in National Curriculum of Social studies for Grade-VIII. For conducting this study mix method research: qualitative and quantitative research approaches are utilized. This study is consisting on two parts, first part based on investigation of curriculum standards and examine social studies textbook content' with reference to citizenship education. Pingal framework was used for analysis of standards and operating system of textbook and four point frameworks was used for social studies content analysis. The second part of the study was undertaken to investigate the awareness of citizenship education from 8th grade students and also investigate the role of teacher regarding school climate for citizenship education. Population of the study comprised on boys and girls of 8th grade and male female teachers who taught the social studies in five sector of Government Federal school of Islamabad only. One sector was selected for pilot study and other four sectors for main study. Proportional stratified and simple Random sampling was done.

According to application of proportional stratified sampling, two strata were made for boys and girls, almost 200 was the desired sample. For selection of teachers, simple random sampling was made and desire sample was 40 for Male and female teachers. Two instruments were used, Students awareness scale assess and investigate individual awareness about citizenship categories. A second instrument role of teacher and school climate provided information regarding role of teachers and school climate and related activities was administered on the sample teachers. (SPSS-XII) software was used to analyze the data. Statistical technique (one sample T-Test, chi square and simple ANOVA) were used to examine the data. ANOVA was used to test the difference in citizenship education based on demographic information.

Results and findings revealed that students awareness in citizenship education shows that boys and girls students have highest mean scores in civic sensibility while girls students have a lowest mean scores in political awareness and literacy where as boys students have very lowest mean scores in political awareness literacy and sensibility. Male teachers have highest mean scores in (a) textbook content analysis and (b) Recognition of the Civic Purpose of Education category while they have a lowest mean scores in two categories As compare to female teacher they have highest mean scores in category of (a) Thoughtful and Respectful Dialogue about Issues and (b) Trust and Positive Interactions categories. While they have a lowest mean scores in two categories. The data indicate that school climate regarding citizenship education is missing in the schools and there were no statistically significant difference in citizenship education based on demographic information