

This study was undertaken to investigate the current status of citizenship in curriculum of social studies at 8th grade in Pakistan for this purpose this study has based on two research approaches (i) Qualitative (ii) Quantitative. In qualitative approach part one this study attempted to analyze social studies text book with special reference to citizenship for 8th at elementary level. This text book was analyzed in two ways: (a) Text was analyzed to see if it addressed issues concerning good citizenship and (b) If the exercises given in the textbook facilitated learning with regards to citizenship. A four point framework was used (1) Civic Sensibility (2) Political rights and sensibility (3) socio-Economic development (4) cultural and moral development. Furthermore within this framework the emphasis was given to the important set of skill: Intellectual, Social and Political skills. The analysis indicated gaps in textbook of social studies with respect to good citizenship education. In the second part of the study, Quantitative approach has used. This part of the study was undertaken to investigate the awareness of citizenship education and role of teachers and school climate regarding citizenship education. Using the population of federal government schools in Islamabad. The sample was selected from Islamabad so after getting the permission from the directorate in five sectors of Islamabad then in each sector of Islamabad two schools were selected one for boy and one for girls. Therefore in each sector, two schools were selected for pilot study and other four sector schools were selected for the main study. Students awareness citizenship education questionnaire and role of teacher and school climate scale, was administered in sample. 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 generally not available in textbook and school climate. Statistical package for social sciences (SPSS-XII) software was used to analyze the data in this study, statistical technique (T-Test, chi square and simple ANOVA) were used to examine the data. A one-way 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 above two categories such as (a) Students' Input and Participation Skills and Engagement in and (b) Learning about the Community. 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 above mentioned categories (a) Students' Input and Participation Skill (b) Meaningful Learning of Civic-Related Knowledge. The data indicate that there was not place of school climate regarding citizenship education and there were no statistically significant difference in citizenship education based on demographic information.