

Original Article

Integrating Co-Scholastic Activities in School Curriculum

Dr. S. Karthiyayeni

Principal & Associate Professor, R. V. Teachers College, Jayanagar, Bangalore, Karnataka

Manuscript ID:
BN-2025-020712

ISSN: 3065-7865

Volume 2

Issue 7

June 2025

Pp 76-79

Submitted: 11 June 2025

Revised: 22 June 2025

Accepted: 15 July 2025

Published: 31 July 2025

DOI:
10.5281/zenodo.23434261

DOI link:
<https://doi.org/10.5281/zenodo.23434261>



Quick Response Code:



Website: <https://bnir.us>



Abstract

The integration of co-scholastic activities into the school curriculum plays a vital role in fostering the holistic development of learners. While scholastic activities promote cognitive growth, co-scholastic activities enhance students' social, emotional, moral, physical, and creative abilities. This paper discusses the significance of integrating life skills, values, wellness, service activities, and art education into the formal curriculum to ensure balanced personality development. It highlights the role of continuous and comprehensive evaluation in assessing both scholastic and co-scholastic domains. The study emphasizes that co-scholastic activities cultivate critical thinking, communication, leadership, cooperation, creativity, and responsible citizenship, thereby preparing students to meet the challenges of the twenty-first century. The paper concludes that integrating co-scholastic activities with academic learning is essential for achieving quality education and developing well-rounded individuals capable of contributing positively to society.

Keywords: Co-Scholastic Activities; Holistic Development; School Curriculum; Life Skills; Continuous and Comprehensive Evaluation (CCE); Value Education; Wellness; Art Education; Student Development; Inclusive Education.

Introduction

Education aims not only to impart academic knowledge but also to nurture the overall personality of learners. Modern educational practices recognize that intellectual growth alone is insufficient for preparing students to face the complexities of contemporary society. Consequently, schools have increasingly incorporated co-scholastic activities into the curriculum to complement scholastic learning. These activities include life skills, value education, health and wellness, service-oriented programmes, sports, arts, music, drama, and other creative pursuits that contribute to students' cognitive, emotional, social, moral, and physical development.

The introduction of Continuous and Comprehensive Evaluation (CCE) has further strengthened the importance of co-scholastic education by ensuring that students are assessed on both academic achievement and personal growth. Educational frameworks such as the National Curriculum Framework (2005) advocate learner-centred education that promotes creativity, cooperation, responsible citizenship, and lifelong learning. Co-scholastic activities provide opportunities for experiential learning, self-expression, teamwork, leadership, and problem-solving, thereby enriching classroom instruction.

Integrating co-scholastic activities within the regular school curriculum creates a balanced educational environment where students develop essential life competencies alongside academic excellence. Such integration contributes significantly to holistic development and prepares learners to become responsible, confident, and productive members of society.

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Address for correspondence:

Dr. S. Karthiyayeni, Principal & Associate Professor, R. V. Teachers College, Jayanagar, Bangalore, Karnataka

Email: karthiyayeni.rotc@rvtc.edu.in

How to cite this article:

S. Karthiyayeni. (2025). Integrating Co-Scholastic Activities in School Curriculum. *Bulletin of Nexus*, 2(7), 76–79. <https://doi.org/10.5281/zenodo.23434261>

“We can only determine what we need, look at us from our perspective” A student.

“Today’s students do not give respect to elders; They don’t help others. They growth with indiscipline” - A teacher’s worry

“Today’s children do not welcome guests at home. They don’t help parents in doing domestic chores. They do what is essential for their own happiness” – Anxiety of parents

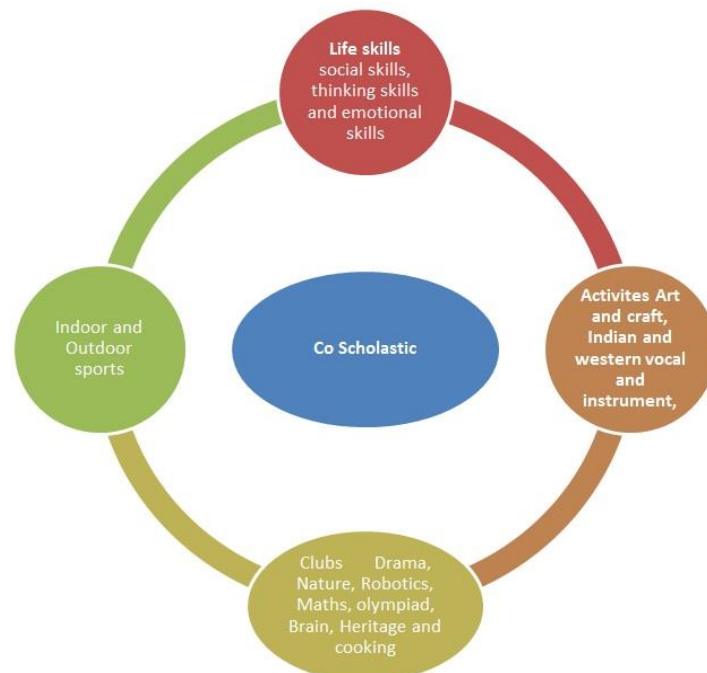
Education completes man. Students need quality education for suitable life. Perceiving the needs of the learners, appropriate changes are made in the curriculum, syllabus and textbook on a need basis. Currently changes have taken place in the evaluation system. The long-practised marking scheme has been done away with and grading system has been brought in its place. The students are assessed not only during examinations but all through the term. Evaluation is conducted through activities, observation and group discussion. The evaluation is done under two parts namely scholastic and co-scholastic activities. Scholastic activities have been further classified into two parts viz. Formative and Summative Assessments. Students get knowledge of the subjects through scholastic activities. The school is called as community of learners. It is customary that learners have beliefs about how the world works based on their experiences and prior learning. Those beliefs, models or constructs are revisited and revised in the light of new experiences and further learning through co scholastic programme.

Vygotsky defined learning as “the creation of meaning that occurs when an individual links new knowledge with the.... existing

knowledge, students are supported for mastery and control on their journey to become independent, autonomous learners. The learning experiences are differentiated to accommodate the range of abilities and learning styles in different areas like dance, art, craft, instrumental music (Indian and western), vocal music (Indian and western), theatre, creative writing and many more.

. They get knowledge of the society through co-scholastic activities. The co-scholastic activities are classified into five parts. They are viz. 1. Life Skills, 2. Attitude and Values, 3. Wellness, 4. Service Activities and 5. Art and Work education.

- **Life Skills-** under this activity, there are various task which include self-awareness, problem solving, decision making, critical and creative thinking. Social Skills are a part of life skills that includes Interpersonal relationship, effective communication and empathy.
- **Attitude and Values-** Students are taught the importance of good values and attitude towards teachers, School-mates, School Programs and Environmental, and Value systems.
- **Wellness-** Students are taught swimming, yoga, sports and games and gymnastics for the physical well development.
- **Service Activities:** Students are involved in NSS and NCC activities and are taught the values of service to the society.
- **Art and work education-** Music (Vocal, Instrumental), Dance, Drama, Drawing, Painting, Craft, Sculpture, Puppetry, Folk Art forms etc.



Co-Scholastic Education is an integral part of the school curricular programme complementing the formal education and contributing to the holistic development of the students. Balanced and integrated emphasis on scholastic and co-scholastic domains of education is essential for enriching, broadening and enhancing the learning experiences of students. It is proved to be interesting and helpful for both students and teachers.

These activities work around value education and the approach is holistic. Education is inherently values oriented and must develop in learners caring, co-operation and respect for others. In addition to equipping them with life skills and attitudes, it must prepare them to lead a full life. Our educational policies and the subsequent curriculum framework all along have emphasized the need for values education but careful analysis reveals that we value those aspect of education that translates into academic excellence creates opportunities for employment. Co-curricular and co-scholastic activities play a very important role for inculcation of values in the learners. The National Curriculum Framework (NCF), 2005 strongly advocates values like cooperation, respect for human rights, tolerance, justice, responsible citizenship, diversity, reverence towards democracy and peaceful conflict resolution. The sweep of co-scholastic activities in educational process is such that it is possible through them to effectively achieve that the physical, intellectual, emotional and ethical integration.

The very significant title of UNESCO document 'Learning to be' in itself indicates that education has to be formative in character and not merely informative; that it has to be essentially values oriented; leading to development of an integrated holistic person and that the schools must bring in all such forces, programmes and resources into play which help achieve the very fundamental aim of Education. Co-scholastic activities being activity – centred, provides greater participatory feeling among students. The atmosphere being informal and free helps in spontaneous learning and creative experience. A teacher inspires a child to know things himself through constructive activities. The main function of the teacher is to help children develop their talents, abilities and capabilities. This education system encourages a child to acquire more knowledge. A holistic approach to education at the elementary level is a must as it is the most important subsection of the whole education system. Such an approach will facilitate the total development of a child by providing the right atmosphere for learners to

develop and enrich their talent. Building self-concept, self image, sense of enterprise and sportsmanship and so on should be part of the educational process.

The school curriculum has broad areas to take care of all the developmental aspects of the child. The cognitive, affective and psychomotor. Subject like language, mathematics, science and social studies helps mainly the cognitive development of the child. Many other activities are necessary for development of the affective and psychomotor domain. Those activities like games and sport, art and music, craft work etc. are termed as co-scholastic activities. Instead of co-curricular activities, the term co-scholastic activities are used as both cognitive and non-cognitive development can take place by exposing the child to the lesson on scholastic subjects and non-school. The desirable behaviour related to learner life skills, attitudes, interests, values, co-curricular activities and physical health are described as skills to be acquired in co-scholastic domain. The process of assessing the students progress in achieving objectives related to Scholastic and Co-Scholastic domain is called comprehensive evaluation. It has been observed that usually under the scholastic domain such as knowledge and understanding of the facts, concepts, principles etc. of a subject are assessed. The Co-Scholastic elements are either altogether excluded from the evaluation process or they are not given adequate attention. For making the evaluation comprehensive, both Scholastic and Co-Scholastic aspects should be given due importance. Simple and manageable means of assessment of Co-Scholastic aspects of growth must be included in the comprehensive evaluation scheme.

With these skills included in the Co-Scholastic activities, children will be motivated to do well not just in the classroom and exams, but also in various skill test. This activity will bring a balance in the child's mental development, which will help them flourish in all social, emotional, thinking, attitude and area of art.

Assessment in co-scholastic areas needs to be done systematically and methodologically.

It includes the following steps:

1. Identifying qualities.
2. Specifying behaviors/indicators of the concerned area/skill
3. Collection of evidence in respect of behaviour /indicators through observation and other techniques.
4. Recording of the evidences.
5. Analysis of the recorded evidences.

6. Reporting or awarding grades. The analysis of records raised as a result of periodic observation is done to validate the attainment of the quality resulting into growth in the co-scholastic areas. The grades and descriptive indicators are assigned on the basis of the degree of attainment of a particular skill/behavior outcome.

Thus in the 21st century learning students are paving way to a totally new type of learning with special focus on reasoning, emotional and psychomotor learning. All round development includes physical, mental, social, emotional and moral. To fulfil these developments a striking balance to be created between scholastic and co-scholastic activities. These co-scholastic activities are to be thus integrated in the regular school curriculum.

Acknowledgment

The author expresses sincere gratitude to all educators, curriculum developers, educational institutions, and researchers whose valuable contributions to the field of school education have inspired this work.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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