

YMCA CENTENARY SCHOOL AND COLLEGE

PRAYAGRAJ



ANNUAL CURRICULUM & PEDAGOGICAL PLAN SESSION 2025-26

School Code 70013

(Affiliated to CBSE Delhi, Affl. No. 2130480)

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YMCA CENTENARY SCHOOL AND COLLEGE



OUR MOTTO

To Strive, Love and Liberate

OUR VISION

We see the YCSCian of tomorrow as an emotionally resilient, empathetic individual who is equipped with the necessary skills to become a Global Citizen and respect equality for all.

OUR MISSION

We at YMCA, pledge to help the young adopt a global mindset, think innovatively, exploit their enormous energy and creativity and to blossom into fine human beings.



Foreword

Education is the foundation of a progressive society, and at YMCA Centenary School & College, we are committed to nurturing young minds with a curriculum that blends knowledge, skills, and values. The Curriculum 2025-26 has been carefully designed in alignment with NEP 2020, ensuring a holistic and competency-based learning experience for our students.

This curriculum emphasizes critical thinking, creativity, and experiential learning, moving beyond rote memorization to real-world applications. With a focus on multidisciplinary education, digital integration, and skill development, we aim to empower students to become lifelong learners and responsible global citizens, which is also in line with the school's vision and mission.

We extend our gratitude to our dedicated educators, parents, and stakeholders who have contributed to shaping this dynamic curriculum. As we embark on this academic journey, we remain committed to fostering an environment where students can excel academically, socially, and emotionally.

Ms. Reema Masih
Principal
YMCA Centenary School & College,
Prayagraj

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YMCA Centenary School & College, Prayagraj
ANNUAL Curriculum AND PEDAGOGICAL PLAN (2025-26)
DESIGNED TO Empower Young Minds
‘Every child matters’

- **Philosophy & Perception**

At YMCA Centenary School & College, we believe that education is the foundation for a lifetime of learning, growth and success. The curriculum of YMCA School is designed to foster the all-round development of its students, encompassing intellectual, physical, emotional, social, ethical and moral growth. Our curriculum reflects the school's vision and mission, providing the students with a comprehensive education that prepares them for future challenges, on their way to becoming Global Citizens of tomorrow.

- **Fostering Higher-Order Thinking Skills (HOTS):**

At YMCA School, we recognize the importance of developing higher order thinking skills in our students. Accordingly, our Curriculum is designed to promote critical thinking, creativity and problem-solving skills, moving beyond mere rote learning.

- **Alignment of School Curriculum with National Education Policy (NEP) 2020 as defined through NCF-FS & NCF-SE 2022, 2023**

The Curriculum of YMCA Centenary School & College follows the guidelines laid down by the CBSE as defined through the NCF-FS 2022 & NCF-SE 2023 and as articulated in the National Education Policy (NEP) 2020. NEP 2020 emphasizes the need to shift from Rote

Learning to Competency-based Education or achieving clear Learning Standards (Curricular Goals, Competencies and Learning Outcomes) which are the bases for what will be taught and learned through School Education. Our students move through the different stages i.e. Foundational Stage (ECCE – Early Childhood Care and Education – Ages 3 to 8), Preparatory Stage (Grades 3, 4 & 5), Middle Stage (Grades 6, 7 & 8) and Secondary Stage (Grades 9, 10, 11 & 12) of School Education. The YMCA School also focuses on including the 4Cs of the 21st Century Learning Skills that are Critical Thinking, Creativity, Collaboration and Communication. The approach to development of the Learning Standards to be achieved through the stages of School education have its basis in the Panchkosha as defined through the domains of Physical Development, Socio Emotional and Ethical Development, Cognitive Development, Language and Literacy Development and Aesthetic and Cultural Development. The School, as per the National Curriculum Framework for School Education (NCF-SE 2023) focuses on achieving the Learning Standards through the following School subject areas:

- i. Foundational Stage (Bal Vatika 1 & 2 i.e. ECCE)
- ii. Language Education
- iii. Mathematics Education
- iv. Science Education
- v. Social Science Education
- vi. Art Education
- vii. Inter Disciplinary Areas (i.e. Physical Education, Yoga, etc.)
- viii. Vocational Education

- **Teaching-Learning Strategies**

To foster higher order thinking skills, our teachers employ a range of teaching -learning strategies and unique propositions, for example:-

1. Project - Based Learning
2. Value - Based Learning/Life Skills
3. Activity - Based Learning : Bagless Day Activity, Theatre, Music & Dance
4. Use of ITC support for - Integrated Learning and Cross Teaching
5. Art Integrated-Learning : Exhibitions and Performing Arts
6. Activities based on Community Service Programmes / Excursions / Heritage Walks
7. Experiential Learning - Exposure to Math, Science and Language Labs – STEM Education
8. Mental Health & Wellness Programmes
9. Motivational & Counselling Sessions
10. Vocational Training through various camps - Summer Camps, Community Collaborations and Alumni Support

- **Assessment and Evaluation**

Our assessment and evaluation system is designed to measure the student's higher order thinking skills, including critical thinking, creativity and problem solving ability through a well-developed and customized ERP Software System, tailor made for the School's needs for assessment, evaluation and feedback.

We provide a Holistic Progress Card (HPC), constructed through a range of Assessment Tools, for example:

1. Standardized Test (Pen & Paper)
2. Project - based Assessment
3. Peer Assessments / Self-Assessments
4. Quizzes / Group Discussions / Debates
5. Preparing Portfolios
6. Subject Enrichment Activities - SEA
7. Graphical Representation of Student's Performances
8. SAFAL - Structured Assessment For Analyzing Learning
9. Various feedback and innovative practices through Capacity Building Programme (CBP) attended
10. Feedback from SQAAP : Teachers, Students, Parents and Community

- **Teaching Learning Process : Learning Outcomes (LO)**

The curriculum is designed by well-equipped and trained teachers who are members of the school Curriculum Committee. The curriculum is upgraded and updated according to CBSE Board guidelines or as and when changes are brought on by the same. The school follows an optimum number of teaching days, with 5 hours 40 minutes School hours per day as per the national credit framework in which school hours per year must be 1200 hours with 30 hours per subject / credit. The Teacher – Student Ratio is also 1:30 as per CBSE norms. This document has been developed for the School Curricular, Pedagogical and Assessment as a policy in accordance with NEP 2020

- NCF-FS & NCF-SE as defined through the stages 5+3+3+4. The School teachers are equipped with the proper training and qualifications and are empowered to adopt varied teaching learning approaches reflecting their understanding of the diverse needs of the students thus creating a conducive environment for joyful learning.
- **Pedagogical Practices Adopted by Teachers**

The pedagogical practices are **Learner – Centric** and **Learner – Friendly** ensuring an atmosphere where the students feel free to ask questions. The School follows a policy of inclusive education making way for children with special needs (CWSN) to receive equal opportunity and attention. The School looks at a barrier free School Education System achieved through qualified Special Educator/Psychologist and Academic Counsellors who ensure the identification of learning gaps which are therein informed to the respective teachers at every stage for further remedial action and implementation.

The teachers have also gone through periodic trainings under both In-house and CBSE COE based CBP's (Capacity Building Programme) to maximize the Teaching Learning Process.
 - **Lesson / Unit Plans**

Careful and comprehensive lesson plans are prepared by the teachers based on the following criteria:-

 1. Specific Learning Outcomes (SLO) as developed by NCERT and NCF-FS and NCF-SE which are laid down to attain the clear

learning standards (i.e. Curricular Goals, Competencies and Learning Outcomes).

2. Innovative Pedagogical Practices
3. Activities / Hands on learning
4. ICT Support and related resources
5. Assignment & Feedback

STRUCTURE OF THE TEACHERS LESSON PLAN

LESSON PLAN

Date: Class & Section: Subject:

Topic/Lesson: No. of Periods Required:

No. of Hrs.

LESSON OBJECTIVES	TEACHING METHOD (Demonstration, Activity, Discussion etc.)	CURRICULAR GOALS

Correction Work Record:

Date of Collecting the Notebooks:

Date of Returning the Notebooks:

No. of Notebooks Collected for Correction:

Note: Column 2 must include - (1) Previous Knowledge, (2) Introduction, (3) Statement of Aim.

LESSON PLAN

Date of Commencement: Date of Completion:

NFC: FS ☐ SE ☐

TEACHING AIDS	COMPETENCIES (Observable Achievement Learning)	LEARNING OUT COME

Remarks:

Principal's Sign.

- **FOUR STAGES OF THE CURRICULUM**

As elaborated above the YMCA School follows the National Curriculum Framework (NCF-FS & SE) as indicated below:

1. **Foundation Stage NCF-FS:** Ages 3-8 years (Bal Vatika to Grade II)
2. **Preparatory Stage NCF-SE :** Ages 8 to 11 years (Grades III to V)
3. **Middle Stage:** Ages 11 to 14 years (Grades VI to VIII)
4. **Secondary & Senior Secondary Stage:** Ages 14 to 18 years (Grades IX to XII)

1- FOUNDATIONAL STAGE (ECCE): (Bal Vatika to Grade II)

The FLN Programme, under the NIPUN BHARAT Programme is adopted which focuses on developing basic skills in reading, writing and mathematical operations for young learners. YMCA School lays great emphasis on this stage, which comprises Pre-Primary to Grade-II because these are the most impressionable years of a child's life when the very foundation of his personality is laid. At this stage the child is curious to know, to learn, and to discover. The curriculum, therefore, is designed to satisfy his/her spirit of inquiry and exploration and to develop the child's innate abilities and capacities of creativity, critical thinking, cooperation, team work, social interaction, empathy and compassion. A wide range of teaching enhancement material and diverse activities are used to make the child aware of his / her environment and to make learning impactful and lasting. The child is allowed to respectfully interact with teachers, fellow students and others.

The curriculum in the foundational stage is based on a variety of activities and life experiences. To provide basic knowledge of **Two Languages** - English & Hindi and Numbers. A **Bilingual** approach of teaching is used to make understanding easy and relatable to the child as the School is his / her first institutional setting towards a formal education.

2- PREPARATORY STAGE: (Grades III to V)

This developmental period (ages 8 to 11 years) sees a child mastering the fundamental capacities and understanding for survival and growth. They grow physically, emotionally and cognitively after having acquired the awareness about his/her environment and having learnt the basics. The child now embarks upon a fresh journey where he/she visualizes the world as bright and colorful i.e. he/she is now exposed to a wider world around them and their culture. The child is now excited to accomplish new things. He/she is capable of reading, writing, questioning and expressing his/her ideas. He/she is eager to expand his/her horizon of learning.

A. Preparatory Approach

Preparatory stage focuses on experiential learning, critical thinking, problem solving, inquiry-based, multidisciplinary and integrated learning. This period also marks the transition period from childhood to early adulthood at which stage the child develops self-identity and the quest for independence. This stage entails a deeper understanding of areas of mathematics, science, social sciences and art moving into their own distinct curricular areas (i.e. subject oriented learning) while also ensuring inter disciplinary knowledge and thinking such as physical education and vocational education.

B. Subject-Oriented Learning

- **Languages [Hindi, English and Sanskrit (Grade 5 onwards)]:** Developing and honing reading, writing, listening, and speaking skills through phonics, storytelling, and creative writing. Providing exposure to the students to enable them to express their own aesthetic expressions and appreciations.
- **Mathematics:** Conceptual understanding with hands-on activities, mental math and logical reasoning entails further development of problem solving skills.
- **Science:** Systematic exploration of the natural world through observation, experimentation and analysis. Developing a scientific

temperament for enquiry and reasoning, theories and concepts therein helping rational thought.

- **Social Studies:** Delving into human behaviour, societies and interactions to understand and improve the world we live in.
- **Arts, Physical Education, Yoga and Well-being:** Includes music, dance, visual arts, yoga and sports to support an all-round development that builds the capacity of the students to be creative and develops cultural sensibility. A grounded learning of arts, physical education and yoga allows a child to develop capacities for maintaining good health and contributes to his/her general well-being.

C. Pedagogical Strategies

Shift from rote learning to experiential and activity-based learning. Use of storytelling, projects, play-based learning, and real-life applications.

D. Assessment Reforms

Adaptive and Personalized Assessment Approach (eg.: HPC) with focus on achieving learning outcomes through formative, summative and competency-based assessments also assisted by essential feedback from standardized CBSE Board Systems such as SAFAL i.e. Structured Analysis For Assessment of Learning and SQAAC i.e. School Quality Assessment and Assurance Framework which allows the YMCA School to identify learning gaps that require specific attention and reforms. Use of portfolios, projects, quizzes and teachers' observation along with Digital Literacy and Basic Coding, introduced in an age-appropriate manner assures that assessment is dynamic and in keeping pace with the changing needs.

3- MIDDLE STAGE (Grades VI to VIII)

At this stage the student, after having learnt the concepts and basics of every subject, is now ready to apply this knowledge to practical situations. The experiential learning within each subject and exploration of relations among different subjects is also encouraged (i.e. methods of integrated teaching / cross teaching). The subjects offered at this stage are as follows:

A. Core Subjects

- **Languages (2-3) as per the three-language formula)**
English (Compulsory)
Hindi
Sanskrit
- **Mathematics**
- **Science**
- **Social Science**

B. Skill-Based & Experiential Learning

- **Vocational Education**
Electric work, Carpentry, Handicrafts, Art & SUPW
- **Artificial Intelligence & Coding** (As part of ICT Education)
Basic programming languages
Logical reasoning and computational skills
- **Life Skills**
Emotional intelligence, decision-making, leadership skills, public speaking, etc.

C. Physical & Creative Development

- **Physical Education, Yoga & Sports**
Fitness programs, team sports
Training in self-defense and specialized camps

- **Arts, Music & Theatre**
Painting, sculpture, digital arts
Indian & world music, dramatics, storytelling

D. Assessment & Evaluation

- **Continuous and Comprehensive Evaluation (CCE)**
Formative & Summative Assessments
Peer reviews, project-based evaluation
- **Interdisciplinary & Inquiry-Based Learning**
Blending subjects for holistic understanding
Encouraging critical thinking through problem-solving
- **Use of Digital & Hybrid Learning**
Smart Classroom, interactive learning platforms
Gamification & adaptive learning tools
- **Assessment through SAFAL (Structured Assessment for Analyzing Learning)**

Structure of the Curriculum

A. Languages:

Objective: To develop communication skills, creative expression, and comprehension.

- **English**
Language: Grammar, Vocabulary, Writing (Essays, Letters, Articles)
Literature: Stories, Poems, Play (Indian & Global)
Listening & Speaking Skills: Debates, Public Speaking, Creative Writing
- **Hindi**
Grammar, Vocabulary, Writing (Essays, Letters, Articles)
Literature: Stories, Poems, Play (Indian & Global)
Listening & Speaking: Debates, Public Speaking, Creative Writing
Storytelling, Poetry Recitation, Local Cultural Texts.
- **Third Language - Sanskrit**
Basics of Language Structure & Pronunciation

Cultural & Historical Relevance
Appreciation of Poems, Prose and Plays

B. Mathematics (Logical & Applied Learning)

Objective: To build analytical, problem-solving, and computational thinking skills.

Arithmetic: Whole numbers, Fractions, Decimals, Ratios, Percentages.

Algebra: Expressions, Equations, Polynomials

Geometry: Shapes, Symmetry, Perimeter, Area, Volume

Data Handling & Probability: Graphs, Statistics, Mean/Median/Mode

Practical Applications: Coding, Financial Math, Measurement Activities

C. Science (Hands-on & Inquiry-Based Learning)

Objective: To foster curiosity, critical thinking, experimentation and logical analysis.

Physics: Motion, Force, Light, Sound, Electricity & Magnetism.

Chemistry: Matter, Atoms, Chemical Reactions, Acids & Bases

Biology: Cells, Human Body, Health & Nutrition, Biodiversity.

Lab Experiments & STEM Projects: Encouraging Practical Applications and Innovation.

D. Social Science (Interdisciplinary & Project-Based)

Objective: To develop civic responsibility, historical perspective, and global awareness.

History: Ancient to Modern Indian & World History, Freedom Movements.

Geography: Landforms, Climate, Natural Resources, Maps & GIS (Geographic Information System) Applications.

Civics: Constitution, Government Structures, Rights & Duties, Global Citizenship.

Economics: Money, Trade, Budgeting, Financial Literacy.

Project-Based Learning: Local History Documentation, Sustainable Development Goals (SDGs)

E. Digital Literacy & Coding (NEP 2020 Integration)

Objective: To acquaint the students with technology and computational thinking skills.

Basic Computer Applications: Word Processing, Spreadsheets, Presentation Tools and Krita.

Introduction to Coding: Scratch, Python Basics, HTML and Arcade.

Cyber Safety & Digital Citizenship: Safe Internet Use, Ethical Hacking Awareness.

Artificial Intelligence: Machine Learning Basics, Logical Problem – Solving

F. Vocational Education (Practical & Skill-Based Learning)

Objective: Exposure to real-world skills and career exploration.

School offers pre-vocational exposure/education during the bagless days to students of classes 6 to 8 through In-house resources.

- **Options (Choice-Based Learning)**

- Carpentry

- Electric work

- Gardening

- Block printing

- Pottery Making

- What to do when Doctor is not around

- Coding

G. Arts, Music & Theatre (Creative Expression)

Objective: To encourage artistic skills, cultural appreciation, and creative thinking and to promote a general well-being through appreciation and expression of art forms.

Visual Arts: Drawing, Painting

Performing Arts: Dance Classical/Folk/Contemporary, Theatre, Storytelling.

Music: Instrumental & Vocal, Indian including Folk & Pop Music Forms

Media & Communication: Photography, Podcast, Blogging.

H. Physical Education & Life Skills

Objective: To promote health, teamwork, and emotional intelligence and overall development of mental health and wellness.

Physical Fitness & Yoga: Strength Training, Aerobics, Meditation

Team & Individual Sports: Handball, Football, Basketball, Badminton, Cricket, Athletics

Self-Defense & Safety Training: First Aid Training

Life Skills & Mental Well-being: Leadership, Problem-Solving, Time Management, Decision-Making, Emotional Intelligence, Resilience, Conflict Resolution.

II. Assessment & Pedagogical Approach

NEP 2020 Emphasis: A continuous, concept-based, and holistic evaluation is done to focus on achieving the Learning Standards (Curricular Goals, Competencies and Learning Outcomes) to achieve the Aims of Education as envisioned in NEP 2020.

Assessment Methods

1. Formative Assessment : - (Pre & Post Mid-Term Assessment)

Weekly quizzes, Oral Presentations, Group Discussions and Pen & Paper Test

2. Summative Assessment: (Mid-Term & Final Term Assessment)

Concept-Based Tests (Pen and Paper), Hands-on Projects, Research Assignments

3. Experiential Learning & Project Work:

Field Trips, Community Service, Real-Life Problem Solving through debate and discussion

4. Portfolio-Based Evaluation:

Digital & Physical Portfolio of Assignments, Creative Work, Reflections and Achievements of students in Curricular and Co-curricular areas.

4- SECONDARY & SENIOR SECONDARY STAGE (Grades IX to XII)

The YMCA School Curriculum (Classes 9-12) is developed to align with the National Education Policy (NEP 2020) and as articulated in the NCF-SE 2023 ensuring a holistic, multidisciplinary, and skill-based education. This curriculum focuses on academic excellence, practical learning, and real-life application to prepare students for higher education and future careers.

This framework promotes critical thinking and creativity with flexible subject choices, modern teaching methodologies, and emphasis on skill development, problem-solving and innovation. By integrating Science, Technology, Engineering and Mathematics (STEM), vocational training, and co-curricular activities, the students will receive a balanced and future-ready education entailing the aim, as per NEP 2020, 'A Global Citizen of India'.

The curriculum fosters experiential learning through project-based learning, digital tools, and industry exposure. It empowers students to become self-reliant, globally competent, and socially responsible individuals with respect and equality to all genders.

I. Structure of the Curriculum (Classes 9-12)

For Classes 9-10

Core Subjects (Mandatory for all students)

- English
- Mathematics
- Science (Physics, Chemistry, Biology)
- Social Science (History, Geography, Political Science, Economics)

- Second Language (Hindi)
- Computer Science

For Classes 11-12

- **Core Subject:** English (R-1 Mandatory for all students)
- **Subject Scheme Science:** Physics, Chemistry, Biology/Mathematics, Computer Science, Hindi (R-2).
- **Subject Scheme Commerce:** Accountancy, Business Studies, Economics, Mathematics, Computer Science, Hindi (R-2).
- **With Additional Subject:** Physical Education

II. Skill-Based/Vocational Education Programmes (Aligned with NEP 2020)-

Artificial Intelligence

Financial Literacy & Entrepreneurship

Cyber Security

Design Thinking & Innovation

Environmental Sustainability

The programme is monitored regularly for achieving the desired student learning outcomes.

III. Co-Curricular & Holistic Development

As per the NEP 2020, which emphasizes the acquiring of life skills rooted in Indian ethos that contributes directly to transforming the Indian Education System into a sustainable, equitable and vibrantly knowledgeable society. The YMCA School strongly believes that the same may be achieved through co-curricular activities in order to enhance personality development and self-discovery.

Areas of Co-Curricular Activities:

Art & Music: Visual Arts, Theatre, Dance, Music Production

Physical Education & Yoga: Sports, Fitness Training, Meditation including PANCHKOSHA VIKAS designed by NCERT.

Community Engagement: Social Work, Rural Development Projects (UDAAN, Mother Teresa Nirmala Shishu Bhavan)

Leadership & Ethics: Debate Clubs, Model United Nations (MUN), Public Speaking, YCSC Podcast, YCSC Newsletter 'Born to Write' and School Magazine 'UJJWAL', State Government Programmes under CMO Office and Prayagraj Development Authority.

Internships & Apprenticeships: Industry Exposure, Research Projects, Entrepreneurship Incubation, State Government Programmes under CMO Office and Prayagraj Development Authority.

School Excursions: Visits to Heritage sites, Museum, various Industrial and Agricultural and Food Production Factories and various Govt. Offices, eg: Post Office, IG Office.

IV. Teaching & Pedagogical Approach

The Curriculum follows Innovative teaching - learning methodologies for better engagement.

Project-Based & Experiential Learning (Real-world applications, industry-based projects)

Interdisciplinary Approach (Connecting subjects, e.g., AI in Biology, Math in Economics)

Gamified & Digital Learning (Ed Tech tools, AI-based personalized learning and Chat Bots)

Peer learning & Collaboration (Group activities, student led session and activities)

V. CBSE Guidelines for Assessment & Evaluation System

Formative (40%) – Continuous assessment through projects, quizzes, presentations

Summative (60%) – Term-end exams based on CBSE pattern

Competency-Based Assessments – Focus on critical thinking, problem-solving, and practical knowledge.

VI. Career Readiness & Future Pathways

To ensure that the students are ready for higher education and career success, the curriculum includes:

Career Counselling & Mentorship Programs

Internship Program

Conclusion

The YCSC curriculum underlines the concept of 'Each Child Matters' which strives to provide Academic Excellence, Skill Development and Career Readiness along with fostering a holistic growth to ensure that the YCSCian of tomorrow is an intelligent, empathetic individual who is equipped with the necessary skills to become a Global Citizen in keeping with the vision of NEP 2020 in the Indian context. The flexibility in subject choices and the integration of technology, experiential learning, and interdisciplinary approaches will equip the students for the 21st century workforce and for higher education.

YMCA CENTENARY SCHOOL AND COLLEGE



“To Strive, Love and Liberate”

“Each Child Matters”