

# YMCA CENTENARY SCHOOL AND COLLEGE

PRAYAGRAJ



*Estd. 1992*

## ANNUAL CURRICULAR & PEDAGOGICAL PLAN SESSION 2026-27

School Code 70013

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

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# YMCA CENTENARY SCHOOL AND COLLEGE



*Estd. 1992*

## 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 blossom into fine human beings.

## YCSC THEME OF THE YEAR 2026-27

*"Each Child Matters" :*

*The Journey Continues.....*

## **Foreword**

Education is the foundation of a progressive society. At YMCA Centenary School & College, we are committed to nurturing young minds with a curriculum that blends knowledge, skills, and values. The Curriculum 2026-27 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 multi-disciplinary 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**  
**ANNUAL CURRICULUM AND PEDAGOGICAL PLAN**  
**DESIGNED TO EMPOWER YOUNG MINDS**

- **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, emotional, physical, social 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.

- **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 with National Education Policy (NEP) 2020 :**

The Curriculum of YMCA School follows the guidelines of the CBSE and is also aligned with the National Education Policy (NEP) 2020 which emphasizes the need **to shift from Rote Learning to Competency-based Education**, which includes the 4 Cs, the 21<sup>st</sup> Century Learning Skills:-

**The 4 Cs are :**

- Critical thinking
- Creativity
- Collaboration and
- Communication

Which are the bases of what will be taught and learned through school education. Our students move through the different stages of education which are as follows :

1. Foundational Stage-( Early Childhood Care and Education- Age Group: 3 to 8 years)
2. Preparatory Stage ( Grades 3 to 5)
3. Middle Stage ( Grades 6 to 8.)
4. Secondary Stage ( Grades 9 to 12).
5. The learning standards to be achieved are based on the Panchkosha- The five domains, namely Physical Development, Socio-emotional and Ethical Development, Cognitive Development, Language and Literacy Development and Aesthetic and Cultural Development.

In accordance with the National Framework For School Education [NCF-SE 2023], the school focuses on achieving the learning standards through the following areas of learning:

1. Foundational Stage ( Bal Vatika 1 & 2 ie ECCE)
2. Language
3. Mathematics
4. Science
5. Social Sciences
6. Art

7. Inter- Disciplinary Areas ( ie Physical Education, Yoga etc)

● **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. Technology - Integrated Learning
5. Art-Integrated Learning : Exhibition and Performing Arts
6. Activities based on Community Service Programmes.
7. Experiential Learning - Exposure to Maths, Science and Language labs (STEM)
8. Mental Health & Wellness Programmes.
9. Motivational & Counselling Sessions and Orientation Programmes.
10. Vocational Training through various camps - Summer Camps, Community Collaborations and Alumni Support.

**Bagless Day Activity:**

**Purpose and Execution:**

The concept of Bagless Day Activities is a unique way of reducing stress and of drawing the attention of the students to the vocational subjects. Through this initiative, the NEP 2020 aims to expose at least 50% of the students to vocational education and training and to dramatically reduce the weight of books the children carry in their bags every day. The idea is to provide a stress-free environment of learning to the children for better learning outcomes.

**Integrated Learning :**

Integrated Learning is an approach that connects different subjects and situations, beyond isolated topics to create a holistic and meaningful understanding. This is a compulsory part of our teaching system.

**Cross-Curricular Teaching:**

YCSC incorporates a multi- disciplinary approach that integrates more than one subject into one cohesive unit. The purpose of this method is to develop critical thinking and problem solving skills in handling complex situations. Lessons taught in this manner convert them from monotonous to dynamic.

- **Assessment and Evaluation :**

Our assessment and evaluation system is designed to measure the student's higher order thinking skills (HOTS), including critical thinking, creativity and problem solving ability.

We provide a HOLISTIC REPORT 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 Discussion
5. Preparing Portfolios
6. Subject Enrichment Activities
7. Graphic Representation of Student's Performance

8. Activity- Based Assessment , which is marked empirically.

All Learning Outcomes are framed in accordance with the hierarchical educational framework framed by Benjamin Bloom (BLOOM'S TAXONOMY)

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

The curriculum is designed by very well-equipped and trained teachers who are members of the school Curriculum Committee. The curriculum is upgraded and updated according to the CBSE Board Guidelines. 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 1:30 as per CBSE norms . The school has developed a School Curricular, Pedagogical and Assessment Policy for each stage as per the new curricular and pedagogical structure (5+3+3+4).

All the teachers are qualified and trained.They are therefore, empowered to adopt varied teaching-learning approaches, reflecting their understanding of the diverse needs of the students and create a conducive environment for joyful learning.

- **Pedagogical Practices Adopted by Teachers -**

The pedagogical practices are **Learner – Centric** and **Learner – Friendly**. They ensure an atmosphere, where the students feel free to ask questions. Problem-children and CWSN students are given special attention. The curriculum is prepared with a view to accommodate these students suffering from limitations.To solve their issues , the school has appointed a qualified psychologist and councillor.

● **Lesson/Unit Plans :**

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

1. Specific Learning Outcomes(SLO), developed by NCERT, are laid down to attain competency- based learning.
2. 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 Signature .....

- **FOUR STAGES OF THE CURRICULUM**

According to NCF, the YMCA School curriculum is divided into the following four areas; the(5+3+3+4) education system is followed :

1. **Foundation Stage NCF- FS:** Age 3-8 years (BalVatika to Class II)
2. **Primary Stage NCF - SE:** Age : 8 to 11 years( Classes: III to V)
3. **Middle Stage:** Age 11 to 14 years ( Classes : VI to VIII)
4. **Secondary & Senior Secondary Stage:**Age : 14 to 18 years (Classes : IX to XII)

1. **FOUNDATIONAL STAGE:(Bal Vatika to Class 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 lays great emphasis on this stage, which comprises Pre-Primary to Class-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 spirit of inquiry and exploration. A wide range of teaching enhancement material and diverse activities are used to make the child aware of his environment and to make learning impactful and lasting.

The curriculum of 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.

2. **PRIMARY STAGE: (Classes III to V)**

After having enough awareness about his environment and having

learnt the basics, a child now embarks upon a fresh journey where he visualizes the world as very bright, and colourful. The child is now excited to accomplish new things. He is capable of reading, writing, questioning and expressing his ideas. He is eager to expand his horizon of learning.

**A. Preparatory Approach**

Preparatory stage focuses on experiential learning, critical thinking, inquiry-based learning and encourages multi-disciplinary and integrated learning.

**B. Subject- Oriented Learning :-**

- **Languages (Hindi, English)** :Developing and honing reading, writing, listening, and speaking skills through phonics, storytelling, and creative writing.
- **Mathematics** :Conceptual understanding with hands-on activities, mental maths and logical reasoning .
- **Science**:Systematic exploration of the natural world through observation, experimentation and analysis .
- **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 all-round development.

**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 with a focus on formative, summative and competency –based assessments.

Use of portfolios, projects, quizzes and teacher's observation.

Digital literacy and basic coding introduced in an age-appropriate manner.

**3. MIDDLE STAGE (Classes VI to VIII)**

At this stage the student, after having learnt the concepts and basics of every subject, is ready to apply this knowledge to practical situations.

The subjects offered 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

• **Artificial Intelligence & Coding (As a part of ICT Education)**

Basic programming languages

Logical reasoning and computational skills

- **Life Skills**

Emotional intelligence, decision-making, leadership

**C. Physical Development**

- **Physical Education, Yoga & Sports**

Fitness programs, team sports

Training in self-defense

- **Creative Development**

**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

- **Inter-disciplinary & Inquiry-Based Learning**

Blending subjects for a holistic understanding

Encouraging critical thinking through problem-solving

- **Use of Digital & Hybrid Learning**

Smart Classroom, and interactive learning platforms

Gamification and adaptive learning tools

## **Structure of the Curriculum**

### **I. Language :**

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

- **English**

Language : Grammar, Vocabulary, Writing (Essays, Letters, Articles)

Literature: Stories, Poems, Plays

Listening and Speaking: Debates, Public Speaking, Creative Writing

- **Hindi**

Grammar, Vocabulary, Writing (Essays, Letters, Articles)

Literature: Stories, Poems, Plays

Listening and Speaking: Debates, Public Speaking, Creative Writing

Storytelling, Poetry Recitation, Local Cultural Fests.

- **Third Language - Sanskrit**

Basics of Language Structure and Pronunciation

Cultural and Historical Relevance

### **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 Maths, Measurement Activities

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

**Objective:** To foster curiosity, critical thinking, and experimentation.

**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.

**D. Social Science (Inter-disciplinary & 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 and Geographic Information System (GIS) 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 equip students with technology and computational thinking skills.

**Basic Computer Application:** 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:** To expose 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 a doctor is not around
- Coding

**G. Arts, Music & Theatre (Creative Expression) :**

**Objective:** To encourage artistic skills, cultural appreciation, and creative thinking.

**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.

**H. Physical Education & Life Skills :**

**Objective:** To promote health, teamwork, and emotional intelligence.

**Physical Fitness &Yoga:** Strength Training, Aerobics, Meditation

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

**Self-Defense & Safety Training:** First Aid Training

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

**II. Assessment & Pedagogical Approach :**

**NEP 2020 Emphasis:** Continuous, concept-based, and holistic evaluation.

**Assessment Methods :**

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

Weekly quizzes, Oral Presentations, Group Discussions

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

Concept-Based Tests, Hands-on Projects, Research Assignments

**3. Experiential Learning & Project Work:**

Field Trips, Community Service, Real-Life Problem Solving

**4. Portfolio- Based Evaluation:**

Digital & Physical Portfolio of Assignments, Creative Work, Reflections

## **The concept of Bagless Days**

The concept of introducing Bagless Days, which will be **Ten** in number in an academic year in school, is a unique way to reduce stress and draw students' attention towards vocational subjects. Through this initiative the NEP-2020 aims to expose at least 50% of students to vocational education and training. children and teenagers' poor posture and backaches have frequently been attributed to heavy school bags therefore, the Govt. of India has addressed this concern in the New National Educational Policy. The goal of the Bagless policy of NEP-2020 is to drastically reduce the amount of weight that the kids carry in their bags each day to and from the school.

## CALENDAR FOR BAGLESS DAYS -2026-27

### THE CONCEPT OF BAGLESS DAYS

#### 'EACH CHILD MATTERS' - THE JOURNEY CONTINUES...

The concept of introducing Bagless Days, which will be **Ten** in number in an academic year, is a unique way to reduce stress and draw the students' attention towards vocational subjects. Through this initiative the NEP-2020 aims to expose at least 50% of students to vocational education and training. Cases of poor posture and backaches among children have frequently been attributed to heavy school bags. Therefore, the Govt. of India has addressed this concern in the New Education Policy. The goal of the Bagless Days, according to NEP-2020, is to drastically reduce the weight that the kids carry in their bags each day, to and from the school. The YMCA Centenary School & College, being affiliated with the CBSE Board therefore lays emphasis on the fact that a stress - free environment coupled with a happy and healthy child will lead to better learning outcomes, enriching the overall development of the child.

#### APRIL

<b>DATE/ DAY</b>	<b>CLASSES / SUBJECT</b>	<b>TOPIC</b>
	<b>Social Studies</b>	
17 <sup>th</sup> April (Friday)	<b>Classes I -V</b>	I. Paper Craft Work – My School II. Poster Making – Save Water III. Salad Dressing IV. Creating Rain Gauge V. Keep the Environment clean and green
18 <sup>th</sup> April ( Saturday)	<b>Classes VI-VIII</b>	VI. Exploring the Celestial World (Excursion) VII. Nature Walk VIII. A Visit to the Swaraj Bhawan Orphanage
	<b>Classes IX-XII</b>	<b>AISSCE Project</b>

#### JULY

	<b>MATHS</b>	
10 <sup>th</sup> July (Friday)	<b>Classes I -V</b>	I. Craft Work II. Collage Making III. Clock Making IV. Creating Table of Roman Numerals V. Calculating Area & Parameter
11 <sup>th</sup> July (Saturday)	<b>Classes VI-VIII</b>	VI. Finding Symmetry VII. Formation of 3-D Shapes VIII. Geometric Art
	<b>Classes IX-XII</b>	Projects Preparation of AISSCE

#### AUGUST

	<b>ENGLISH</b>	
8 <sup>th</sup> August ( Saturday)	<b>Classes I- V</b>	I. Knowing the Alphabet through Conversation
	<b>Classes I to III</b> Spell Bee will be conducted after the Bagless Day Activity	II. Role Play/Preparing Placards
		III. Role Play/Conversation using question words.
		IV. Marbled Stationery Studio
		V. Marbled Stationery Studio

10 <sup>th</sup> August ( Monday)	<b>Classes VI-VIII</b>	VI. Creative Speaking
		VII. Role Play
		VIII. News Reporting
	<b>Classes IX-XII</b>	<b>AISSCE Project</b>
<b><u>OCTOBER</u></b>		
	<b>SCIENCE</b>	
16 <sup>th</sup> October ( Friday)	<b>Classes I -V</b>	I. Drawing a house
		II. Craft Work (Plant)
		III. Salad Dressing with sprouts
		IV. Creating Utility Items From Waste
		V. Preparing a Balanced Diet Plate
17 <sup>th</sup> October (Saturday)	<b>Classes VI-VIII</b>	VI. Making a Wall Hanging
		VII. Study of Biodiversity
		VIII. Environmental Awareness
	<b>Classes IX-XII</b>	<b>AISSCE Project</b>
<b><u>NOVEMBER</u></b>		
	<b>HINDI / SANSKRIT</b>	
21 <sup>st</sup> November ( Saturday)	<b>Classes I-V</b>	I. Preparing Traffic Signals
		II. Making Bags from old Newspaper
		III. Making Fruit Salad
		IV. Traffic Signals
		V. Best from Waste-Making Puppets
23 <sup>rd</sup> November (Monday)	<b>Classes VI-VIII</b>	VI Making Wall Hanging
		VII. Making Birds Nest from Coir
		VIII. Making Salad & Snacks
	<b>Classes IX-XII</b>	<b>AISSCE Project</b>
<b><u>JANUARY- 2027</u></b>		
	<b>G.K. / COMPUTER SCIENCE</b>	
29 <sup>th</sup> January ( Friday)	<b>Classes I - V</b>	I. Cut & Paste – National Symbols
		II. Making a flag
		III. Knowing the Parts of a Computer
		IV. Device Hunt & Role Play
		V. Gaming in Scratch
30 <sup>th</sup> January ( Saturday)	<b>Classes VI-VIII</b>	VI. Creating Files on AI
		VII. Creating Files on Cyber Ethics
		VIII. Learning Python without Bags or Computer
	<b>Classes IX-XII</b>	<b>AISSCE Project</b>

## **Importance of Activities**

Activities are a window to a child's adjustment of self and self with others. Activities are important for several reasons. They can enhance a student's academic development and performance. They can also help students to develop several important life skills in areas such as leadership, organization, confidence, and socialization, and most importantly, they allow them to discover themselves and their interests.

#### **4. Secondary & Senior Secondary Stage (Classes IX-XII) :**

The YMCA School Curriculum (Classes 9-12) is developed to align with the National Education Policy (NEP 2020) ensuring a holistic, multi- disciplinary, 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.

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.

#### **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(Mandatory for all students) :**
- **Science Stream:** Physics, Chemistry, Biology/Mathematics, Computer Science
- **Commerce Stream:** Accountancy, Business Studies, Economics, Mathematics, Computer Science.
- **With Additional Subject :** Physical Education

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

Artificial intelligence

Financial Literacy & Entrepreneurship

Cyber Security

Design Thinking and Innovation

Environmental Sustainability

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

### **III. Co-Curricular & Holistic Development :**

NEP 2020 emphasizes the acquiring of life skills and through co-curricular activities in order to enhance personality development.

**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

**Leadership & Ethics: Debate Clubs, Model United Nations (MUN),**  
Public Speaking

**Internships & Apprenticeships:** Industry Exposure, Research Projects, Entrepreneurship Incubation

**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, Maths in Economics)

**Gamified & Digital Learning** (Ed Tech tools, AI-based personalized learning)

**Peer learning & Collaboration** (Group activities, student-led sessions 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 students are ready for higher education and career success, the curriculum includes.

Career Counselling & Mentorship Programs

Internship Program

**Conclusion :**

This curriculum provides academic excellence, skill development, and career readiness along with fostering a holistic growth, as per NEP, 2020. The flexibility in subject choices and the integration of technology, experiential learning, and interdisciplinary approaches equip the students for higher education and for the 21<sup>st</sup>-century workforce.



*"Each Child Matters" :  
The Journey Continues....*

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