Mahajubilee Training College follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures: The college follows student-centred approach, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, project-based learning, discovery learning, etc. It seeks to promote Collaborative group learning, both inside and outside the classroom; Individual student research and discovery; Research and discovery by students and faculty together: When discussing social development, prospective teachers in one program reflect on their own social development and on the ways in which their teachers influenced them. This introspection helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future work with families. For example, one faculty member teaches about issues of power in society (gender, caste and minority status, for example) by asking students to analyse their own cultural perspectives (such as their cultural history, language, and literacy). In one program, prospective teachers are asked to look at their own cultural experiences and history, think about the match between their family, community culture and their school culture, and then discuss ways in which some children’s home and school cultures differ. Teaching skills are taught through Micro Teaching and Mega lessons, five lessons per teaching subject. Experts are also invited to deliver lectures on micro and macro teaching before commencement of practice teaching. Student teachers develop ‘School Profile.’ They visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools. In the course of practice teaching, the student teachers participate in all the curricular and extracurricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc. Curriculum of the institutions provide opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas The institution ensures the inclusion of the following aspects in the curriculum 1.Interdisciplinary / Multidisciplinary 2.Multi-skill development 3.Inclusive education 4.School experience / internship 5.Work experience / SUPW