The College is affiliated to Calicut University and so they have role in revising the curriculum. We may inform if any practice of discussion in the staff meetings about the curriculum based on the feedback of the students about their difficulties in understanding the subject or answering the questions. The college may write to the University about the difficulties experienced by the students and the faculty opinion on the curriculum. But there should be evidence for it in the form of minutes of the staff meetings and also copies of the letters to the University should be enclosed.

Curriculum is the soul of teaching-learning-evaluation process in higher education. The efficiency of the curriculum designed and developed is appraised by its employability, innovation, research potential, relevance, competence and modernity. With its new autonomous status, this institution has been devoted to attain these objectives in framing its own curriculum, although it is too premature now to evaluate the results of this process. While being motivated to attain the best achievements, our college, Mahajubilee Training College has always been enthusiastic to uphold the efficiency of the curriculum while designing and developing it being congenial to the vision and mission of the institution.

The objectives of our College as an institution of teacher education are the intellectual excellence, imparting of skills and formation of good citizens of character and ability committed to the service of fellowmen. The vision of the founders of this College is the formation of good students imbued with the ideals of conduct and pattern of life of ideal citizens of the country. In fact, the College intends to stress on the primacy of moral, spiritual and ethical values in the integrated development of the students. These objectives are achieved with the help of the personality, character, disposition, example, motivation and dedication of all those who are involved in academic and management activities.

The above mentioned vision and mission of the founding fathers of the College are definitely reflected in the curriculum framing process. Ever since the establishment of this educational institution, our College firmly believes that the curriculum of this higher citadel of learning must impart knowledge, skills, and wisdom to the students while moulding their character. ‘Knowledge’ transferred to the students in turn helps them to attain self-knowledge and make them capable of assessing the newly acquired knowledge on the basis of an awareness of what they have already known. Obtaining the requisite ‘Skills’ leads the students to transfer their theoretical knowledge to the realms of practice. ‘Wisdom’ enables the students to be their own masters by setting up their priorities confidently. This institution believes that ‘Character Development’ is the outcome of a combination of knowledge, skills, and wisdom coupled with motivation and moral uprightness. Character development is recognized by certain virtues, viz., honesty, integrity, initiative, curiosity, cooperativeness, truthfulness, self-esteem, and the ability to work individually and in groups. As the curriculum is designed and developed to enable the students to realize themselves to be the embodiment of all the above virtues, they attain the Truth and they become truly liberated citizens of our nation.

The two significant dimensions of curriculum design are the informal system of curriculum design and the official system of curriculum design resulting in the incorporation of students, academics, experts, management and other stake holders in the academic process. Employability, Innovation, and Research are the fundamental principles behind curriculum design and the focus on the scope for employment is given highest social priority without compromising the research aspect. Syllabus Monitoring Cell of the College continuously reviews the syllabi and offers suggestions for change. The College has developed curriculum for two aided and three unaided programmes in the last five years.