Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief. If you ignore the issue of diversity in the classroom and choose to not promote diversity in your school, you’re not doing your job. Children go to school to be prepared for the workforce, so teaching must effectively address and embrace the realities that come with living and working in a diverse school, community and country. Diversity in the classroom doesn’t just improve social skills, it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence. Seven ways to encourage a culture of diversity in your school 1. Examine your teaching materials 2. Get to know your students 3. Be willing to address inequality 4. Connect with parents and community 5. Meet diverse learning needs 6. Hire diversely 7. Support professional development opportunities Diversity expresses itself in so many different ways, so it can be daunting to try and start conversations around bringing it to the classroom. The good news? Your school is already full of students and staff with diverse and amazing backgrounds, abilities and skills! All you have to do is start highlighting that diversity. Start slowly and intentionally. Don’t be afraid to admit when you don’t know the answer, but always try to keep learning and growing. Listen to what others around you are saying, and look for feedback and ways to continuously improve. Change doesn’t happen overnight, but the most important step is getting started.

It is a balanced curriculum for the training and grooming of the pupil teachers even in the role of diversity and equity in teaching-learning process. The curriculum provides theoretical insight to the teacher trainees to envisage the various educational, social and psychological issues. MJTC provides an opportunity to apply and practice the theoretical aspects in real life situation through field experiences. MJTC provides equal weightage to theory and school based practical activities. There is a sociology part in the first core paper (Teacher in the Emerging Indian Society) of the B.Ed. curriculum. The prescribed part familiarizes the student trainees with the concept, meanings and importance of equity and diversity. Besides, it focuses on the problems of caste and class-based disparities and the aspects concerning democratic functioning of society, national integration, international understanding and their interrelations. In this context, the content outlines the ways and means for observing equity and respecting diversity. Similarly, the paper on Educational Psychology enables the learners to understand and appreciate the principles of equity and diversity so far, as they emanate from individual differences. The duly contextualized differences (diversities) are practiced with equity under focus during the course of teaching. A required understanding of the concept of multiculturalism and value of respecting different cultures promotes the idea of respecting diversity. Reciting national song and anthem that speak of national integrity are routine practice of the college. These are instruments for creating emotionally-toned humane atmosphere. MJTC commences with a daily prayer session including news headlines, thought of the day, physical exercise and National Anthem. The prayer session is planned in a way that embodies sentiments of all castes and religions.

After completing this programme different skills enhanced and can be used personally and professionally which help in fulfilling advanced teaching strategies.