



GITARATTAN INSTITUTE OF ADVANCED STUDIES AND TRAINING

*Building Confident Women,
Nurturing Dreams, Shaping the Future*



D.El.Ed

DIPLOMA IN ELEMENTARY EDUCATION

RECOGNISED BY NCTE
AFFILIATED WITH SCERT



Address : Sector -7D, Rohini



Contact Number : 011-27057722/33, 09873016868



QUALITY
EDUCATION



WOMEN
EMPOWERMENT



EXPERT
FACULTY



BRIGHTER
FUTURES

ABOUT GIAST

GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING



Gitarattan Institute of Advanced Studies and Training (GIAST)

is a self-financing, recognized teacher education institution affiliated with the State Council of Educational Research and Training (SCERT), Delhi.

Established in 1999 under the aegis of Rohini Educational Society, GIAST has been committed to nurturing responsible, competent, and dedicated teachers.



The institute provides a dynamic learning environment where educators, academicians, and professionals work together to promote academic excellence, professional ethics, and innovation in education. **Through a blend of theoretical knowledge and practical training**, GIAST equips student-teachers with the skills required to meet the challenges of modern education.



Faculty members and student-teachers actively participate in academic, cultural, and community outreach activities, reflecting the institute's commitment to holistic development and continuous improvement. Guided by its mission of **shaping responsible educators and nation-builders**, GIAST continues to contribute meaningfully to quality teacher education and societal progress.

OUR COMMITMENT



ACADEMIC
EXCELLENCE



PROFESSIONAL
ETHICS



INNOVATION IN
EDUCATION



HOLISTIC
DEVELOPMENT

NURTURING TEACHERS. BUILDING TOMORROW.

OUR VISION

"DEVELOPING INNOVATIVE AND ETHICAL FUTURE EDUCATIONISTS"



With a sense of shared responsibility and ingenuity, our vision is to be a **pre-eminent centre of excellence**, generating and imparting knowledge in the field of education.



We envision amplifying our contribution towards providing a **socially conscious and globally relevant teacher fraternity** that can withstand and accommodate the dynamic needs arising from individual differences and the global scenario.



We aspire to foster a culture of **creativity, critical thinking, and lifelong learning** among future educators.



By embracing **innovation, inclusivity, and ethical values**, GIAST aims to prepare teachers who are not only academically proficient but also compassionate leaders capable of inspiring positive change in society and contributing meaningfully to national and global development.



OUR MISSION



As envisaged in the National Education Policy (NEP) 2020, our mission is to provide **holistic education** by enabling student-teachers to apply the techniques of **experiential learning** in the classroom.



Our student-teachers will be oriented in such a way that they become **effective facilitators** rather than mere spoon-feeders.



They will be trained to transform their students into **explorers and active learners**, rather than passive listeners.



OUR AIMS

We Aim To:

-  Provide a holistic and multidisciplinary education.
-  Enhance critical thinking and experiential learning for a peaceful, equitable, and inclusive society.
-  Empower students through online and digital education.
-  Promote e-learning platforms such as Swayam, Diksha, Swayamprabha, MOOCs, etc.
-  Encourage multilingualism and harness the power of language for student empowerment.
-  Foster a learning environment that welcomes and respects pupil teachers from diverse cultures, encouraging intellectual curiosity and the exploration of knowledge for future application in schools and society.
-  Develop and prepare teachers, educationists, and administrators who can contribute to national and global education.
-  Inculcate the values of justice, unity, and equality.
-  Provide effective leadership by imparting quality and socially relevant higher education.
-  Promote educational programmes through active interaction with society.
-  Contribute to the advancement of knowledge and understanding through research, publication, and dissemination.
-  Develop students' aptitude and skills to equip them to face the challenges and needs of society and the nation.
-  Improve the quality of school education with a focus on constitutional values and contemporary issues.
-  Enhance the quality of teacher education by emphasizing current trends in teaching-learning and the emerging demands of school education.
-  Build a scholarly community engaged in regular and committed teaching, quality research, co-curricular and socially productive activities, and timely and fair examinations.
-  Promote intellectual integrity and artistic freedom to foster an enlightened and progressive academic environment.
-  Build an institution through democratic, disciplined, and committed participation.
-  Enable student-teachers to adopt techniques that promote experiential learning.



D.EL.ED TOPPERS

Honouring Dedication. Celebrating Excellence.

SECOND YEAR (2024-2026)

1



TAMANNA
(88.6%)

2



PALAK
(87.7%)

3



NISHA
(87.3%)



DISHA BINDAL
(87%)



DISHA
(86.7%)

FIRST YEAR (2025-2027)

1



TANNU
(87.5%)

2



SNEHA LEHRI
(85.5%)

3



NANDINI
(85.3%)



RIDDHIMA
(84.4%)



TAMANNA NEGI
(84.2%)

★ CONGRATULATIONS! ★

Your hard work, perseverance, and passion for learning are truly inspiring. We are proud of your achievements and excited for your bright future ahead!



★ Recognizing Excellence, Inspiring Future Educators ★

DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed.)

The Diploma in Elementary Education (D.El.Ed.) is a two-year professional teacher education programme designed to prepare aspiring educators for teaching at the elementary stage, covering Classes I to VIII. The course equips future teachers with a strong foundation in child development, educational psychology, pedagogy, classroom management, assessment techniques, and inclusive education. It combines theoretical knowledge with practical teaching experiences through internships, school observations, lesson planning, and community engagement activities. The programme emphasizes child-centred, activity-based, and experiential learning approaches to ensure the holistic development of young learners. D.El.Ed. plays a vital role in developing competent, compassionate, and socially responsible teachers capable of meeting the diverse learning needs of children in contemporary classrooms.

OBJECTIVES OF THE D.El.Ed. PROGRAMME

-  To prepare professionally competent teachers for elementary education with sound pedagogical knowledge and practical teaching skills.
-  To develop an understanding of child growth, development, learning processes, and individual differences among learners.
-  To promote child-centred, inclusive, and activity-oriented teaching-learning practices.
-  To enhance competencies in planning, organizing, and evaluating effective classroom instruction.
-  To cultivate communication, leadership, creativity, and problem-solving skills among future educators.
-  To familiarize student-teachers with modern educational technologies and innovative teaching methodologies.
-  To develop sensitivity towards social, cultural, linguistic, and gender diversity in educational settings.
-  To encourage reflective thinking, professional ethics, and lifelong learning among teachers.
-  To strengthen the ability to create a positive, engaging, and supportive learning environment.
-  To foster collaboration with parents, schools, and communities for the holistic development of children.



CAREER OPPORTUNITIES

After successful completion of the D.El.Ed. programme, graduates can pursue careers as Primary School Teachers, Elementary School Teachers, Education Facilitators, Academic Coordinators, Learning Support Educators, NGO Educators, and Educational Content Developers in government and private educational institutions.



ADMISSION ELIGIBILITY CRITERIA

for D.El.Ed (SCERT Delhi)



EDUCATIONAL QUALIFICATION

- The candidate must have passed Senior Secondary (10+2) or an equivalent examination from a recognized Board/University.
- A minimum of 50% aggregate marks in the qualifying examination is generally required. For CBSE students, the percentage is calculated on the basis of the best five subjects, including at least one language.



AGE LIMIT

- The candidate should not be more than 24 years of age on the date specified in the admission prospectus.
- Relaxation in the upper age limit may be available for reserved categories as per SCERT/Government norms.



HEALTH REQUIREMENT

- The candidate should be in good physical and mental health and free from any communicable disease or medical condition that may interfere with teaching practice or course requirements.



MERIT-BASED ADMISSION

- Admission is generally based on merit in the qualifying (10+2) examination or as per the admission procedure notified by SCERT for the relevant session.



IN CASE OF A TIE IN CLASS 12 MARKS:

- 01 Class 10 percentage is considered first.
- 02 If the tie still remains, the older candidate is given preference.
- 03 If still unresolved, a draw of lots may be conducted.

ADMISSION PROCEDURE

The **Diploma in Elementary Education (D.El.Ed)** is a two-year full-time teacher education programme conducted through SCERT Delhi-affiliated institutes. Admissions are coordinated centrally by SCERT Delhi through its online admission and counselling system.

1



ELIGIBILITY CRITERIA

Candidates seeking admission must:

- Have passed Senior Secondary (10+2) or an equivalent examination from a recognized board.
- Obtain a minimum of 50% aggregate marks in the qualifying examination.
- Candidates belonging to SC, ST, or PwD categories are eligible for a 5% relaxation, requiring a minimum of 45% marks.

2



ONLINE REGISTRATION

- Candidates are required to fill out the online application form on the SCERT Delhi admission portal during the admission period.
- Personal details, academic qualifications, category information, and required documents must be uploaded.
- An application fee, if prescribed for the session, must be paid online.

3



MERIT AND SELECTION

- Admissions are generally conducted through the centralized admission process managed by SCERT Delhi.
- Merit is prepared based on the criteria prescribed by SCERT for the particular academic session.
- Seat allotment is carried out according to merit, reservation norms, and candidate preferences.

4



COUNSELLING AND SEAT ALLOTMENT

- Eligible candidates participate in the online counselling process.
- Seats are allotted in SCERT-affiliated institutions based on merit and availability.
- Selected candidates must download the allotment letter and report to the allotted institute within the specified dates.

5



DOCUMENT VERIFICATION

Candidates must present original documents, such as:

- Class X and XII mark sheets and certificates
- Character Certificate
- Transfer Certificate (if applicable)
- Category Certificate (SC/ST/OBC/EWS/PwD, if applicable)
- Domicile/Residence Certificate (if required)
- Passport-size photographs
- Aadhaar Card or other valid identity proof



Documents are verified before confirming admission.



SEAT DIVISION AT GIAST

At GIAST, we are committed to inclusivity and equal opportunity.
Our seat distribution reflects a fair and transparent approach
to support diverse communities and empower future educators.

CATEGORY-WISE DISTRIBUTION OF SEATS

CATEGORY	SEATS
GEN	41
OBC	12
SC	11
ST	6
NCC	1
SMW	1
W-EX	1
W-DST	1
PwD	2
Total	76
Muslim Minority	0
Total	90
Mgt. Quota	10
GRAND TOTAL	100





FEE STRUCTURE



The fee is to be paid **quarterly**.



In case of withdrawal of admission, the quarterly fee will be **forfeited**.



Private Recognized Institutes may charge a maximum of **₹37,500/-** per year, inclusive of all fees, except the Examination Fee of **₹2500/-** per annum.

NOTE:

FOR ENROLLMENT OF 2025-2027, THE EXAMINATION FEE REMAIN SAME i.e. ₹ 1100/-]

QUARTERLY FEE PAYMENT SCHEDULE



1st Installment

At admission
(on 1st July 2026)



2nd Installment

Till
10th September 2026



3rd Installment

Till
25th November 2026



4th Installment

Till
25th January 2027



Candidates are advised to pay the prescribed fee preferably through **Cheque / Online Mode**.

PARTICULARS	AMOUNT
 Total Course Fee	₹ 37,500/- per Annum
 Examination Fee	₹ 2,500/- per Annum



PRACTICAL
TRAINING



SCHOOL
INTERNSHIP



CLASSROOM
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PROFESSIONAL
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D.El.Ed SUBJECTS & CREDITS DISTRIBUTION

"Empowering Future Educators Through Knowledge, Practice and Professional Excellence."



FIRST YEAR

S.No	Courses	Course Code	Internal	External	Total Marks
Foundation Courses					
1	Child Development	101	25	75	100
2	Education and Society	102	25	75	100
3	Educational Technology	103	50	50	100
Pedagogical Courses					
4	Language Education (Hindi/Punjabi/Urdu)	104, 105 & 106	25	75	100
5	Language Education (English)	107	25	75	100
6	Mathematics Education	108	25	75	100
7	Environmental Studies Education	109	25	75	100
Practical Courses					
8	Health and Physical Education	110	50	50	100
9	Work Education	111	50	50	100
10	Art Education	112	50	50	100
11	School Experience Programme (SEP)	113	150	-	150
Total Marks		-	500	650	1150

SECOND YEAR

S.No	Courses	Course Code	Internal	External	Total Marks
Foundation Courses					
1	Psychological Perspectives of Education	201	25	75	100
2	Socio-philosophical perspectives of Education	202	25	75	100
3	Curriculum, Pedagogy and Evaluation	203	25	75	100
4	School Leadership and Management	204	25	75	100
Pedagogical Courses (any three : one language compulsory)					
5	Language Education (Hindi/Urdu/Punjabi)	205, 206 & 207	25	75	100
6	Language Education (English)	208	25	75	100
7	Mathematics Education	209	25	75	100
8	Social Studies Education	210	25	75	100
9	Science Education	211	25	75	100
Practical Courses					
10	Health and Physical Education	212	50	50	100
11	Work Education	213	50	50	100
12	Arts in Education	214	50	50	100
13	School Experience Programme (SEP)	215	150	-	150
Total Marks		-	475	675	1150



COMPREHENSIVE
CURRICULUM



FOUNDATION
COURSES



PEDAGOGICAL
EXCELLENCE



PRACTICAL
TRAINING

SALIENT FEATURES



SALIENT FEATURES

-  Recognised by NCTE and affiliated with SCERT, Delhi.
-  Committed to excellence in quality teacher education and holistic personality development.
-  Spacious, well-equipped and ICT-enabled classrooms that promote interactive learning.
-  Experienced, qualified and student-centric faculty with a strong academic orientation.
-  Comprehensive curriculum integrating theory with practical classroom experience.
-  Extensive teaching practice and school internship programmes for real-world exposure.
-  Well-stocked library with books, journals, reference materials and digital learning resources.
-  Dedicated laboratories and resource centres for Psychology, ICT, Science, Mathematics, Art & Craft and Curriculum Development.
-  Regular workshops, seminars, extension lectures and expert interactions by eminent academicians.
-  Focus on communication skills, leadership, creativity and professional ethics.
-  Co-curricular and cultural activities that nurture confidence, teamwork and social responsibility.
-  Modern computer facilities with internet access and multimedia learning support.
-  Sports and recreational facilities promoting physical fitness and overall well-being.
-  Hygienic cafeteria and student-friendly campus environment.
-  Career guidance, placement support and continuous mentoring for professional growth.
-  Strong emphasis on innovation, inclusive education and value-based learning.

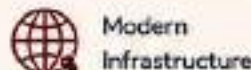
LIBRARY & LEARNING RESOURCES

The institute provides an enriching academic environment through its well-maintained library and resource centres. Students have access to an extensive collection of textbooks, reference books, educational journals, children's literature, teaching-learning materials and digital resources that support research, classroom practice and lifelong learning.



TEACHING PRACTICE & SCHOOL INTERNSHIP

Practical training is an integral component of the programme. Student-teachers gain valuable classroom experience through observation, micro-teaching, lesson planning, school internships and reflective practice under the guidance of experienced teacher educators and mentor schools. This hands-on exposure develops confidence, instructional competence and professional skills.



METHODS OF TEACHING



GIAST follows a learner-centred and participatory approach that encourages active engagement, critical thinking and experiential learning. A blend of traditional and technology-enabled pedagogies is adopted to prepare competent and innovative educators.

THE TEACHING-LEARNING PROCESS INCLUDES:



Interactive Lectures



Group Discussions



Tutorials and Mentoring Sessions



Project-Based Learning



Demonstrations and Simulation Activities



Micro Teaching and Practice Teaching



Case Studies and Problem-Solving Activities



Seminar Presentations



Workshops and Expert Lectures



Collaborative Learning and Peer Teaching



ICT-Integrated Teaching and Smart Classroom Sessions



Activity-Based and Experiential Learning



Art-Integrated and Play-Based Pedagogy



Field Visits and Educational Excursions



Reflective Journals and Portfolio Development



Action Research and Classroom-Based Projects



Teaching Aid Preparation and Resource Development



Community Outreach and Extension Activities



Holistic Development



Beyond academics, the institute encourages participation in cultural events, literary activities, environmental initiatives, awareness campaigns, sports competitions and community engagement programmes, enabling student-teachers to develop confidence, leadership qualities and a strong sense of social responsibility.

SCHOOL EXPERIENCE PROGRAMME (SEP)



Course Code : 113 (First Year),
215 (Second Year)



Maximum Marks : 300
(150 each year)



Duration : 40 Working Days
Each Year



Assessment :
Internal Assessment



Rationale

The School Experience Programme (SEP) provides student-teachers with opportunities to gain practical, meaningful classroom experience as future educators. It helps them integrate:



Theoretical
Understanding
of Pedagogy



Knowledge
of Child
Development



Real Classroom
Experiences



Reflective
Teaching
Practices

SEP is conducted in three phases (5 + 20 + 15 days) each year, enabling student-teachers to understand school functioning, classroom management, and inclusive education.

OBJECTIVES OF SEP



Understand the difference between the content of a subject and its pedagogy.



Learn the skills to transact the subject matter in accordance with the needs and interests of children.



Develop the necessary skills to teach in an inclusive classroom.



Use various activity-based, joyful, and age-appropriate learning methods in the classroom.



Develop subject-specific Teaching Learning Material (TLM) for elementary school children.



Incorporate the components of Continuous and Comprehensive Evaluation (CCE) in classroom transactions.



Learn about school activities, schemes, programmes and their impact on school children.



Utilize the community resources to build a meaningful partnership between the school and the community.



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ORGANIZATION OF SEP

The School Experience Programme (SEP) shall be organized for 40 working days each year, conducted in three phases:



PHASE I (5 DAYS)

Conducted at the Institute
(August – September)



PHASE II (20 DAYS)

Conducted in Schools
(September – November)



PHASE III (15 DAYS)

Conducted in Schools
(November – December)



NOTE



The third phase will serve as a rotation phase, allowing teacher educators other than the regular supervisors to assess and guide student-teachers, ensuring uniformity and diverse feedback.



SEP ORIENTATION (05 DAYS)

Prior to the commencement of the School Experience Programme (SEP), a five day Orientation Programme shall be conducted by the Institute. All the teacher educators, under the overall guidance of the Principal, will organize and facilitate the Orientation sessions.



THE FOLLOWING THEMES SHOULD ESSENTIALLY BE DISCUSSED DURING THE ORIENTATION PROGRAMME:



01



Purpose and objectives of SEP

02



Lesson Planning

03



Effective handling and use of Teaching Learning Material (TLM)

04



Preparation, Administration and Analysis of Achievement Test

05



Observation of peer lessons

06



Conduction of neighbourhood surveys

07



Preparation of school profiles

08



Writing of Reflective Diaries

09



Integration of Work Education, Arts Education and Health & Physical Education with teaching subjects

10



Understanding and Maintaining school records

11



Action Research – Planning and execution

12



Familiarization of student teachers with school environment, head and staff

13



Expectations from student teachers during school practice



The institute may include additional topics in the Orientation Programme.



LEARN



EXPERIENCE



REFLECT



GROW



PHASE-WISE PLAN FOR SEP



FIRST PHASE: 5 DAYS (INSTITUTE)

FIRST YEAR



- 5 Micro-teaching cycles, one in each teaching subject.

SECOND YEAR



- Presentation of model lessons for first-year students / simulated teaching / preparation of observation reports on micro-teaching lessons delivered by first-year students.



- Submission of minimum five (05) model lessons or observation reports.

SECOND PHASE: 20 DAYS (SCHOOL PLACEMENT)

FIRST YEAR

- **First five days:** Orientation in school – observation of classes (not deliver any lesson), interaction with teachers, understanding school functioning, projects on school records.
- **Next 15 days:** Teaching of 2 subjects (deliver lesson of each subject daily) + 1 practical subject daily.

LESSON DISTRIBUTION

TEACHING SUBJECTS NO. OF LESSONS TO BE DELIVERED			PRACTICAL SUBJECTS NO. OF LESSONS TO BE DELIVERED		
	Teaching of Hindi/Punjabi/Urdu	08		Teaching of Art Education	06
	Teaching of Mathematics	08		Teaching of Work Education	06
	Teaching of EVS	07		Teaching of Health and Physical Education	06
	Teaching of English	07			

SECOND YEAR

- Teach any three teaching subjects (as opted in theory).
- Integrate Art, Work, and Health Education with teaching subjects.
- Deliver three lessons daily and complete assigned projects and campaigns.
- Identify and propose an Action Research topic (to be completed in Phase III).



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PHASE-WISE PLAN FOR SEP

Third Phase: School Placement & Lesson Requirements



SECOND YEAR – LESSON REQUIREMENT

Teaching Subjects (Any Three Subjects)

Subject	No. of Lessons
Hindi / Punjabi / Urdu	20
Mathematics	20
Science	20
Social Studies	20
English	20

- ✓ Teach any three selected subjects
- ✓ Develop classroom teaching competency
- ✓ Strengthen instructional skills



THIRD PHASE – 15 DAYS (SCHOOL PLACEMENT)

Student-teachers continue practical teaching and demonstrate professional classroom readiness.

FIRST YEAR

- ✓ Continue teaching 2 teaching subjects + 1 practical subject daily.
- ✓ Lesson requirements remain same as Phase II.
- ✓ Organize:
 - Art & Craft Exhibition
 - Physical Exercise Demonstration

TEACHING SUBJECTS

Subject	Lessons
Hindi/Punjabi/Urdu	08
Mathematics	08
EVS	07
English	07

PRACTICAL SUBJECTS

Subject	Lessons
Art Education	05
Work Education	05
Health & Physical Education	05

SECOND YEAR

- ✓ Teach any three teaching subjects.
- ✓ Culminate SEP with a Cultural Programme based on Performing Arts.

LESSON REQUIREMENT

Subject	Lessons
Hindi/Punjabi/Urdu	16
Mathematics	16
Science	16
Social Studies	16
English	16



EXPECTED LEARNING OUTCOMES OF PHASE III



Enhanced Classroom Teaching Skills



Improved Lesson Planning and Delivery



Better Co-curricular Activity Management



Increased Professional Confidence



Stronger School-Community Engagement

IMPLEMENTATION AND SUPERVISION



Every teacher trainee will have to undertake school experience programme being conducted by DIETs/Institutes for **40 working days**. This is compulsory every year i.e. first year and second year as per NCTE norms.



In first year, teacher-trainee will be required to teach all the **four teaching subjects** viz. one language (Hindi/Urdu/Punjabi), English Language Education, Math Education and EVS Education along with **practical subjects** (Art Education, Work Education and Health & Physical Education) as mentioned in the D.El.Ed. Curriculum during School Experience Programme.



In second year, teacher-trainees are required to teach **three teaching subjects** out of Teaching of Hindi, Punjabi & Urdu, English Language Education (as opted in theory), Math Education, Science Education and Social Study Education. The knowledge of Art Education, Work Education and Health & Physical Education is to be integrated in the teaching subject.



School Experience Programme (SEP) will be conducted in Municipal Corporation of Delhi (MCD) Schools/New Delhi Municipal Council (NDMC) Schools/Government and Private Recognized Schools of the Directorate of Education, NCT of Delhi.



Teacher Trainees will be placed under the overall control of the respective heads of schools identified for SEP and shall perform all duties assigned to them in addition to the compulsory activities under SEP.



RULES APPLICABLE FOR THE TEACHER – TRAINEES

STUDYING IN THE DPSE COURSE



1 NATURE OF THE COURSE



The Diploma in Pre-School Education (DPSE) course is a two-year full-time regular teacher training course. Since the DPSE programme is skill-oriented, involving both theory and extensive practical activities such as the School Experience Programme (SEP), students pursuing DPSE cannot pursue any other course—whether regular full-time, regular part-time, correspondence, or any other programme.

If at any stage it is found that a student is pursuing/has pursued any other course during the DPSE programme, her **candidature/diploma shall stand cancelled**.

2 ATTENDANCE REQUIREMENT



It is mandatory for all the students to achieve a minimum of **85% attendance** in theory classes and **100% attendance (40 working days)** in the School Experience Programme (SEP) of each session.

Students who fail to meet the attendance requirements will not be allowed to appear in the annual examination.

3 SEPARATE ATTENDANCE REQUIREMENT FOR EACH YEAR



The attendance requirement must be fulfilled separately in both the **1st year** and the **2nd year** of the Diploma Course.

4 ATTENDANCE REQUIREMENT IN CASE OF RE-ADMISSION



The attendance requirement must also be fulfilled afresh if a student is retained or re-admitted in the **1st** or **2nd** year for any reason.

5 RE-ADMISSION DUE TO SHORTAGE OF ATTENDANCE



A student who is not permitted to take the annual examination due to attendance shortage must seek re-admission and repeat the **entire year (1st or 2nd year)**. Re-admission will be granted over and above the allotted seats.

6 CONDONATION OF SHORTAGE OF ATTENDANCE



- ✓ Up to **5% shortage** in theory classes may be condoned by the Principal of the Institute, based on valid medical or justified grounds, and on the recommendation of the Admission Committee.
- ✓ An additional **10% shortage** in theory classes may be condoned by the Director, SCERT, upon valid recommendations from the Admission Committee and concerned Principal.
- ✓ It is the **full responsibility** of the teacher-trainee to regularly monitor her attendance to avoid actions such as non-issuance of the admit card or refusal of permission to appear in the examination.



ACADEMIC RULES & ATTENDANCE POLICY



7.



ATTENDANCE AND PERFORMANCE REQUIREMENT FOR SEP

- Each teacher-trainee must complete 100% attendance (40 working days) in SEP and obtain at least 50% marks in SEP compulsorily to be eligible for appearing in the annual examination.
- Trainees not meeting these criteria must take re-admission to complete the respective year.

8.



ATTENDANCE FOR LATE ADMISSIONS

- Any candidate who receives admission after the closure of admissions, due to any authority/judicial direction, must still complete the full attendance requirement under Rule 2 of Chapter II for both theory and SEP.

9.



DURATION AND COMPLETION OF PROGRAMME

- The DPSE programme must be completed within two academic years, but students may take up to three years to complete it in accordance with NCTE regulations.

10.



ACADEMIC PERFORMANCE RULES

- A teacher-trainee who does not qualify in three or fewer papers may re-appear in those papers and is allowed to study in the next class, provided she clears them in the next examination (subject to clause 10(c)).
- A teacher-trainee who does not obtain qualifying marks in more than three papers must repeat the same class.
- As per NCTE Regulations (28.11.2014), a student must complete the programme within three years, and therefore only one chance to repeat either year will be given.
- If the student does not pass within three years, she will be disqualified from receiving the diploma.

11.



CONTINUOUS ABSENCE AND RE-ADMISSION

- No teacher-trainee may remain absent for more than six consecutive working days without permission/intimation to the Principal.
- In such cases, the Principal shall strike off the student's name from the rolls without any prior notice.
- The student may submit a written request for re-admission within 30 days from the date of removal, citing valid reasons.
- Based on the recommendations of the Admission Committee and the Principal, the Director, SCERT may consider and approve re-admission.
- No requests for re-admission will be entertained after 30 days from the date of removal of the name from the rolls.

CODE OF CONDUCT FOR STUDENT-TEACHERS



(Applicable to DIETs and Self Financing Recognized Private Institutes Affiliated to SCERT, Delhi)

Discipline includes observance of good conduct and orderly behaviour by all student-teachers of the Institute.

The following rules shall be strictly observed by every student-teacher of the Institute.



- Every student-teacher shall maintain discipline and consider it her duty to behave decently at all places.



- Male student-teachers shall show due courtesy and regard to female student-teachers.



- Loss of the Identity Card must be immediately reported in writing to the Principal of the Institute.



- No student-teacher shall visit any place or area declared "Out of Bounds" by the Principal.



- Every student-teacher shall always carry her identity card issued by the Institute and shall produce or surrender it whenever required by the Institute authorities, teaching staff, library staff, or other officials.



- Any student-teacher found guilty of impersonation, giving a false name, or committing forgery shall be liable to disciplinary action.



- Breach of discipline shall include, but not be limited to:



- Late coming, irregular attendance, persistent idleness, negligence or indifference towards assigned work.



- Causing disturbance in a class, office, library, auditorium/multipurpose hall, playground, etc.



- Disobeying instructions of faculty or authorities.



- Misconduct or misbehaviour towards any faculty member, employee of the Institute/DIET, or any visitor.



- Damaging, spoiling, or disfiguring Institute property or equipment.



- Inciting others to commit any of the above acts.



- Spreading misleading information among student-teachers.



- Visiting any place declared out of bounds by the Institute.



- Not carrying the Identity Card issued by the Institute.

- Refusing to produce or surrender the Identity Card when required by Institute staff.

SWACHH BHARAT ABHIYAN: A GLIMPSE OF OUR INITIATIVES



At GIAST, we believe in the power of collective action to bring about a cleaner, healthier and more sustainable India. Through the **Swachh Bharat Abhiyan**, our student-teachers actively participate in a wide range of cleanliness and awareness initiatives that promote environmental responsibility and community well-being.

OUR KEY INITIATIVES



AWARENESS RALLIES

Our students organize awareness rallies to spread the message of cleanliness, hygiene and responsible citizenship in the community.



CLEAN DELHI PLEDGE

We encourage the spirit of responsibility among future educators through the Clean Delhi Pledge, promoting a cleaner and greener capital.



CLEANLINESS DRIVES

From campus to community spaces, our students take the lead in cleanliness drives to create a healthier and more hygienic environment.



COMMUNITY OUTREACH

Our outreach programmes inspire communities to adopt clean and sustainable practices for a better tomorrow.



Through these initiatives, GIAST nurtures socially responsible educators who lead by example and contribute to a cleaner, greener and better India.



Together for Cleanliness, Together for a Better Tomorrow.

"CELEBRATING MILESTONES, TRADITIONS, AND THE VIBRANT SPIRIT AT GIAST"

At GIAST, we believe that celebrations are an integral part of learning and community life. Through a blend of cultural, academic, and traditional events, we create memorable experiences that inspire confidence, foster creativity, and build lasting bonds.

CELEBRATIONS



Our celebrations showcase the diverse talents and creativity of our students, promoting unity, inclusivity, and the joy of togetherness.



EDUCATIONAL & HERITAGE EXCURSIONS



Our educational and heritage excursions provide students with enriching experiences beyond the classroom, broadening perspectives and deepening appreciation for our rich culture and history.



From vibrant celebrations to meaningful experiences, GIAST encourages every student to explore, excel, and evolve as confident, responsible individuals.



THE JOURNEY CONTINUES.....

At GIAST, every step forward is a step toward growth, excellence, and empowerment. Our students continue to learn, celebrate, and inspire—creating memories that shape confident educators and compassionate leaders of tomorrow.



TOGETHER WE GROW

Our vibrant community of learners and educators stands together in the spirit of unity, collaboration, and continuous growth.



CELEBRATING MILESTONES

From cultural events to farewell celebrations, we cherish every milestone that marks the joy of learning, togetherness, and new beginnings.



INSPIRING FUTURES

With confidence, camaraderie, and a passion for excellence, our students continue to inspire and support one another on their journey to becoming outstanding educators.



At GIAST, the journey never stops—it evolves, inspires, and empowers us to create a better world through education.



D.El.Ed STUDENTS PLACEMENTS



Our Students, Our Pride



Komal



Ira convent school



Kashish



St. model public school



Ritika Rani



Gitarattan global school
sector-7, Rohini



Prisha Malhotra



Lilawati Vidya Mandir school,
Shakti Nagar



Bhawna



Maurya foundation school
Greater Noida



Sanya Kaushik



National public school
Rajendra Nagar



Smita



New creation public
school Dilshad garden



Sakshi Mishra



Vanasthali public school, mayur
vihar phase 3, Delhi-96.



Kaashvi Gola



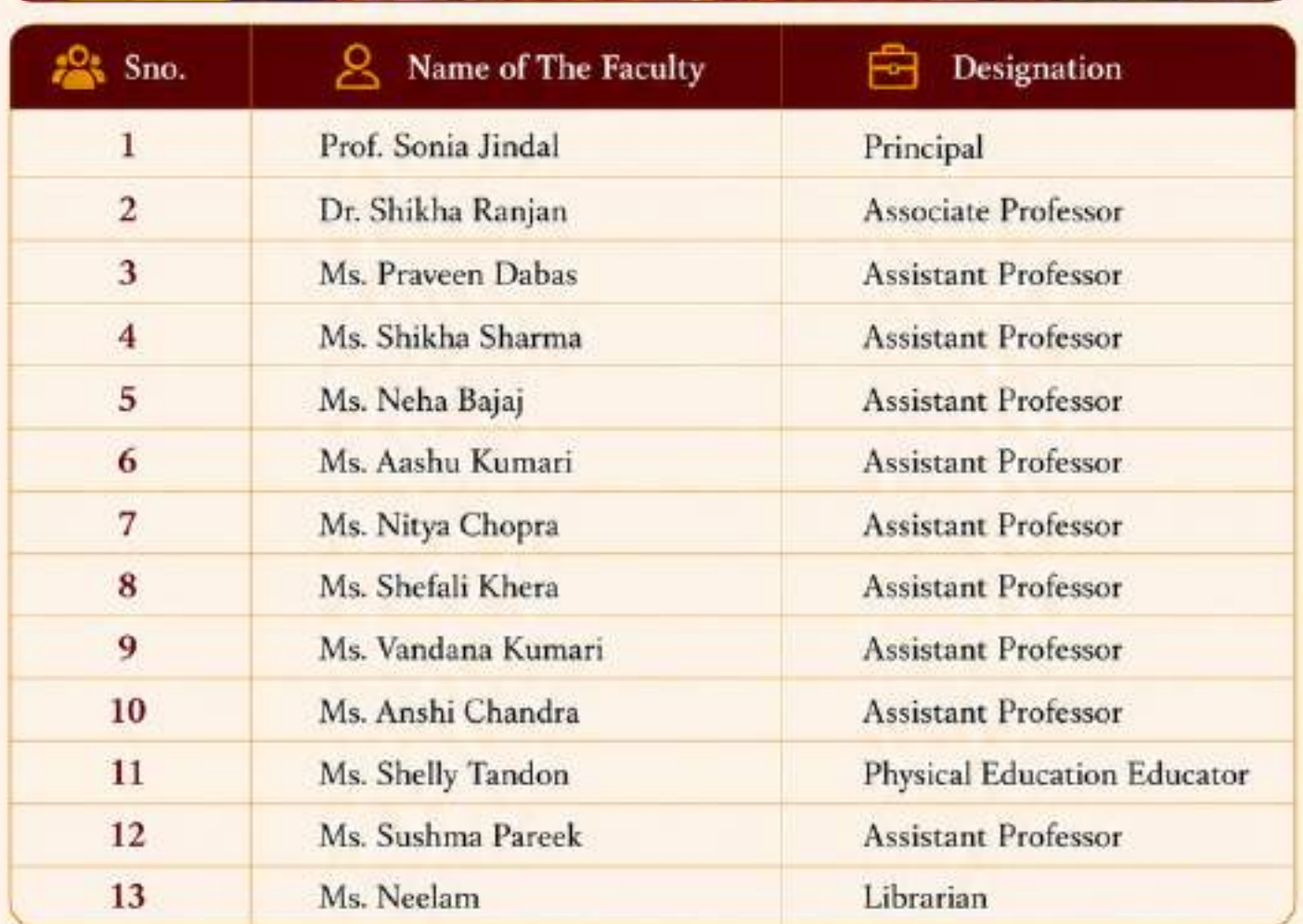
Mount abu public school rohini
sector 5



★ SHAPING EDUCATORS, BUILDING FUTURES ★

Our D.El.Ed students are placed in reputed schools,
contributing to quality education and creating
a brighter tomorrow.







GITARATTAN INSTITUTE OF ADVANCED STUDIES AND TRAINING



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*Teaching is not just a profession,
it is the passion to nurture minds and transform lives.*



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Website : www.giast.org



Instagram : [giast.gitarattan](https://www.instagram.com/giast.gitarattan)

Shape the Future. Inspire Generations.

Be the Change.