



GITARATTAN INSTITUTE OF ADVANCED STUDIES AND TRAINING

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



D.P.S.E

DIPLOMA IN PRE-SCHOOL 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.



EDUCATING MINDS
SHAPING TOMORROW

INTRODUCTION

Early Childhood Care and Education (ECCE) for children below six years of age is considered a crucial stage in human development. Research in neuroscience highlights that nearly 90% of brain growth takes place before the age of six. This period is greatly influenced by factors such as nutrition, health, emotional well-being, and the learning environment available to children. Many children, especially those from economically disadvantaged backgrounds, may not receive adequate opportunities for stimulation and learning during these formative years, resulting in developmental inequalities. ECCE plays a vital role in reducing these disparities by creating a strong foundation for lifelong learning and overall development. Recognizing its importance, ECCE has been included as a major focus area in educational reforms and policy initiatives.

Preschool education forms an integral component of ECCE and caters to children aged 3–6 years before they enter formal schooling. The implementation of the Right to Education (RTE) Act, 2009, brought renewed attention to preparing children for successful entry into elementary education. Research indicates that children who participate in quality preschool programmes tend to achieve better learning outcomes, have improved school readiness, and are less likely to drop out during their primary years. These benefits include enhanced language skills, stronger cognitive abilities, better social adjustment, and a smoother transition into formal education.

The **National Education Policy (NEP) 2020** emphasizes the significance of ECCE and recommends universal access to quality early childhood education. In alignment with this vision, there is an increasing demand for professionally trained educators who can effectively support young learners using child-centred and developmentally appropriate teaching methods.



**STRONG BEGINNINGS,
BRIGHTER FUTURES**

OBJECTIVES OF THE COURSE

The DPSE curriculum seeks to equip prospective teachers with the knowledge and skills required for effective early childhood education. The course aims to:



Understand the rights, developmental needs, and learning processes of children from birth to six years of age.



Examine and reflect upon the significance of ECCE in fostering holistic development and reducing social and educational inequalities.



Develop the ability to design and implement age-appropriate and developmentally suitable learning experiences, including the effective use of ICT for assessment and monitoring of children's progress.



Recognize the diverse developmental needs of children from various socio-economic, cultural, linguistic, and family backgrounds, including those with special needs, and create inclusive and supportive learning environments.



Understand the role of mathematics, science, language, and early literacy in preschool education and facilitate a smooth transition from preschool to primary schooling.



Build collaborative partnerships with parents, communities, government agencies, and non-government organizations to strengthen ECCE programmes and promote awareness about early childhood education.



ADMISSION ELIGIBILITY CRITERIA

for DPSE (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 Pre-School Education (DPSE)** 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.



FEE STRUCTURE

(For SFS Recognized Private Institutes)



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



Private Recognized Institutes are permitted to charge a **maximum sum of Rs. 30,000/- per year**, inclusive of all kinds of fees, excluding the Examination fee of Rs. 2,500/- per annum.



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

**THE FEE SHALL BE PAID QUARTERLY AT
RS. 7,500/- PER QUARTER,**

AS PER THE FOLLOWING SCHEDULE:



1st
Installment

At the time of admission (1st July 2026)



2nd
Installment

On or before 10th September 2026



3rd
Installment

On or before 25th November 2026



4th
Installment

On or before 25th January 2027



Invest in Education, Build a Better Tomorrow

DPSE SUBJECTS & CREDITS DISTRIBUTION



FIRST YEAR

S. No.	Course	Credits	Theory	Practical	Marks
1	Early Childhood Care & Education (ECCE) in India	4	4	0	100
2	Understanding Child and Childhood	5	4	1	125
3	Pre-School Education Curriculum: Principles and Priorities	5	4	1	125
4	Development of Mathematical Concepts in Children	3	2	1	75
5	Development of Language and Literacy in Children	4	3	1	100
6	Health, Care and Nutrition of Children	3	2	1	75
7	Methods and Materials in ECCE	4	3	1	100
8	School Experience Programme	6	0	6	150
Total (Year I)		34	22	12	850

SECOND YEAR

S. No.	Course	Credits	Theory	Practical	Marks
1	Developing Understanding of Environment in Children	4	3	1	100
2	Proficiency in Languages: Hindi and English	4	4	0	100
3	Gender, Diversity and Discrimination	5	3	2	125
4	Working with Children with Special Needs	4	4	0	100
5	Planning and Organisation of a Pre-School Education Programme	4	3	1	100
6	Working with Families and Community	3	2	1	75
7	Self – Development	4	0	4	100
8	School Experience Programme	6	0	6	150
Total (Year II)		34	19	15	850
Grand Total (Two Years)		68	41	27	1700



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.



Quality Education



Holistic Development



Practical Exposure



Modern Infrastructure



Bright Future

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)



Every student must undertake the **School Experience Programme (SEP)** conducted by their respective Institutes for a minimum **40 working days** each year. This is compulsory in both the 1st and 2nd year, as per NCTE norms.



The student-teachers will be required to teach all four teaching subjects – **one language, Mathematics, EVS (Science)** and **EVS (Social Science)** along with other subjects prescribed in the DPSE curriculum during the SEP.

THE SEP FOR DPSE TEACHER TRAINEES WILL BE CONDUCTED IN THE FOLLOWING SCHOOLS:



MCD Schools



NDMC Schools



Government and Private Recognized Schools under the Directorate of Education, GNCT of Delhi.



Teacher-trainees will work under the overall supervision of the Head of the respective school assigned for SEP and will perform all duties given to them in addition to compulsory SEP activities.



There will be regular/rotational supervision by the faculty of the concerned Institute.



The Principal of the Institute will also monitor and supervise the SEP as required.



**“Real Teaching Experience Today,
Confident Educators Tomorrow.”**



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.

NURTURING CREATIVITY, LEADERSHIP, AND EXCELLENCE BEYOND THE CLASSROOM

At GIAST, we believe that true growth happens when learning extends beyond textbooks. Our students actively engage in creative, cultural, and leadership activities that build confidence, ignite passion, and shape well-rounded individuals ready to make a difference.

CREATIVE EXPRESSION

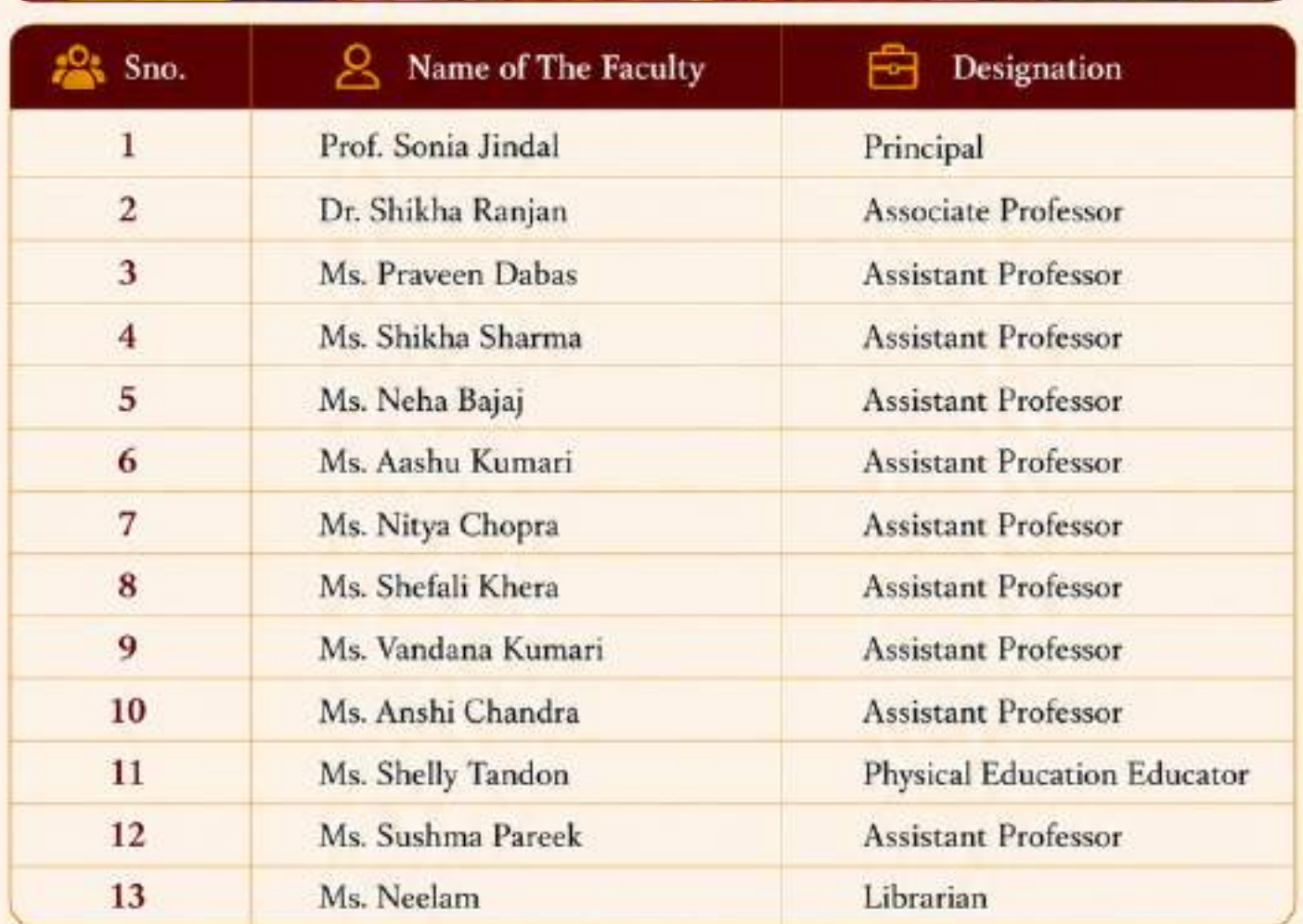


CULTURAL PERFORMANCES



From artistic expression to confident performances, GIAST empowers every student to discover their talents, lead with purpose, and shine in every opportunity.







GITARATTAN INSTITUTE OF ADVANCED STUDIES AND TRAINING



 COURSES OFFERED 

DPSE | D.El.Ed | B.Ed



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



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Shape the Future. Inspire Generations.

Be the Change.