

A report on

**5 - Day “Visioning Exercise” for Principals of
District Institute for Education and Training (DIET) of
Haryana**



Conducted by:
Department of School Education, Government of Haryana

In co-operation with
Azim Premji Foundation and Humana People to People India

Date: 10 to 14 December, 2014
Venue: Faridabad

Report prepared by: Humana People to People India, New Delhi

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Visioning Exercise for the DIET Principals

1. EXECUTIVE SUMMARY:

The visioning exercise was organized by the Department of School Education, Govt. of Haryana for SCERT and all the DIETs across the state during 10 to 14 December, 2013 at Faridabad. The 5 day visioning exercise involved the key officials of SCERT and DIETs to go through an exercise to understand their role in the vision and mission of the education policy for teacher education and revamp the system.

The DIETs were envisioned in the National Policy of Education, 1986, and were created by the Ministry of HRD, Govt. of India in the early 1990s to strengthen elementary education and support the decentralization of education to the district level under the Centrally Sponsored Scheme on Teacher Education and following the guidelines to it. Not all staff members are still aware of the functions of each of the DIET's branches. The DIET faculty is still mainly engaged in the 'traditional' occupations - pre-service and in-service Training, have less clear understandings of their role in elementary education e.g.- planning & management or curriculum development. Reflecting this, the Faculty saw the DIET as a D.Ed. training college, rather than as the holistic teacher development institute as envisaged in various policy documents.

The guidelines developed by the MHRD enable states to deliberate upon the identity, function and structure of the DIETs and how these will work and support other State structures with the goal of Teacher's Professional development and School Improvement. One of the strong recommendations in the guidelines is that the DIET requires an overall academic focus, based on which, its larger role in the overall effort in the State for Teacher Professional development and School Improvement is to be understood. Based on this, a DIET should formulate its various activities or plans, design its own Annual Work Plan and build collaborative linkages with other organizations in the district. Most DIETs have a reasonable track record in continuous teacher professional development—in-service and pre-service, DIETs could, therefore, develop into institutions of academic excellence for teacher education at the District level. This would also provide the DIETs a much needed positive sense of achievement and a unique focus activity. As focus on teacher's professional development with high quality teacher education requires engagement with schools and the development of teacher identity and practices that can contribute to school quality and can synergies school improvement.

The 12th Five year (2012-17) plan of India has some recommendation for Teacher education and development. It has suggested on **Revamping of Institutional Structures**

for Academic Support. The institutional structures for teacher development and academic support are not in order. In view of large gaps in both quantity and quality of teachers, pre-service teacher education would be revamped. Educational structures like the SCERT and DIETs must be re-vitalized. Improved leadership quality, higher competencies of academic staff, superior people development and greater autonomy are essential. For their regular monitoring, elaborate process and performance indicators would be developed. This will greatly contribute towards the development of better teachers, curriculum and learning processes in the classroom.

The 12th five year plan also suggested having the **Focus on Education Leadership and Management** at district and state level. About 5 –7 % of government schools provide high quality education to their students largely because of the leadership, motivation and competence of the teachers and headmaster involved. However, there is currently no system that provides systematic leadership skills training to Headmaster to equip them for the task of leading their school to quality performance. The DIETS should assume a leadership role in the planning, execution and support of academic activities in the district. Similar leadership role needs to be played by the SCERT at a state level.

The Government of Haryana invited a group of about 3 senior academic faculties from SCERT, Principals and 1 Senior Lecturer from every DIET/GETTI for a 5 day consultative workshop from December 10 to December 14, 2013 at Faridabad. Since DIETs/GETTIs and SCERT have done some academic activities/workshops post JRM, therefore these will also be a part of deliberations. The role of DIET would include all the recent developments, new role expectations of academic support mentoring as per 12th year plan guidelines issued by GOI, MHRD, road map for DIET faculty to think about holistic role which each DIET has to play and not just focus on PSTE will be other areas of deliberations. The participants were principals of all the DIETs and GETTIs. In addition, one Sr. Faculty member from each DIET/GETTI was also participated in the workshop.

2. OBJECTIVE AND OUTCOME OF THE WORKSHOP:

Objective:

The workshop intended to achieve the following objectives:

1. Discuss and share ideas and perspectives in teacher education.
2. Support the strengthening of a dedicated, competent core group in Haryana which will lead the process of building teacher education institutions.
3. Begin the process of vision building for teacher education institutions.

Outcome:

1. Shared understanding of academic issues in teacher education and their relevance to Haryana.
2. Initial steps in creating a roadmap for shared institutional visioning.

3. THE WORKSHOP:

3.1 The program schedule:

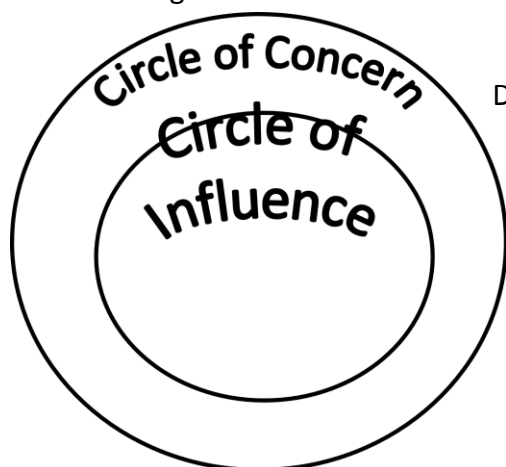
Sl. No.	Topic	Facilitator
Day 1: December 10, 2013		
1.	Welcome address & Introduction of the workshop	Mr. KK Agnihotri, Addl. Director, DSE, Govt. of Haryana Smt. Snehlata Ahlawat, Director, SCERT, Haryana
2.	Teacher Education overview: Issues and challenges in teacher education in India, Brainstorming on TE for Haryana	Indu Prasad, Azim Premji Foundation
3.	Understanding the role of DIETs	Shabda Bedi, Azim Premji Foundation
Day 2: December 11, 2013		
4.	Building and Institution	Ajay Batra, Azim Premji Foundation
5.	Creating and institutional vision through group work	Indu Prasad, ShabdaBedi
Day 3: December 12, 2013		
6.	Creating and Institutional vision through group presentation and discussion	Indu Prasad, Shabda Bedi
7.	Creating and Institutional vision: critically re-examine and re-visiting the process of creating a vision	Indu Prasad, Shabda Bedi
Day 4: December 13, 2013		
8.	Innovative Initiatives in Teacher Education The HPPI teacher training programme and its elements	Snorre Westgaard, VedPrakash & Shyam Padhi- HPPI
9.	Case Story from GETTI <i>Ferozpur Namak</i> : Curious case of <i>Ferozpur Namak</i> ... power point presentation and short video about the process of implementation and the outcomes of new and innovative teacher training practices with practical experiences as a case study.	Abdul Mazid, Principal GEETI, FP BR Sinha, HPPI
Day 5: December 14, 2013		
10.	CCE – conquering the curriculum	Rakesh Ranjan, HPPI
11.	Enhancing ownership of DIETs in planning and implementation of responsibilities	Chandan Verma, HPPI
12.	Feedback	Participants
13.	Summing up and Way Forward	Ms. Surina Rajan, Finance Commissioner & Principal Secretary, DSE, Govt of HRY

3.2 First Day: 10th December 2013

The opening address was made by Mr. KK Agnihotri, additional Director, Training, Education & NVEQF, Govt of Haryana and Smt. Sneh Lata, Director-SCERT, Haryana.

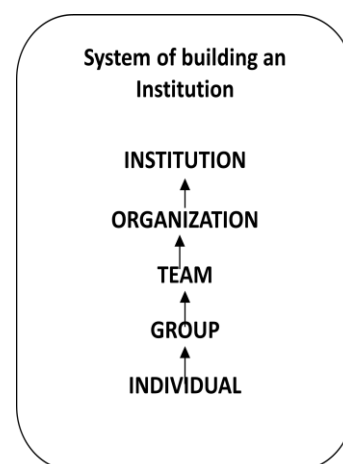
The workshop started with the introduction of all participants. Ms. Shabda from Azim Premji Foundation presented the programme schedule for the 5 days and emphasized that this workshop was for the participants, and what they could influence. A drawing was made explaining the circle of concern and the circle of influence. It was agreed that during the next 5

days, we would only focus on the circle of influence; i.e. what the participants themselves can do something about.



During the first session, Ms. Indu Prasad from Azim Premji Foundation briefed about the several educational policies of Govt. of India from 1952. Everybody must go through the NCF, NCFTE and RTE document and also read the Yashpal committee report which came in 1992. The facilitators briefed on importance of 7 wings, emphasized the improvement in functioning of wing for a successful DIET.

The second presentation by Mr. Vijay Batra from Ajim Premji Foundation was about the institution building. The facilitator presented a number of concepts related to- how people are organized on work, starting from an individual to a team, a group, an organization and an institution. He engaged the participants in a discussion about the various concepts and their differences on building an institution. In summary, it was broadly understood by the participants that building strong institutions was a sustainable way to create the desired changes and outcomes.



Discussion was made among the participants on what achievements were made in the past one year in the field of education. The participants pointed out the following:-

1. Strengthening of DIETs
2. IMDC/PAC meetings
3. Act upon NCF-05 and MHRD guidelines
4. Commission level activities
5. Wings distribution in GETTI
6. Convocation of D.Ed. student in DIETs/GETTIs
7. Effective CRP
8. DIETs have started working effectively
9. Activities on Maths/Science at DIETs
10. Schools have been adopted by DIETs for improving them
11. DIETs have adapted new syllabus
12. Reconstruction of DIETs

In the due course, following challenges were also faced by DIETs and GETTIs:-

1. Non Formal Education for girls/women folk
2. Financial problems faced initially but later budget was provided.

At the end, all the teacher education institution should reflect on:

- ✓ How many of our institutions of teacher education are real “institutions”?
- ✓ As leaders, what should we do to create a culture of quality and institution building?
- ✓ What perspectives, knowledge and skills do we need to demonstrate effective institutional / systemic leadership?

The session ended with a quote from a participant. “If someone praises the teacher, let him do so, as teacher should be praised. If someone criticizes the teacher, let the teacher be criticized because his/her task is tough, the teacher is a hard task master, but if the students turns off their face from the teacher then the teacher needs to change his/her attitude. Something must be done then”.

3.3 Second Day, 11th December, 2013

Dr. Indu Prasad and Ms. Shabda Bedi from Azim Premji Foundation started the session with few success stories related to different wings of DIET. 5 groups were made and they were asked to discuss on the success story on various challenges,



its solution and the learning on it. The conclusion was - In order to revitalize our DIET; we will have to go through a process of change. The facilitator explained it through a story of an Eagle. The story explained that – Many a times, in order to survive, we have to start a change process. We sometimes, need to get rid of old memories, habits and old practices. We can take advantage of the present if we are freed from the past burdens.

In the next part of the session, the facilitator came with a new method for discussion. ‘Jigsaw’, a pedagogical method for effective and teaching learning process was explained to the participants. The facilitator divided the participants into 5 groups and explained the task for the groups. As a first task, the groups were asked to formulate a goal/vision and then three questions were asked from the groups-

- a) Where do we want to go?
- b) Where are we now?
- c) How do we go there?

Every group had a discussion to formulate their goal, the rationale to achieve it, what are the challenges, strengths and requirements in order to achieve the goal. They also discussed on the ground realities and the gaps and challenges to go further. After the discussion, every group prepared a chart on it. The facilitator wanted the whole group to present on the next day.

3.4 Third Day, 12th December, 2013:

The third day started with recap of the previous day's session by the participants, which was facilitated by Azim Premji Foundation. The presentation on Jigsaw- pedagogical method continued for the whole day.

The facilitator wanted the groups to present the group work in the following manner:

Group 1- 10 Min Presentation from the group after the discussion

Group 2 – Provide comment on relevant areas, feasible solution & challenges on the presentation of gp1

Group 3 & 4 – Provide alternative suggestion to group 1 on their presentation

Group 5 – Document the whole process of presentation

This process was followed by every group and through this every group got the responsibility of presenting, providing comments/suggestion and documentation.

The idea of this methodology was-

1. To create a new methodology of teaching learning process to ensure the responsibility of each participant and
2. To understand the functioning of various branches of a DIET through a brainstorming on the goals, existing situation, gaps/challenges and suggested action plan, etc.

Teachers can use this method among the pupil teachers in the DIET'S for making effective and interesting teaching learning process in the pre-service as well as in service trainings.

The major suggestions during the presentation were-

1. To strengthen the DRC, all DIETs should conduct meeting with the district level educational institutions. Meetings with DEO, DEEO, BO and BRC should be done and discuss about the activities of DRC
2. There should be inter DIET sharing of activities and information
3. Inter wing coordination among the DIET is necessary and this should be done by the initiative of Principals.
4. All the faculties should take an ownership of improvement of their DIET/GETTI
5. Induction training (refresher) of teacher educator is required for bringing professionalism

6. Training of each wing in-charge of all DIET should be done
7. Text books of class 1-12 should be mandatory available in all the DIETs

A whole situation of teacher education in the state of Haryana was discussed and compared with other states. It was found that the Haryana has abundance infrastructure in education as compared to other states in India. The ICT is better than the leading states – Tamilnadu and Karnataka. JRM also has a positive feedback on DIETs. The capacity of SCERT is better than other states and supportive with a good leadership. With this starting point, Haryana can create a model and demonstrate to other states.

Dr. Indu Prasad concluded with a presentation on how to have shared vision. Below are the details of the presentation:

Guest speech by Dr. Amarjeet Singh, Additional Secretary, MHRD, Govt of India:

Dr. Amarjeet Singh enriched the workshop participants with his presence. He delivered a motivational and memorable speech. Dr. Singh has lots of experience in the field of education and his speech delivered many inputs which came from his past experience. He said that a



teacher must know his child's profile, i.e. his likes and dislikes, little bit about his parents, where does he come from. This will improve efficiency of a teacher. Treat all children with love and don't discriminate on the basis of caste and income group. A teacher should make an effort for nation building. He also emphasized on:

- Curriculum revision/refinement is necessary in tune with the best practices and suggestions from the NCFTE. The Teaching and Learning Materials also has to be revised along with curriculum.
- Inclusive education with special emphasis to SC/ST children
- To construct the knowledge among students and remove the habit of learning by heart.
- Enhance the use of technology. For example- if Jhajjar DIET has no teacher on any specific subject, teaching can be done from other DIET using the Edu-sat or other methods of ICT.
- The teacher should be able to teach and make the children what they should be proud on their- religion, cultural practices, democracy, secularism, etc.
- The teacher educators should enhance his capacity by understanding the NCF, NCFTE, RTE and various other policy document and research papers on education.
- Get in touch also with the top pvt. sector teacher education institution across the country. Try to know - what teacher education experts are saying and what JRM is saying.

- The institution should involve the community also as there is an organic link between the teacher-students-parents-community. SMC, PTM and community event should be organized regularly

A vote of thanks was extended by the Smt. Sneha Lata Director, SCERT and Mr. BR Sinha from HPPI.



In the last session on the third day, Ms. Sabda Bedi from Azim Premji Foundation conducted two games. We have many heads and they have many minds and everyone will have their own say and the purpose of the game was to understand and remove such practices in our DIET by a collective efforts.

3.5 Fourth Day, 13th December, 2013

The Humana People to People India (HPPI) facilitated the last 2-day workshop to address the need and act on upgrading and improving the pre service training by innovations.

Snorre Westgaard from HPPI welcomed all the participants and facilitated the session. He explained, with a small video about the innovation done in pre-service teachers training programme in 5 DIETs and 2 GETTIs in Haryana by HPPI with the help of SCERT. He facilitated a discussion on thoughts on the work done in the past three days, and the necessity for changes in practices in teacher training. A picture presentation on national travel period, which is an



important component of the innovative programme, was done among the participants. Learn to travel – Travel to learn is an excellent example of learning outside the classroom. After that a discussion was made on the relevance of this innovation with respect to the suggestion made on NCF and NCF TE to improve the teacher education.

Mr. Shayam Padhi and Mr. Ved Prakash from HPPI explained the various elements of HPPI's DNS India teacher training programme that was being conducted in 5 DIETs and 2 GETTIs in Haryana through a power point presentation and a video film from Haryana and Madhya Pradesh DIETs. This session was followed by a question and answer session. The session was very informative and invited lots of queries from DIET where DNS programme has not been

implemented. Participants appreciated the activities where the students have been put in the top gear of learning. The group methods, activity based teaching, presentations, use of ICT, pedagogical sessions, community events, etc. were very much appreciated. DIETs where DNS programme has not been implemented, wanted to have DNS programme implemented in their DIETs too.

In the next session, a case story from GETTI Firozpur Namak was presented by Mr. Abdul Mazeed, Principal, GETTI, Firozpur Namak and Mr. BR Sinha from HPPI. A short video from a Community Event at GETTI was displayed in order to explain how the community was involved in the GETTIs. Mr. Sinha and Mr. Mazeed explained the true example of a public private and community partnership model to improve the functioning of an Institution in the underprivileged district like Mewat. It was also made possible with support from the Principal Secretary of Department of School Education. Now with the efforts of every students, faculty members of GETTI and HPPI, local community, the GETTI has been able to improve specially in attendance, clean and beautiful campus, organized classrooms, maintained infrastructure and students interested and involved in their curriculum.

3.6 Fifth Day, 14th December, 2013

The last day of the Visioning exercise focused on breeding ownership of the vision, creative thinking, bringing motivation and offer a scope for strategic planning for the future.

The first session on “CCE – conquering the curriculum” was taken by Mr. Rakesh Ranjan. The objective of the session was to have a Discussion on- How to use CCE in the DIETs with adult students. A powerpoint presentation and interactive session was made by Mr. Rakesh Ranjan. There were lots of discussion about the assessment and evaluation and challenges on implementation of CCE in primary schools.

The workshop was graced by the presence of Smt. Surina Rajan, Financial Commissioner and Principal Secretary, Department of School Education, Govt. of Haryana. The Participants welcomed her with the “African clap”.

The second session on “Enhancing ownership of DIETs in planning and implementation of responsibilities” was taken by Mr. Chandan Verma from HPPI. Mr. Verma presented a short 3 minute motivational video to understand the ownership. The video followed with discussion on creating a sense of ownership, love and passion towards the work, commitment & dedication to achieve the goal. A power point presentation was also made to understand the ownership on our work and accountability, the two different approaches to achieve the goal. A lot of practical examples were made to understand the ownership and enhance the utility of library, ICT Labs, etc. The Financial Commissioner also wanted the participants to take ownership of the DIET, its infrastructure and its activities to make their DIET not just a good institution but quality of education in the district.

In the last part of the Visioning Exercise, The Financial Commissioner addressed the participants. She told that challenges are everywhere in our job and asked the participants on their views on transfers. She also explained that all the participants are valued officers in the



Department of Education and every officer is a leader therefore he/she must take ownership of his job responsibility. The public perception about us is that we were not doing a meaningful to our job. Two years back the department wanted to change the perception and wanted to do so many things and it's true that the perception about the DIET is little changed. The feedback of Joint Review Mission (JRM) for 2013 is also positive and they agreed that DIETs are towards the correct direction and the national perspective has also been tried to align. The FC also informed that as per the participant's feedback during the workshop, the department is aligning with the national perspective. She told that the strong conviction is very important, think what is correct, determine it and then have confidence and then you will be able to influence everybody.

The FC brought some important points about the DIETs to include them into the work plan as per the following-

- The feedback from the participants didn't reflect a DIET more than a D.Ed. college. The future action plan should focus of making a DIET more than a D.Ed. college, revive other wings of DIETs and make it an institution of academic excellence in the district.
- Every ICT lab and Library should be made functional. Every Library should keep newspaper and regular subscription of newsletters and journals. The faculty and pupil teachers should make full use of the ICT Lab and Library
- The experience and learning of visioning exercise should be shared with rest of the faculty at DIET
- To have linkage with SSA and have district level plan available in the DIET
- To make DIET as district education hub.
- Work also towards getting a better HTET result.
- Every DIET has to make a plan on their targets for next 3 years.

The Financial Commissioner wanted all the participants to submit a 3 months plan of every DIET by every participant. The plan is given in the annexure.

At the end of workshop, the vote of thanks was given by the Director, SCERT and she concluded with the following inputs for the DIET's work plan:

- Principal have to read each e-mail or letter received from SCERT
- Every participant of this workshops should share experiences and learning in their DIET
- If the Principal has any problems with their DEEO, BEEO, they should contact SCERT.
- Computer labs and library should be functioning.
- Class rooms, staff rooms, principal room should be clean.
- "Toto Chan" and "Diva Swapan" book should be read by each teacher

4. PROCESS OF SHARED VISIONING:

Through this visioning exercise all the DIETs and GETTIs across the state, should take an ownership to have shared vision for all of them in their institution, which should be a collective responsibility.

Suggested steps for visioning of a DIET/GETTI:

Step 1 : Mapping of our Institution

- Purpose of our Institution (DIET/GETTI)- Why do it exist?
- Needs of our DIET/GETTI – What does my Institution need to achieve its purpose?
- Need to know the history of our Institution, how it came into existence? What are the resources available
- To know the Strengths, Weaknesses, Opportunities, Threats (SWOT) of our Institution (DIET/GETTI)

Step 2 : Developing a Vision Statement for the institution

Step 3 : Developing an Action Plan to work towards the Vision – Goals, Strategy, Challenges, Strengths, Timelines for Actions, Stakeholders involved, Accountability & Review

To achieve the above mentioned steps, following things should be taken care:

- Every step is taken based on collaboration and teamwork within the Institution- Discussions among faculty, staff and students on the vision, goals and strategy of the Institution
- Discussions with partners and stakeholders external to the Institution- Department of Education, SCERT, other DIETs, District/Block/Cluster education officials, local community, Pupil teachers and their parents, Schools, etc.

Suggested Preparation for visioning:

- Reading and understanding relevant documents: e.g. NCF 2005, NCFTE 2009, 12th five-year plan guidelines, Haryana's D.El.Ed. Curriculum/State Curriculum /State Textbooks, Annual Work Plan formats, Haryana's Perspective Plan
- Understanding - my Context, my Institution, my Team (as mentioned in "Step 1" above)

Alignment:

Vision for the DIET must be aligned with the vision of teacher education in the State and the vision for SCERT and it should be guided by the Department and SCERT.

Possible Vision statement that DIET/GETTI must have:

1. Enabling Teacher Professional Development thereby impacting learning of children and enhancing the quality of education in the District
2. Building an academically strong, socially sensitive and student-focused Institution which actively improves Teacher Professional Development and schooling outcomes in the District
3. Creating an Institution that serves as an academic authority for the District thereby promoting quality teacher education and school education

5. WAY FORWARD:

Major Suggestions for the Improvement of DIETs/GETTIs, as discussed during the workshop:

- Every individual at the DIET/GETTI/SCERT should take an ownership, love and passion towards the work, commitment & dedication to achieve the common goal of the institution.
- The future action plan should focus of making a DIET more than a D.Ed. college, revive other wings of DIETs and make it an institution of academic excellence in the district.
- Every ICT lab and Library should be made functional. Every Library should keep newspaper and regular subscription of newsletters and journals. The faculty and pupil teachers should make full use of the ICT Lab and Library.
- There should be a shared visioning in every DIET and GETTI. The experience and learning of visioning exercise should be shared with rest of the faculty at DIET.
- To strengthen the DRC, all DIETs should conduct meeting with the district level educational institutions. Meetings with DEO, DEEO, BO and BRC should be done and discuss about the activities of DRC.
- There should be inter-DIET sharing of activities and information.
- Inter wing coordination among the DIET is necessary and this should be done by the initiative of Principal.
- Every DIET/GETTI has to act as district education hub.
- Every DIET/GETTI has to have linkage with SSA and have district level plan available in their institution also.
- There is a very less turnaround of HTET therefore every DIET and GETTI must work towards getting a better HTET result.
- Principal have to read each e-mail or letter received from SCERT.

With regard to enhancing capacity of teacher educator, curriculum and implementation, following suggestion were made during the workshop:

- Curriculum revision/refinement is necessary in tune with the best practices and suggestions from the NCFTE. The Teaching and Learning Materials also has to be revised along with curriculum.
- Enhance the use of technology. For example- if Jhajjar DIET has no teacher on any specific subject, teaching can be done from other DIET using the edu-sat or other methods of ICT.
- Text books of class 1-12 should be mandatory available in all the DIETs.

- The teacher should be able to teach and make the children what they should be proud on their- religion, cultural practices, democracy, secularism, etc.
- Get in touch also with the top Pvt. Sector teacher education institution across the country. Try to know - what teacher education experts are saying and what JRM is saying.
- A teacher must know his child's profile, i.e. his likes and dislikes, little bit about his parents, where does he come from. This will improve efficiency of a teacher.
- The institution should involve the community also as there is an organic link between the teacher-students-parents-community. SMC, PTM and community event should be organized regularly.
- *"Toto Chan"* and *"Diva Swapan"* book should be read by each teacher.

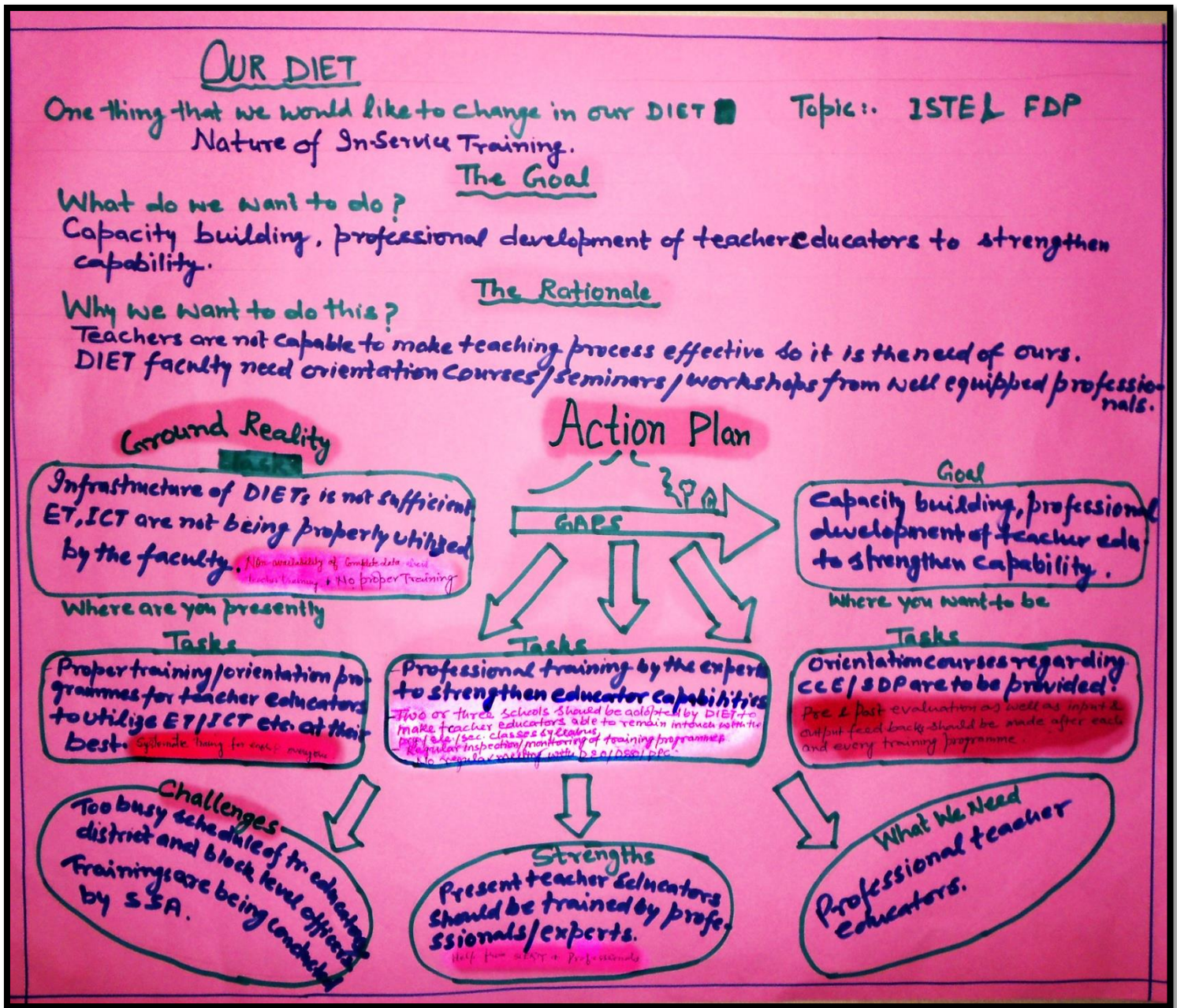
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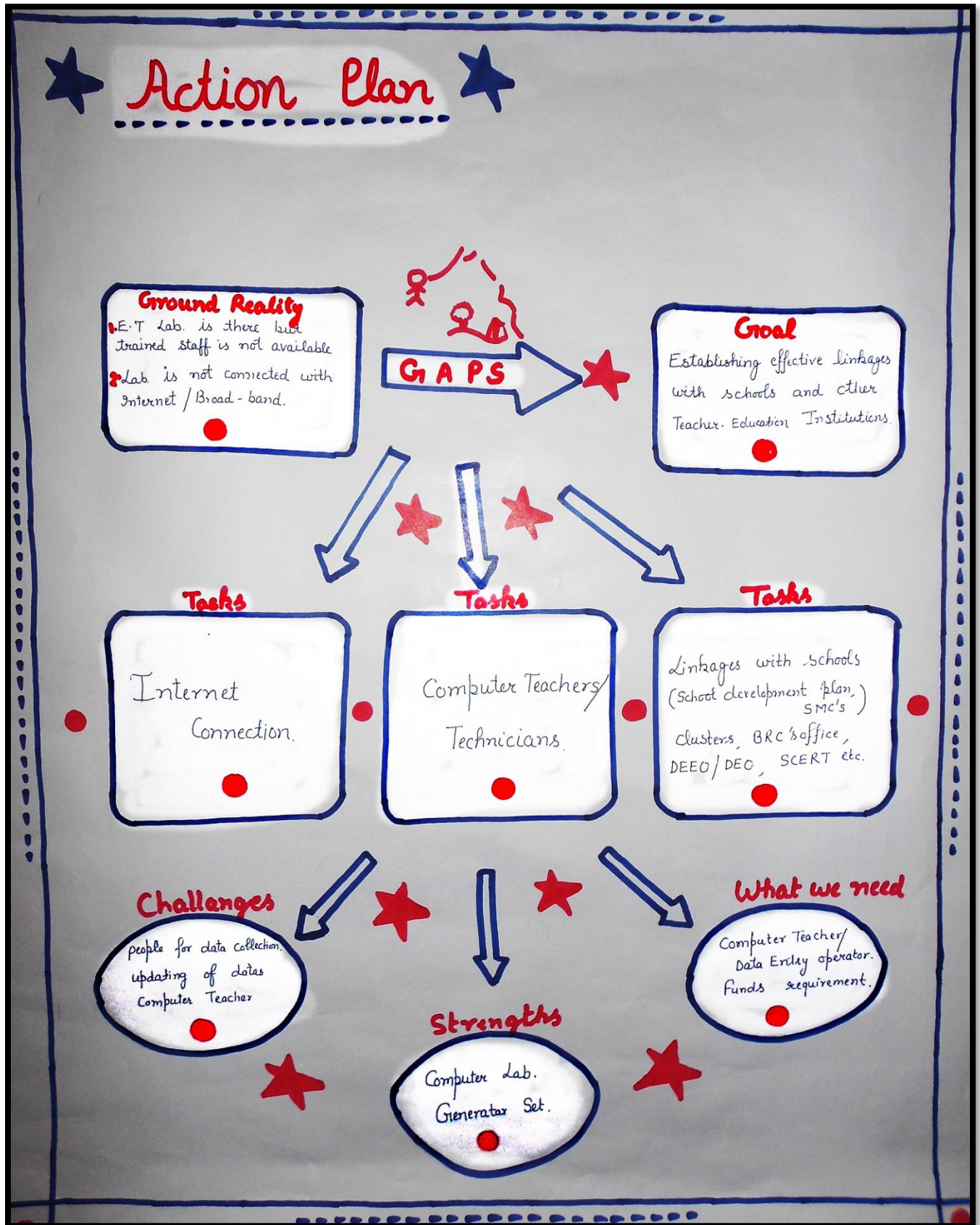
Annexure 1:

Group Exercise Charts

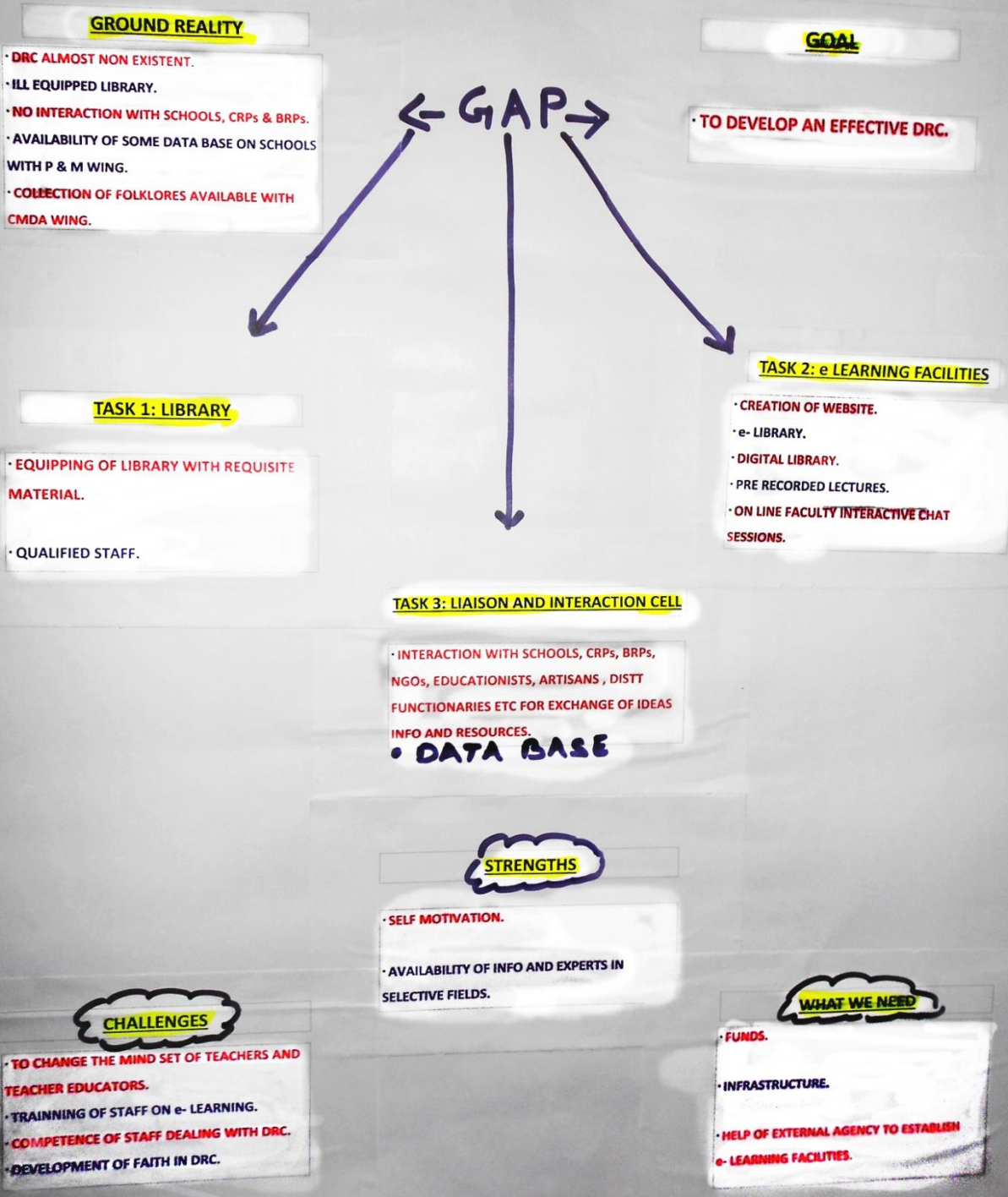
Presentation from 5 groups on the exercise on Action plan for the Wing of a DIET

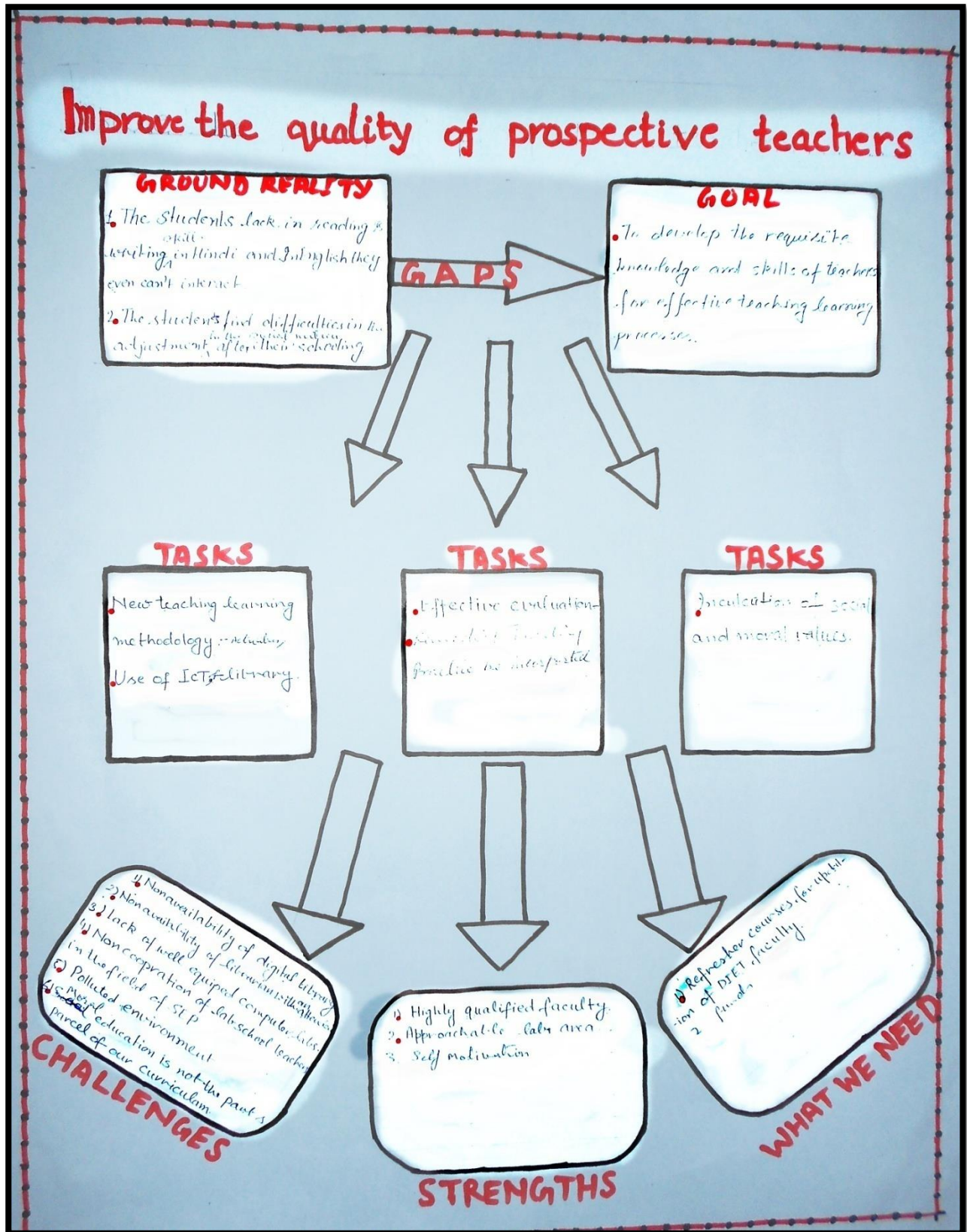
Group 1- In Service Field Interaction, Innovation & Co-ordination (IFIC)

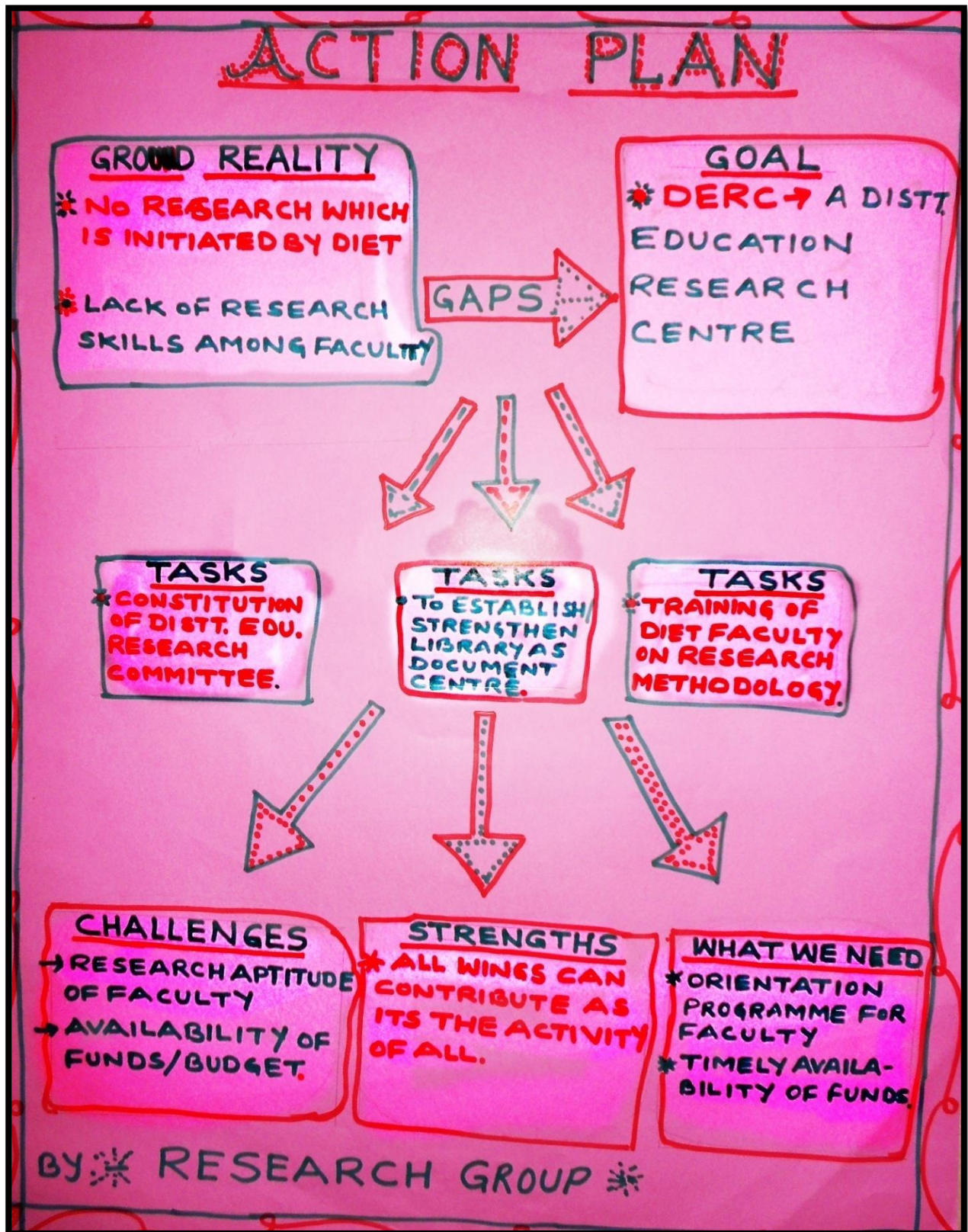




DRC ACTION PLAN







Annexure 2:

List of Participants
Visioning Exercise for DIET and SCERT, Haryana

Date: 10th to 14th December, 2013

Venue: Hotel Park Plaza, Faridabad

Sl. No.	Name of Participant	Location of Posting	Designation	Mobile No	Email
Participants from DIETs					
1.	Balwant Singh	DIET Karnal	Lecturer	9416468150	
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4.	Suresh Kumar	DIET Jhajjar	Principal	9813495075	
5.	Dr. Ashok Kumar	DIET Panipat	Principal	9416195574	
6.	R.K. Chandna	DIET Panipat	Sr. Lecturer	9050021503	diet-pnpharyana@gmail.com
7.	Narender Pal Singh	DIET Sonapat	Principal	9466710422	
8.	Smt. Geeta Chhabra	DIET Sonapat	Sr. Lecturer	9991166000	dietbiswameel@gmail.com
9.	Rampal Singh	DIET Mahendergarh	Principal	9812669341	
10.	Dhupender Singh	DIET Sirsa	Lecturer	9416304099	waiera9999@gmail.com
11.	Vijender Singh	DIET Sirsa	Sr. Lecturer	8447437725	dietsirsa@gmail.com
12.	Dr. Joginder Kaur	DIET Faridabad	Sr. Lecturer	8447437725	jogo1963@rediffmail.com
13.	Rajkumar	DIET Bhiwani	Sr. Lecturer	9467169234	
14.	Sudershan Lal Soni	DIET Hisar	Lecturer	9416432322	lalsudershansoni@gmail.com
15.	Smt. Urmila	DIET Hisar	Principal	9416557778	
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