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B/45632/Awards/AWES

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List A

**INCENTIVE POLICY - CREATING A PROFOUNDLY MOTIVATING ENVIRONMENT FOR
OUR ESTEEMED EDUCATORS**

1. Refer to SOP for Grant of Distinguished Award Policy No B/45632/Awards/AWES dt 08 Jun 2022.
2. The hallmark of any exceptional educational institution lies in the caliber of its educators. It is with this recognition that all schools and colleges in the AWES eco-sys need to conscientiously institute measures aimed at fostering an **environment that invigorates, motivates and continuously elevates valued teaching staff**. A number of strategic initiatives that warrant unwavering attention and earnest implementation by the management at various levels are given in subsequent paras.
3. **Recognition and Incentivization Policy.**
 - (a) Each school must Inscribe into its fabric, a meticulous system of recognizing and rewarding educators **who consistently rise above the ordinary**.
 - (b) The implementation of this system entails the **bestowment of accolades** that resonate as a tangible manifestation of our profound gratitude. These acknowledgments are **not merely tokens; they are symbolic affirmations** of the pivotal role that each educator plays in sculpting the minds of future generations.
 - (c) The recognitions to teachers can be in the form of **financial incentives, tokens of appreciation, distinguished accolades, symbolic souvenirs, certificate of appreciation, a privileged status within the academic fraternity, commendatory certificates and elevated recognition**. Names of such outstanding teachers should also be sent for commendations.
 - (d) The range of awards can include: **Highest API (Academic Performance Index) Recognition, Centum Score Achievement, National and International Achievement, Outstanding Contribution, Innovation, Publication of Papers, Demonstration of Creativity and Exemplary Academic Efficiency**. These incentives/awards can be given on the occasion of Teachers' Day or Annual Day.

4. **Accountability via Disciplinary Policy.**

(a) In our pursuit of excellence, it is imperative that we institute a balanced approach to accountability. While incentives serve as positive reinforcements, a robust disincentive mechanism is equally crucial. Therefore, the establishment of a disciplinary policy within each school/college is imperative.

(b) This disciplinary policy should be structured to address a spectrum of scenarios, including **refusal to undertake ancillary duties, non-completion of assigned tasks within stipulated time frames, failure to deliver 200 hours of remedial teaching & extra classes in all domains as mandated by CBSE and Red Book, failure to undergo 50 hours Continuous Professional Development (CPD), academic inefficiency, failure to achieve the set API targets, insubordination towards fellow colleagues or superiors, violation of the prescribed code of conduct, and non-adherence of established protocols and vitiating the school environment.**

(c) **Mitigating Complacency: Sustaining Vigor After Attaining Permanence.** It is incumbent upon the management to address any semblance of complacency that may inadvertently seep in, once an educator attains a permanent position. Our united endeavor is to curtail this tendency and cultivate an atmosphere of dynamism, enthusiasm, and relentless aspiration for excellence.

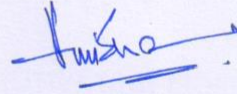
(d) **Zero Tolerance: Immediate Removal for Continually Erring Employees.**

(i) Erring and non-performing employees should promptly receive advisory notices and should be issued counseling letters. In case of the employee does not show any improvement, disciplinary action should be initiated.

(ii) Employees who continually err and consistently underperform should be removed from the system. In such instances, measures should be taken to effectively weed them out from the system, ensuring the maintenance of performance standards.

5. AWES has initiated the process of automating teacher's competencies in SMS and LMS. These will facilitate accountability of the Principals and Staff at all levels. This will also automate yearly appraisal system.

6. **Conclusion.** Our teachers are **not just conduits of knowledge; they are architects of the future.** Through collective efforts, there is a need to provide them with an environment that mirrors their pivotal role in sculpting minds and shaping destinies.



(K K Sharma)
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List F