

# LEARNING ENHANCEMENT PROGRAM 2025

## CLASS I-IV

### SUMMARY OF KEY FINDINGS

#### OVERVIEW

Our Target is a Quality Education for all students belonging to different Social Groups and enrolled in Primary Education. Hence the School Education system has laid special focus on the Education of the slow & backward students. As such, a project for enhancement of learning level of backward students at the end of class I-IV in August, 2025 had been taken up so that these students can do well in final Evaluation at the end of the year 2025.

#### Objectives:

- i) To extend support in terms of equity in education.
- ii) To organize a pilot initiative to uplift the learning level of the students
- iii) To constitute a committed team of experts in the District to take up such similar activities within the District for the sake of upgrading the learning skills of the backward students in the present system of education.
- iv) To raise confidence among the students for better main streaming.

Keeping in mind the above, the students who do not fare well in evaluations were treated as Slow Learners and they were identified and provided hand holding support in their learning so that they may achieve better in the next evaluations at par with the students of normal standard in the classes. This program is called Special Support for learning enhancement of educationally backward and slow learners' / students.

An initiative of survey for identifying the Slow Learners and learning gaps among the students of class I-IV had been taken through children assessment and a huge nos. of lowest achiever had been identified from each school and to minimize the gap, a constant efforts and Remedial coaching was continued for a period of 2 months from August to September 2025. The Reading Fluency on literacy and learning enhancement of Numeracy were the major target for developing contextually relevant strategies and minimizing the existing problems. The educational gap among different classes was evaluated and reflected in the report. This report is first time initiative of publish.

# Concept of Literacy

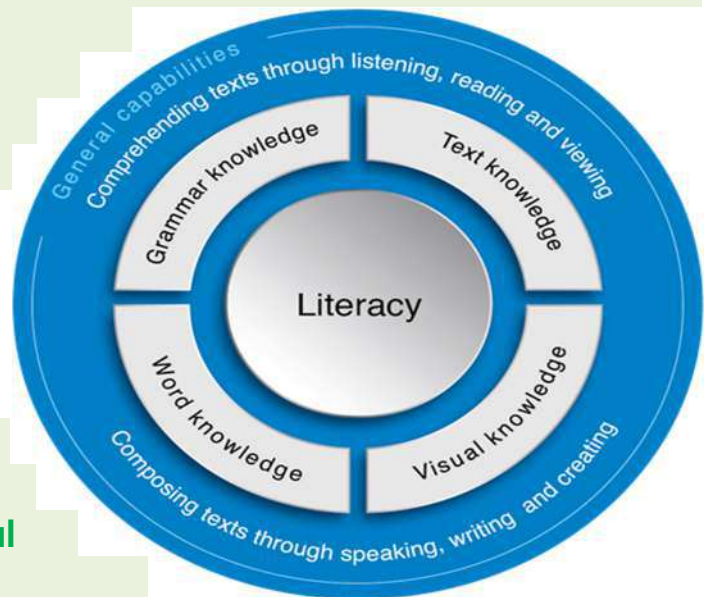
In education, literacy is the ability to read, write, speak, and listen effectively, but this definition has expanded to include a wider range of skills like understanding and using digital, media, and financial information. It encompasses the entire continuum of learning that enables individuals to achieve their goals, develop their knowledge and potential, and participate fully in their community and society.

## Core components of literacy:

**Reading and writing:** The foundational ability to decode and comprehend written material, and to communicate ideas through writing.

**Speaking and listening:** The capacity to communicate verbally and to understand what others are saying, which is crucial for learning and social interaction.

**Numeracy:** The ability to use and understand numbers and mathematical concepts.



## Core Aspects of Literacy:

### Foundational Skills:

At its most basic, literacy involves the ability to read and write.

### Communication:

It extends to speaking, listening, and comprehending language in different formats.

### Interpretation:

Literacy allows individuals to understand, interpret, and make sense of information from diverse sources, including print, digital media, and visual texts.

### Creation:

The concept also includes the ability to create and communicate messages using various forms of media and technology.

### Critical Analysis:

Modern literacy requires the critical analysis of texts to understand messages and their contexts.

## Evolution of the Concept of Literacy:

- **From Basic to Broader:**

The definition of literacy has expanded from the ability to read and write to encompass a wider range of skills, including numeracy, digital literacy, and media literacy.

- **Contextual and Dynamic:**

Literacy is not a static skill but is defined by the context of the culture and society it operates within. What it means to be literate can change over time as new technologies and forms of communication emerge.

- **Societal Participation:**

Literacy is seen as crucial for personal development, economic growth, and active participation in community and society.

### **Modern Literacy Concept:**

#### **Multimodal Communication:**

In today's digital age, literacy includes understanding and using electronic and digital media, as well as traditional print.

#### **Technological Proficiency:**

The ability to use computers and navigate the internet effectively is a key component of contemporary literacy.

#### **Holistic View of Literacy:**

Literacy is now understood as a comprehensive process that integrates understanding, communication, and critical thinking in a complex, information-rich world.

### **Expanded and modern types of Literacy:**

#### **Digital literacy:**

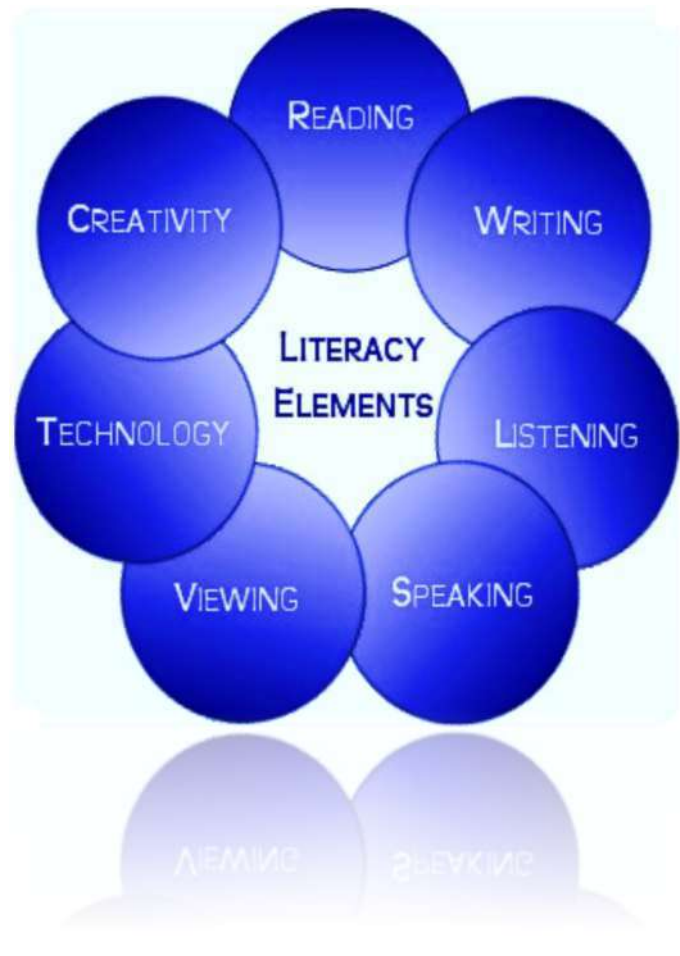
The ability to use and understand digital technologies and the internet.

#### **Media literacy:**

The ability to critically analyze, evaluate, and create messages in various media forms.

#### **Financial literacy:**

The knowledge and skills to make informed decisions about financial matters.



## Scientific literacy:

The ability to understand and engage with scientific concepts and information.

## Literacy is important in education for:

- **Academic success:** Strong literacy skills are fundamental for success in all school subjects.
- **Lifelong learning:** It is a continuum of learning that is essential for achieving goals and developing one's potential throughout life.
- **Social participation:** It allows individuals to function effectively in society, from navigating daily tasks to participating in civic life.

## Concept of Numeracy:

Numeracy is the ability to use mathematics and numerical reasoning in everyday life, not just in a classroom setting. It goes beyond basic arithmetic to include understanding concepts like number sense, measurement, and data, and applying them to real-world situations like budgeting, interpreting news, or making informed decisions. A key aspect of numeracy is the confidence to use mathematical skills and the capacity to critically assess numerical information presented in the world.

## Core concepts and skills:

### • Arithmetic and number sense:

Comprehending basic operations (addition, subtraction, multiplication, division) and having a deep understanding of numbers and their relationships.

### • Measurement and geometry:

Understanding physical attributes, shapes, space, and using tools and representations to measure and compare things.

### • Data interpretation:

The ability to gather, interpret, and understand quantitative information presented in graphs, charts, and tables, and to recognize when data might be misleading.

### • Problem-solving:

Developing reasoning skills to solve quantitative or spatial problems in a variety of contexts.

### • Spatial reasoning:

Understanding the location, relationships between objects, and concepts of shape and space.

## Practical applications of Numeracy:

- **Daily life:**

Making sense of statistics in the news, using percentages during a sale, and understanding concepts like averages.

- **Financial literacy:**

Budgeting, managing money, and making financial decisions.

- **Professional settings:**

An engineer needs numeracy for complex problems, while a gardener needs it to measure and plan.

- **Education:**

Numeracy skills are applied across all subjects, helping students transfer their knowledge to different contexts.

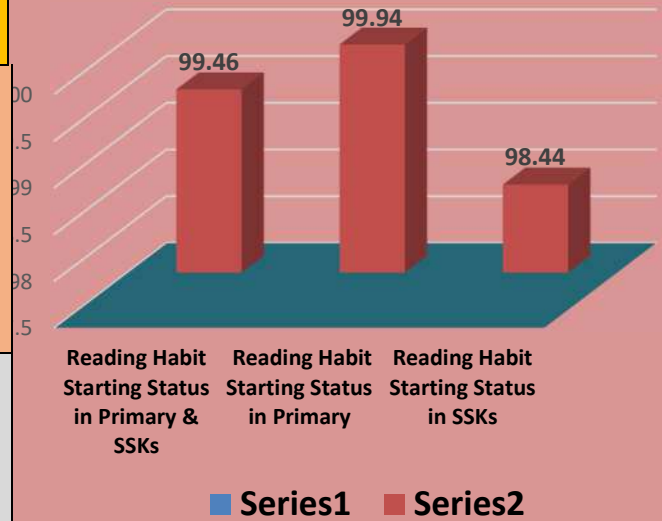
## Process of implementation of Learning Enhancement Program:

- A CLRC level physical/Virtual meeting
- Identification of Slow Readers/learners through direct Reading Fluency Assessment by class teachers under the supervision of concerned CPCs
- Collection of the class wise reports of Slow Readers/learners by CPCs on a prescribed Format designed by SSM, Murshidabad
- Submission of the class wise reports of Slow Readers/learners by CPCs to the DEO, SSM through a Format and Google Sheet
- The Data submitted by concerned CPCs are analyzed and interpreted at District level and a guideline with concept notes on Enhancement Program is prepared and the same is shared to the CPCs and a letter is issued for starting the Follow Up Action for a period from 1<sup>st</sup> August 2025 to 4<sup>th</sup> September 2025 and entire process was completed by 30<sup>th</sup> Sept. 2025.
- The entire program is monitored strongly by the end of SSM, & DI/S (PE & SE) under the control of ADM (G), Murshidabad
- From CLRC level, the program was monitored by the Siksha Bondhus, SPL. Educators, Para Teachers under the control of CPCs

## Subject: (Literacy & Numeracy)

### Reading Enhancement Program on Literacy & Numeracy starting status

Total Nos. of Institutions	No. of Primary & SSKs have started Reading Habit in due date on 1st August 2025	% of Reading Habit Starting Status	No. of Primary Schools covered out of total schools (Incl. Model Madrasah)	% of Reading Habit Starting Status	No. of SSKs covered out of total SSKs	% of Reading Habit Starting Status
4651	4626	99.46	3175	99.94	1451	98.44



### Reading Enhancement 2025: Grade- I-IV

Subjects: Literacy & Numeracy (Bengali, English & ...)

### Coverage of Grade I-IV

CLRC-41 out of 41

This is a summary report on the key findings from Reading Enhancement program conducted in 2025. The important features of the program for grade I-IV are as follows:

- ☀ Students abilities of Reading was assessed: Personal Text Reading & Comprehension on seen & unseen, independent answers of questions.
- ☀ Assessed abilities in Mathematics: Primary standard questions prepared by schools and administered as preliminary & post test to evaluate the base enhancement of learning through follow up.
- ☀ Students abilities assessed in English: Comprehension on seen & unseen, independent answers of questions.
- ☀ 2 months follow up from 15<sup>th</sup> July to 4<sup>th</sup> September 2025 was ...

#### Grade- I-IV

CLRC- : 41  
Schools- : 4651  
Learners- : 568132

Learners Location  
Urban & Rural: 568132  
in 4651 schools

#### Grade- I-IV

Learners Class  
I: 135822  
II: 139366  
III: 144408  
IV: 148536

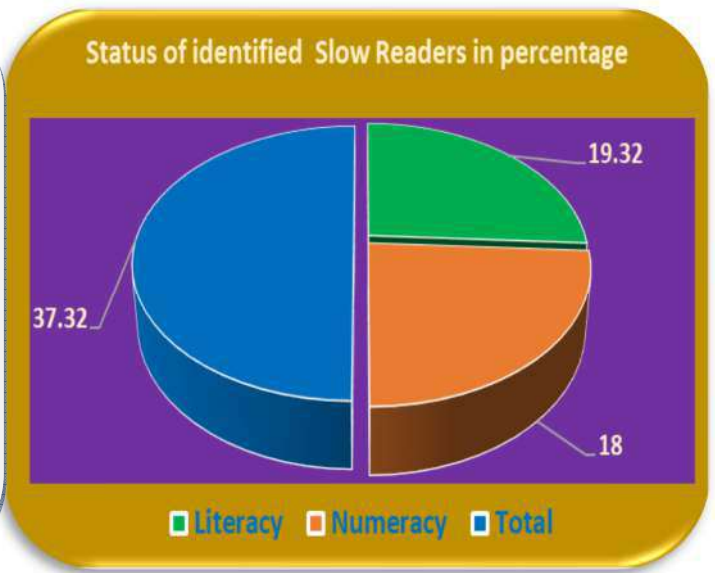
Learners Total  
**568132**





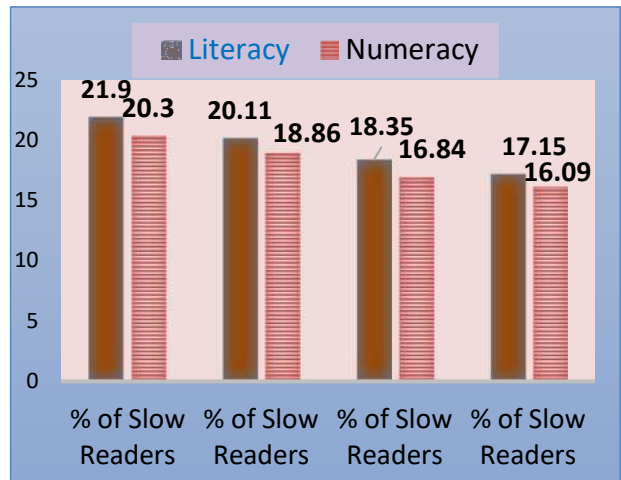
### OVERALL STATUS OF SLOW READERS

TOTAL CHILDREN	Subject	Total identified Slow Readers	% of Slow Readers
568132	Literacy	109753	19.32
	Numeracy	102245	18.00
	TOTAL	211998	37.32



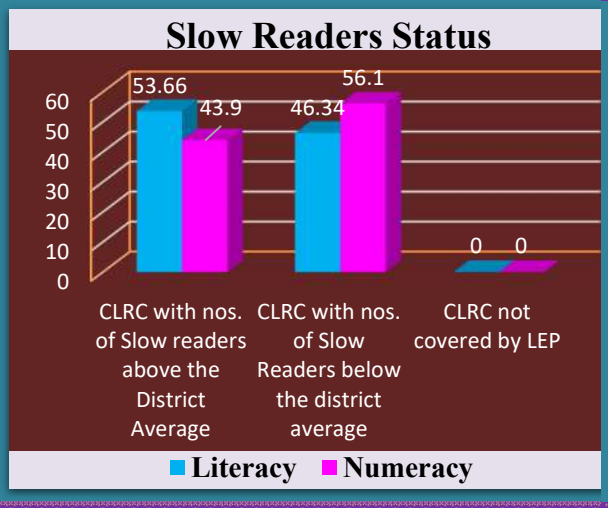
### CLASS WISE IDENTIFIED SLOW READERS IN LITERACY & NUMERACY

Subject	Class wise Identified Slow Readers in Literacy & Numeracy							
	Class-I	% of Slow Readers	Class-II	% of Slow Readers	Class-III	% of Slow Readers	Class-IV	% of Slow Readers
Literacy	29745	21.90	28029	20.11	26501	18.35	25478	17.15
Numeracy	27575	20.30	26285	18.86	24318	16.84	23899	16.09



## SLOW READERS ABOVE & BELOW THE DISTRICT AVERAGE

Status of Slow Readers/Learners	No. of CLRC		
	Literacy	Numeracy	Average
CLRC with nos. of Slow readers above the District Average	22	18	20
	53.66%	43.90%	48.78
CLRC with nos. of Slow Readers below the district average	19	23	21
	46.34%	56.10%	51.22
CLRC not covered by LEP	00	00	00
	00	00	00
Overall status of the District	100.00	100.00	100.00



The Bar Chart shows that 53.66% CLRC have slow readers above the District average in Literacy and 43.9% in Numeracy.

The Bar Chart also shows that 46.34% CLRC have slow readers below the District average in Literacy and 56.1% in Numeracy.

Overall status of slow readers of the District in Literacy was higher than Numeracy in respect of District average.



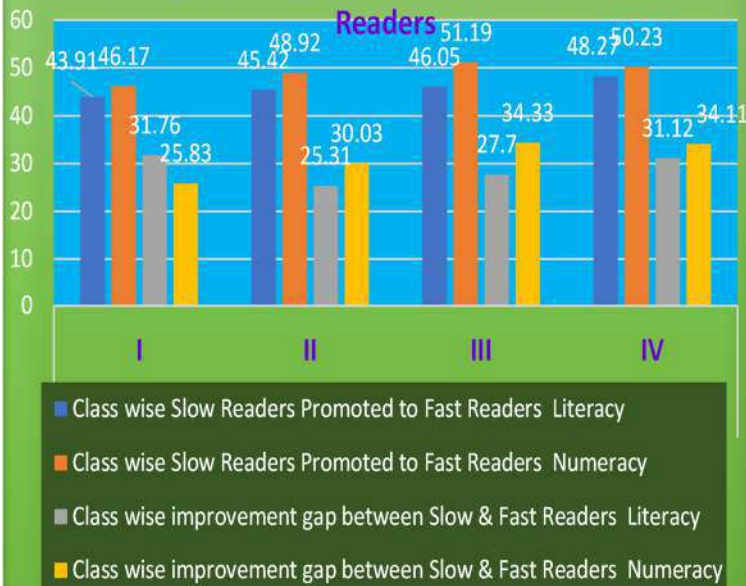
## Class wise improvement of success rate from Slow Readers to Fast Readers

### Literacy & Numeracy

Status of success from Slow Readers to Fast Readers	Subject	Class wise success rate			
		I	II	III	IV
Class wise Slow Readers Promoted to Fast Readers	Literacy	43.91	45.42	46.05	48.27
	Numeracy	46.17	48.92	51.19	50.23
Class wise improvement gap between Literacy & Numeracy	Literacy	31.76	25.31	27.70	31.12
	Numeracy	25.83	30.03	34.33	34.11



### Status of Success from Slow Readers to Fast Readers



☀ The above table shows the higher promoted score from Slow Readers to Fast Readers in Numeracy in all classes from I-IV higher than the Literacy emerging from the post test.

☀ The success rate of class III & IV learners in both Literacy & Numeracy as per comparison between Slow Learners to fast Learners was higher than the class I-II.

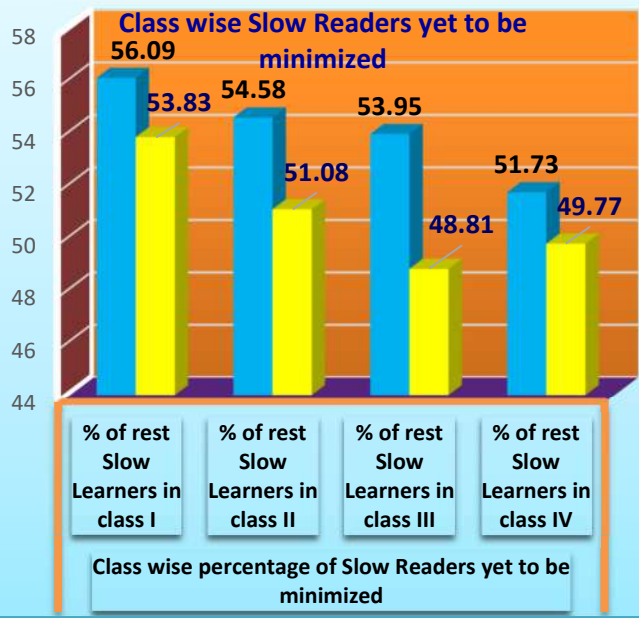
☀ As per findings, Class wise improvement gap between Slow & Fast Readers in Numeracy in all classes except class I is higher than the Literacy.





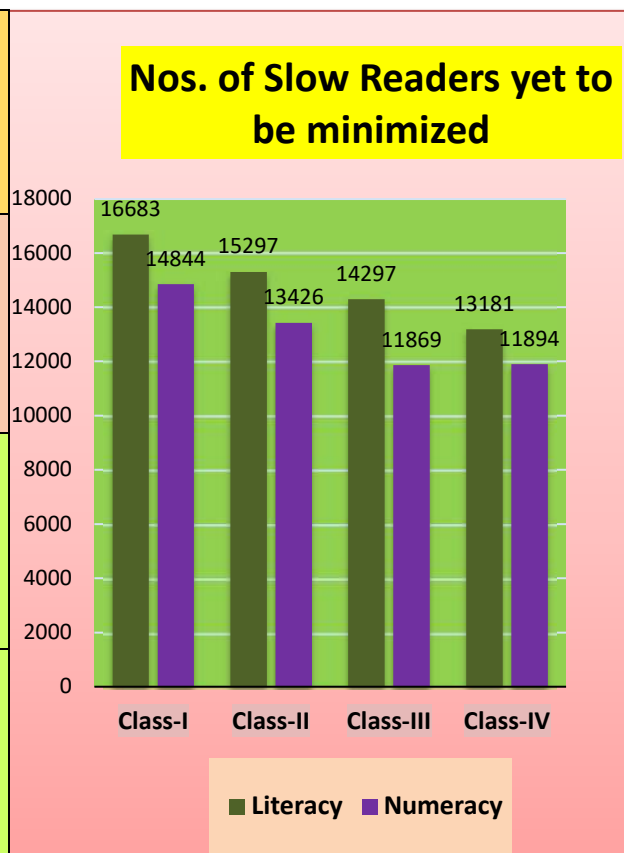
**Class wise percentage of Slow Readers yet to be minimized**

Subject	% of rest Slow Learners in class I	% of rest Slow Learners in class II	% of rest Slow Learners in class III	% of rest Slow Learners in class IV
Literacy	56.09	54.58	53.95	51.73
Numeracy	53.83	51.08	48.81	49.77



Series1 Series2

Class wise nos. of Slow Readers yet to be minimized				
Subject	Class-I	Class-II	Class-III	Class-IV
Literacy	16683	15297	14297	13181
Numeracy	14844	13426	11869	11894



☀ The above table shows the unsuccess score of Slow Readers in Literacy & Numeracy in all classes from I-IV and a reasonable percentage of identified slow readers yet to be minimized.

☀ The unsuccess rate of Literacy from class I-IV is higher than Numeracy as per comparison.

☀ As per findings, highest percentage of Slow Readers in Literacy & Numeracy was seen in class I.

☀ It is also revealed from the findings that the Slow Readers rate of class IV in both Literacy & Numeracy is lower than other classes.

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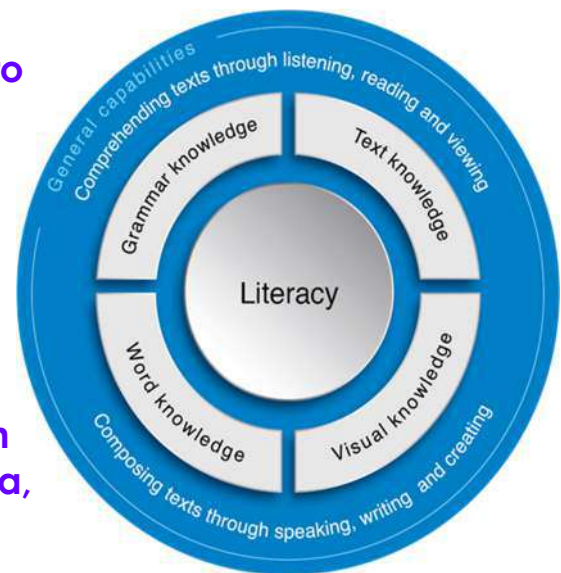
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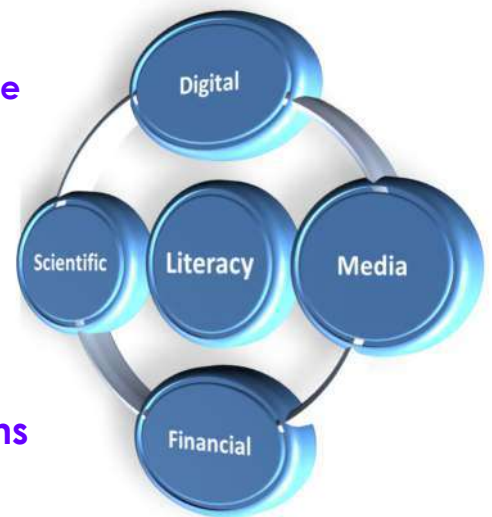
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# Report of Reading Enhancement Program 2025 as Tabular Forms

## Class wise identified Slow Readers in Literacy under Reading Habit Program at Primary Schools 2025-26

Sl. No.	Circle Name	Total No. of Institute	Class Wise Enrolment				Class wise Identified Slow Readers in Language/Literacy							
			Class-I	Class-II	Class-III	Class-IV	Class-I	% of Slow Readers	Class-II	% of Slow Readers	Class-III	% of Slow Readers	Class-IV	% of Slow Readers
1	KANDI	106	2313	2422	2441	2637	381	16.47	352	14.53	303	12.41	330	12.51
2	KANDI EAST	115	1782	1643	1931	1893	389	21.83	363	22.09	409	21.18	378	19.97
3	BHARATPUR	135	2637	2793	2940	3059	808	30.64	764	27.35	753	25.61	695	22.72
4	BHARATPUR SOUTH	133	2681	2568	2784	2814	468	17.46	417	16.24	396	14.22	382	13.57
5	BARWAN	116	1756	1888	1913	1997	265	15.09	286	15.15	306	16.00	230	11.52
6	BARWAN NORTH	117	1910	1988	2044	2062	355	18.59	324	16.30	248	12.13	156	7.57
7	KHARGRAM	101	1928	1901	2083	2158	617	32.00	552	29.04	546	26.21	521	24.14
8	KHARGRAM NORTH	116	2503	2601	2636	2913	756	30.20	810	31.14	775	29.40	788	27.05
9	BELDANGA	116	4519	4628	4883	5319	603	13.34	582	12.58	561	11.49	473	8.89
10	SARGACHHI	98	2423	2606	2726	2903	487	20.10	459	17.61	402	14.75	387	13.33
11	BELDANGA EAST	84	2271	2211	2207	2384	857	37.74	730	33.02	637	28.86	690	28.94
12	BELDANGA WEST	80	1486	1560	1638	1746	639	43.00	544	34.87	474	28.94	496	28.41
13	NOWDA	99	1918	2052	2069	2050	400	20.86	449	21.88	381	18.41	317	15.46
14	NOWDA SOUTH	73	1619	1612	1699	1660	481	29.71	447	27.73	415	24.43	364	21.93
15	HARIHARPARA	114	2810	2683	2850	2843	617	21.96	526	19.60	535	18.77	492	17.31
16	SADAR EAST	82	2136	2190	2250	2330	457	21.40	469	21.42	402	17.87	351	15.06
17	DOMKAL	128	4537	4703	4741	5124	546	12.03	521	11.08	524	11.05	507	9.89
18	DOMKAL SOUTH	103	3012	2883	3004	3043	460	15.27	421	14.60	415	13.81	384	12.62
19	SADAR WEST	117	2151	2078	2310	2498	516	23.99	512	24.64	528	22.86	535	21.42
20	SADAR NORTH	101	2085	2097	2350	2347	600	28.78	475	22.65	517	22.00	502	21.39
21	SADAR SOUTH	126	2401	2303	2560	2785	648	26.99	547	23.75	596	23.28	616	22.12
22	JALANGI	84	2050	2006	2082	2276	509	24.83	442	22.03	456	21.90	458	20.12
23	JALANGI NORTH	92	2163	2336	2206	2204	536	24.78	465	19.91	411	18.63	371	16.83
24	MURSHIDABAD	130	3038	3094	3061	3278	481	15.83	597	19.30	572	18.69	592	18.06
25	JIAGANJ	95	2116	2217	2147	2377	439	20.75	465	20.97	399	18.58	423	17.80
26	NABAGRAM	114	1729	1722	1694	1841	381	22.04	358	20.79	324	19.13	341	18.52
27	NABAGRAM WEST	101	2056	2057	2008	2196	472	22.96	425	20.66	458	22.81	512	23.32
28	LALGOLA	78	4371	4445	4583	4674	448	10.25	450	10.12	459	10.02	445	9.52
29	LALGOLA SOUTH	111	3507	3528	3567	3697	522	14.88	503	14.26	411	11.52	499	13.50
30	RANINAGAR-I	121	3761	3818	3970	3929	627	16.67	581	15.22	458	11.54	419	10.66
31	RANINAGAR-II	150	3812	3968	3702	3870	551	14.45	312	7.86	414	11.18	489	12.64
32	BHAGWANGOLA	137	4227	4338	4771	4665	1189	28.13	1085	25.01	1116	23.39	953	20.43
33	BHAGWANGOLA (S)	117	3212	3249	3434	3381	725	22.57	683	21.02	716	20.85	694	20.53
34	SAGARDIGHI	111	3154	3198	3380	3477	786	24.92	740	23.14	637	18.85	670	19.27
35	SAGARDIGHI EAST	112	3117	3088	3534	3567	614	19.70	495	16.03	404	11.43	338	9.48
36	FARAKKA	124	7845	8076	8023	8001	1736	22.13	1575	19.50	1385	17.26	1309	16.36
37	DHULIYAN	164	11960	12856	13260	13236	3517	29.41	3617	28.13	3462	26.11	3358	25.37
38	SUTI-I	104	4527	4747	4746	4810	1657	36.60	1611	33.94	1329	28.00	1291	26.84
39	SUTI	134	6146	6797	6736	6940	1934	31.47	1873	27.56	1839	27.30	1670	24.06
40	RAGHUNATHGANJ	149	5374	5456	6041	6189	724	13.47	690	12.65	670	11.09	639	10.32
41	RAGHUNATHGANJ (E)	163	6779	6960	7404	7363	547	8.07	512	7.36	458	6.19	413	5.61
	TOTAL	4651	135822	139366	144408	148536	29745	21.90	28029	20.11	26501	18.35	25478	17.15

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SADAR EAST	82	2136	2190	2250	2330	228	10.67	207	9.45	243	10.80	234	10.04
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DOMKAL SOUTH	103	3012	2883	3004	3043	454	15.07	410	14.22	424	14.11	367	12.06
SADAR WEST	117	2151	2078	2310	2498	340	15.81	347	16.70	365	15.80	365	14.61
SADAR NORTH	101	2085	2097	2350	2347	687	32.95	591	28.18	669	28.47	691	29.44
SADAR SOUTH	126	2401	2303	2560	2785	603	25.11	585	25.40	632	24.69	647	23.23
JALANGI	84	2050	2006	2082	2276	481	23.46	408	20.34	422	20.27	450	19.77
JALANGI NORTH	92	2163	2336	2206	2204	577	26.68	478	20.46	402	18.22	423	19.19
MURSHIDABAD	130	3038	3094	3061	3278	456	15.01	505	16.32	481	15.71	512	15.62
JIAGANJ	95	2116	2217	2147	2377	363	17.16	376	16.96	345	16.07	380	15.99
NABAGRAM	114	1729	1722	1694	1841	370	21.40	366	21.25	320	18.89	352	19.12
NABAGRAM WEST	101	2056	2057	2008	2196	513	24.95	555	26.98	489	24.35	559	25.46
LALGOLA	78	4371	4445	4583	4674	569	13.02	585	13.16	510	11.13	498	10.65
LALGOLA SOUTH	111	3507	3528	3567	3697	362	10.32	306	8.67	286	8.02	266	7.20
RANINAGAR-I	121	3761	3818	3970	3929	846	22.49	755	19.77	656	16.52	581	14.79
RANINAGAR-II	150	3812	3968	3702	3870	971	25.47	795	20.04	719	19.42	652	16.85
BHAGWANGOLA	137	4227	4338	4771	4665	1028	24.32	951	21.92	955	20.02	876	18.78
BHAGWANGOLA (S)	117	3212	3249	3434	3381	698	21.73	656	20.19	647	18.84	641	18.96
SAGARDIGHI	111	3154	3198	3380	3477	859	27.24	874	27.33	794	23.49	803	23.09
SAGARDIGHI EAST	112	3117	3088	3534	3567	681	21.85	505	16.35	448	12.68	382	10.71
FARAKKA	124	7845	8076	8023	8001	1563	19.92	1652	20.46	1323	16.49	1257	15.71
DHULIYAN	164	11960	12856	13260	13236	3120	26.09	3440	26.76	3150	23.76	3210	24.25
SUTI-I	104	4527	4747	4746	4810	1660	36.67	1610	33.92	1327	27.96	1290	26.82
SUTI	134	6146	6797	6736	6940	1569	25.53	1530	22.51	1433	21.27	1381	19.90
RAGHUNATHGANJ	149	5374	5456	6041	6189	593	11.03	564	10.34	549	9.09	522	8.43
RAGHUNATHGANJ (E)	163	6779	6960	7404	7363	513	7.57	487	7.00	427	5.77	384	5.22
<b>TOTAL</b>	<b>4651</b>	<b>135822</b>	<b>139366</b>	<b>144408</b>	<b>148536</b>	<b>27575</b>	<b>20.34</b>	<b>26285</b>	<b>18.89</b>	<b>24318</b>	<b>16.86</b>	<b>23899</b>	<b>16.12</b>

## Status of Class wise identified Slow Readers promoted to Fast Readers in Literacy

Sl. No.	Circle Name	Total No. of Institute	Class wise Identified Slow Readers					Status of Slow Learners Promoted to Fast Learners in Literacy							
			Class-I	Class-II	Class-III	Class-IV	Class-I	% of Fast Readers	Class-II	% of Fast Readers	Class-III	% of Fast Readers	Class-IV	% of Fast Readers	
1	KANDI	106	381	352	303	330	256	67.19	273	77.56	242	79.87	238	72.12	
2	KANDI EAST	115	389	363	409	378	109	28.02	116	31.96	174	42.54	156	41.27	
3	BHARATPUR	135	808	764	753	695	220	27.23	250	32.72	265	35.19	286	41.15	
4	BHARATPUR (S)	133	468	417	396	382	210	44.87	185	44.36	169	42.68	203	53.14	
5	BARWAN	116	265	286	306	230	143	53.96	154	53.85	146	47.71	165	71.74	
6	BARWAN (N)	117	355	324	248	156	110	30.99	139	42.90	156	62.90	90	57.69	
7	KHARGRAM	101	617	552	546	521	105	17.02	135	24.46	128	23.44	112	21.50	
8	KHARGRAM (N)	116	756	810	775	788	113	14.95	126	15.56	113	14.58	108	13.71	
9	BELDANGA	116	603	582	561	473	124	20.56	129	22.16	117	20.86	106	22.41	
10	SARGACHHI	98	487	459	402	387	120	24.64	128	27.89	135	33.58	132	34.11	
11	BELDANGA (E)	84	857	730	637	690	109	12.72	103	14.11	93	14.60	97	14.06	
12	BELDANGA (W)	80	639	544	474	496	94	14.71	89	16.36	85	17.93	81	16.33	
13	NOWDA	99	400	449	381	317	97	24.25	86	19.15	106	27.82	116	36.59	
14	NOWDA SOUTH	73	481	447	415	364	124	25.78	129	28.86	145	34.94	120	32.97	
15	HARIHARPARA	114	617	526	535	492	255	41.33	241	45.82	257	48.04	239	48.58	
16	SADAR EAST	82	457	469	402	351	228	49.89	207	44.14	243	60.45	234	66.67	
17	DOMKAL	128	546	521	524	507	140	25.64	144	27.64	148	28.24	146	28.80	
18	DOMKAL (S)	103	460	421	415	384	104	22.61	109	25.89	105	25.30	112	29.17	
19	SADAR WEST	117	516	512	528	535	87	16.86	116	22.66	102	19.32	94	17.57	
20	SADAR NORTH	101	600	475	517	502	120	20.00	113	23.79	99	19.15	121	24.10	
21	SADAR SOUTH	126	648	547	596	616	78	12.04	97	17.73	85	14.26	106	17.21	
22	JALANGI	84	509	442	456	458	103	20.24	112	25.34	97	21.27	129	28.17	
23	JALANGI (N)	92	536	465	411	371	132	24.63	121	26.02	102	24.82	118	31.81	
24	MURSHIDABAD	130	481	597	572	592	268	55.72	275	46.06	252	44.06	294	49.66	
25	JIAGANJ	95	439	465	399	423	275	62.64	305	65.59	269	67.42	282	66.67	
26	NABAGRAM	114	381	358	324	341	229	60.10	209	58.38	202	62.35	185	54.25	
27	NABAGRAM (W)	101	472	425	458	512	217	45.97	228	53.65	251	54.80	308	60.16	
28	LALGOLA	78	448	450	459	445	225	50.22	254	56.44	203	44.23	198	44.49	
29	LALGOLA (S)	111	522	503	411	499	222	42.53	210	41.75	165	40.15	202	40.48	
30	RANINAGAR-I	121	627	581	458	419	417	66.51	410	70.57	366	79.91	348	83.05	
31	RANINAGAR-II	150	551	312	414	489	429	77.86	253	81.09	321	77.54	395	80.78	
32	BHAGWANGOLA	137	1189	1085	1116	953	243	20.44	241	22.21	347	31.09	338	35.47	
33	BHAGWANGOLA (S)	117	725	683	716	694	249	34.34	245	35.87	254	35.47	271	39.05	
34	SAGARDIGHI	111	786	740	637	670	192	24.43	185	25.00	165	25.90	173	25.82	
35	SAGARDIGHI(E)	112	614	495	404	338	297	48.37	211	42.63	180	44.55	124	36.69	
36	FARAKKA	124	1736	1575	1385	1309	1698	97.81	1368	86.86	1148	82.89	1184	90.45	
37	DHULIYAN	164	3517	3617	3462	3358	2670	75.92	2850	78.79	2800	80.88	2780	82.79	
38	SUTI-I	104	1657	1611	1329	1291	995	60.05	935	58.04	745	56.06	698	54.07	
39	SUTI	134	1934	1873	1839	1670	477	24.66	505	26.96	516	28.06	535	32.04	
40	RAGHUNATHGANJ	149	724	690	670	639	344	47.51	329	47.68	354	52.84	344	53.83	
41	RAGHUNATHGANJ (E)	163	547	512	458	413	434	79.34	417	81.45	354	77.29	329	79.66	
	TOTAL	4651	29745	28029	26501	25478	13062	43.91	12732	45.42	12204	46.05	12297	48.27	

## Status of Class wise identified Slow Readers promoted to Fast Readers in Numeracy

Sl. No.	Circle Name	Total No. of Institute	Class wise Identified Slow Learners on NUMERACY				Status of Slow Learners Promoted to Fast Learners in NUMERACY							
			Class-I	Class-II	Class-III	Class-IV	Class-I	% of Fast Learners	Class-II	% of Fast Learners	Class-III	% of Fast Learners	Class-IV	% of Fast Learners
1	KANDI	106	436	387	366	324	303	69.50	215	55.56	235	64.21	226	69.75
2	KANDI EAST	115	206	172	157	191	105	50.97	102	59.30	98	62.42	96	50.26
3	BHARATPUR	135	668	642	507	425	210	31.44	235	36.60	252	49.70	264	62.12
4	BHARATPUR SOUTH	133	493	467	406	395	109	22.11	117	25.05	165	40.64	123	31.14
5	BARWAN	116	278	253	251	212	152	54.68	149	58.89	132	52.59	146	68.87
6	BARWAN NORTH	117	375	346	306	248	173	46.13	259	74.86	186	60.78	204	82.26
7	KHARGRAM	101	785	672	661	638	98	12.48	121	18.01	145	21.94	175	27.43
8	KHARGRAM NORTH	116	410	426	436	419	101	24.63	114	26.76	121	27.75	132	31.50
9	BELDANGA	116	511	520	526	561	113	22.11	108	20.77	104	19.77	110	19.61
10	SARGACHHI	98	410	396	350	308	110	26.83	126	31.82	108	30.86	106	34.42
11	BELDANGA EAST	84	789	698	607	656	98	12.42	92	13.18	80	13.18	82	12.50
12	BELDANGA WEST	80	614	510	439	472	84	13.68	78	15.29	74	16.86	72	15.25
13	NOWDA	99	495	366	385	498	76	15.35	83	22.68	95	24.68	75	15.06
14	NOWDA SOUTH	73	247	223	192	173	105	42.51	99	44.39	97	50.52	85	49.13
15	HARIHARPARA	114	255	241	257	239	255	100.00	241	100.00	257	100.00	239	100.00
16	SADAR EAST	82	228	207	243	234	228	100.00	207	100.00	243	100.00	234	100.00
17	DOMKAL	128	499	428	456	417	147	29.46	151	35.28	148	32.46	154	36.93
18	DOMKAL SOUTH	103	454	410	424	367	191	42.07	184	44.88	229	54.01	190	51.77
19	SADAR WEST	117	340	347	365	365	86	25.29	92	26.51	85	23.29	101	27.67
20	SADAR NORTH	101	687	591	669	691	92	13.39	130	22.00	111	16.59	102	14.76
21	SADAR SOUTH	126	603	585	632	647	86	14.26	103	17.61	94	14.87	112	17.31
22	JALANGI	84	481	408	422	450	147	30.56	113	27.70	105	24.88	124	27.56
23	JALANGI NORTH	92	577	478	402	423	152	26.34	128	26.78	112	27.86	103	24.35
24	MURSHIDABAD	130	456	505	481	512	250	54.82	256	50.69	224	46.57	237	46.29
25	JIAGANJ	95	363	376	345	380	217	59.78	260	69.15	233	67.54	184	48.42
26	NABAGRAM	114	370	366	320	352	219	59.19	196	53.55	188	58.75	168	47.73
27	NABAGRAM WEST	101	513	555	489	559	225	43.86	274	49.37	237	48.47	291	52.06
28	LALGOLA	78	569	585	510	498	341	59.93	317	54.19	299	58.63	304	61.04
29	LALGOLA SOUTH	111	362	306	286	266	166	45.86	162	52.94	141	49.30	130	48.87
30	RANINAGAR-I	121	846	755	656	581	466	55.08	440	58.28	428	65.24	385	66.27
31	RANINAGAR-II	150	971	795	719	652	581	59.84	498	62.64	563	78.30	429	65.80
32	BHAGWANGOLA	137	1028	951	955	876	245	23.83	244	25.66	349	36.54	342	39.04
33	BHAGWANGOLA (S)	117	698	656	647	641	272	38.97	264	40.24	271	41.89	278	43.37
34	SAGARDIGHI	111	859	874	794	803	274	31.90	282	32.27	223	28.09	237	29.51
35	SAGARDIGHI EAST	112	681	505	448	382	304	44.64	250	49.50	304	67.86	310	81.15
36	FARAKKA	124	1563	1652	1323	1257	1395	89.25	1527	92.43	1243	93.95	1095	87.11
37	DHULIYAN	164	3120	3440	3150	3210	2464	78.97	2614	75.99	2624	83.30	2601	81.03
38	SUTI-I	104	1660	1610	1327	1290	996	60.00	933	57.95	744	56.07	697	54.03
39	SUTI	134	1569	1530	1433	1381	402	25.62	442	28.89	472	32.94	442	32.01
40	RAGHUNATHGANJ	149	593	564	549	522	282	47.55	269	47.70	290	52.82	282	54.02
41	RAGHUNATHGANJ (E)	163	513	487	427	384	411	80.12	384	78.85	340	79.63	338	88.02
	<b>TOTAL</b>	<b>4651</b>	<b>27575</b>	<b>26285</b>	<b>24318</b>	<b>23899</b>	<b>12731</b>	<b>46.17</b>	<b>12859</b>	<b>48.92</b>	<b>12449</b>	<b>51.19</b>	<b>12005</b>	<b>50.23</b>

**C**onclusion: The Reading Habit i. e. Learning Enhancement programme had enforced to identify the slow learners through preliminary Test and wanted to continue the effectiveness of remedial teaching in its context. This study was designed to identify the slow learners and continue the effective remedial teaching program. The findings of pre-test show that the reasonable numbers of student had achieved minimum score and a huge number of students are identified as slow readers. The implemented remedial program proved to be effective by enhance the learning status from slow to fast learners in literacy & Numeracy.

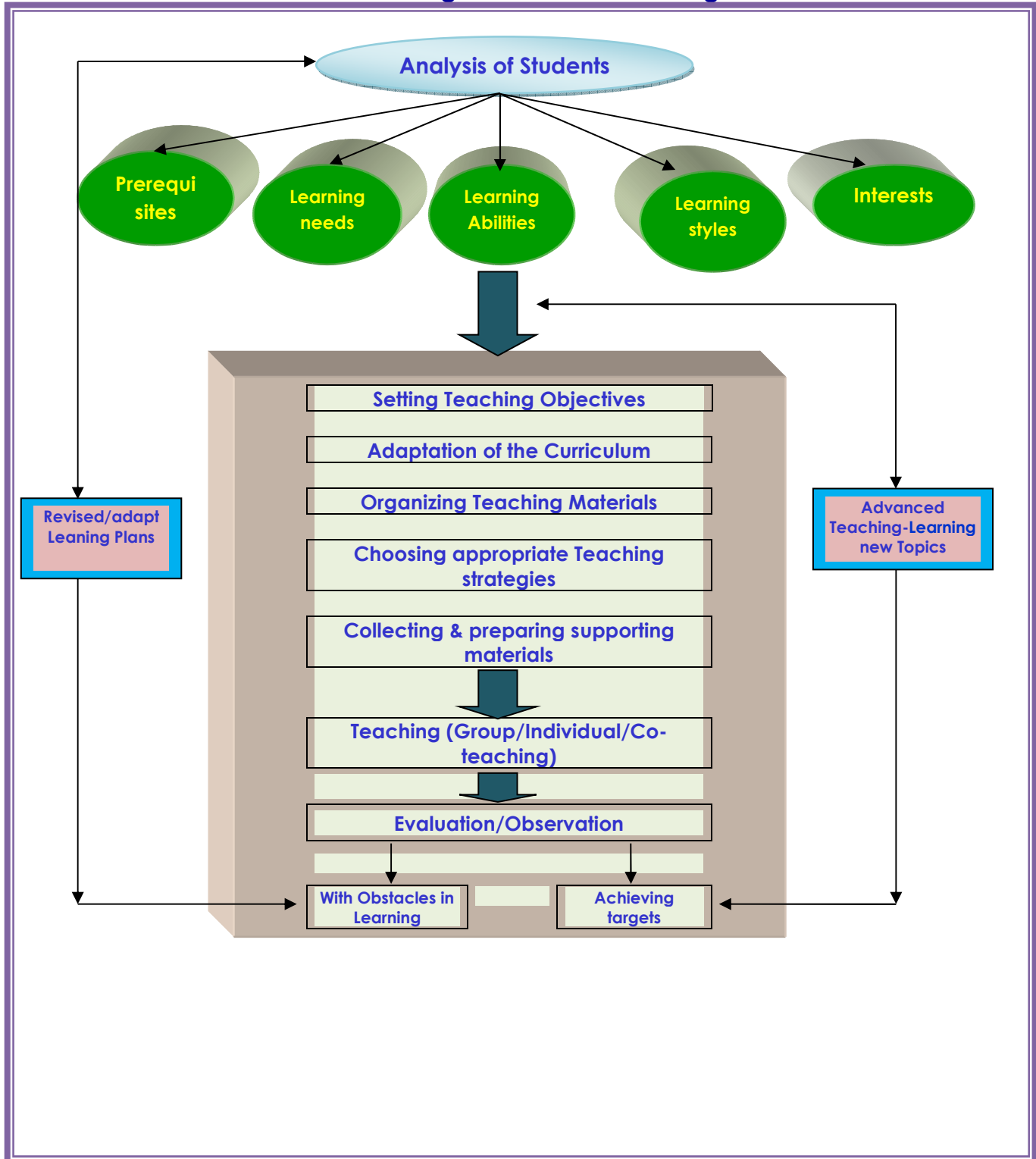
Learning Enhancement is effective in improving students' Languages and mathematics learning outcomes. It can be seen from the thoroughness of individual learning improvement and class wise average ability of student learning outcomes and the proportion of students who achieve mastery of scores. Remedial Teaching of reading enhancement programme seem to have a positive impact on improving learning level of I-IV grade learners, but only for schools with a low academic profile, are preferably eligible for benefit. Interestingly, although remediation does show a positive impact on learner's achievement on language & Math for schools in general.

Although the fixed effects model proved to be a weak predictor of changes in achievement level overall, as well as a weak predictor of the effect of a change in remedial policies on score level changes, the results could be interpreted as supporting the significant findings stating that remediation only benefits schools with a relatively high proportion of academically struggling students. In the case of reviewing the effects of remediation on students with more detailed information about the remedial classes would have to be used.

As the goal of Primary education in the district is not just to prepare a better force for overcoming the problems for passing out grades, but also to extend the opportunity for ideal education to all, then it is essential to improve the breadth and depth of leaning to find out the successful students. In sum, the answer to how best to use remediation is an ongoing process, where answers lead to new questions, and old questions have to be re-asked in the face of a changing student body in Murshidabad. As long as the goals of remediation through Learning Enhancement are clearly stated and a desire to continue, then remedial goals should have better success at being more efficiently met in the future.

**The End**

The flowchart below may serve as a reference for teachers in the delivery of collaborative teaching or individual teaching:



Subject	Class wise Identified Slow Readers in Literacy & Numeracy							
	Class-I	% of Slow Readers	Class-II	% of Slow Readers	Class-III	% of Slow Readers	Class-IV	% of Slow Readers
Literacy	29745	21.90	28029	20.11	26501	18.35	25478	17.15
Numeracy	27621	20.34	26325	18.89	24351	16.86	23948	16.12
29745	21.90	28029	20.11	26501	18.35	25478	17.15	

27575 26285 24318 23899 12731

436	18.85	387	15.98	366	14.99	324	12.29
206	11.56	172	10.47	157	8.13	191	10.09
668	25.33	642	22.99	507	17.24	425	13.89
493	18.39	467	18.19	406	14.58	395	14.04
278	15.83	253	13.40	251	13.12	212	10.62
375	19.63	346	17.40	306	14.97	248	12.03
785	40.72	672	35.35	661	31.73	638	29.56
410	16.38	426	16.38	436	16.54	419	14.38
511	11.31	520	11.24	526	10.77	561	10.55
410	16.92	396	15.20	350	12.84	308	10.61
789	34.74	698	31.57	607	27.50	656	27.52
614	41.32	510	32.69	439	26.80	472	27.03
495	25.81	366	17.84	385	18.61	498	24.29
293	18.10	263	16.32	225	13.24	222	13.37
255	9.07	241	8.98	257	9.02	239	8.41
228	10.67	207	9.45	243	10.80	234	10.04
499	11.00	428	9.10	456	9.62	417	8.14
454	15.07	410	14.22	424	14.11	367	12.06
340	15.81	347	16.70	365	15.80	365	14.61
687	32.95	591	28.18	669	28.47	691	29.44
603	25.11	585	25.40	632	24.69	647	23.23
481	23.46	408	20.34	422	20.27	450	19.77
577	26.68	478	20.46	402	18.22	423	19.19
456	15.01	505	16.32	481	15.71	512	15.62
363	17.16	376	16.96	345	16.07	380	15.99
370	21.40	366	21.25	320	18.89	352	19.12
513	24.95	555	26.98	489	24.35	559	25.46
569	13.02	585	13.16	510	11.13	498	10.65
362	10.32	306	8.67	286	8.02	266	7.20

846	22.49	755	19.77	656	16.52	581	14.79
971	25.47	795	20.04	719	19.42	652	16.85
1028	24.32	951	21.92	955	20.02	876	18.78
698	21.73	656	20.19	647	18.84	641	18.96
859	27.24	874	27.33	794	23.49	803	23.09
681	21.85	505	16.35	448	12.68	382	10.71
1563	19.92	1652	20.46	1323	16.49	1257	15.71
3120	26.09	3440	26.76	3150	23.76	3210	24.25
1660	36.67	1610	33.92	1327	27.96	1290	26.82
1569	25.53	1530	22.51	1433	21.27	1381	19.90
593	11.03	564	10.34	549	9.09	522	8.43
513	7.57	487	7.00	427	5.77	384	5.22
27621	20.34	26325	18.89	24351	16.86	23948	16.12