

(a) whether Government has conducted any evaluation of the Continuous and Comprehensive Evaluation (CCE) in schools;

(b) if so, the details thereof;

(c) whether there is any study conducted to assess the effectiveness of the introduction of CCE in schools; and

(d) if so, the details thereof and if not, the reasons therefore?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. SHASHI THAROOR): (a) to (d) Yes Sir. The Central Board of Secondary Education (CBSE) has conducted four review surveys since the introduction of the Continuous and Comprehensive Evaluation (CCE) in the year 2009:

Sl. No.	Name of the Survey	Modality
1	Feedback about CCE-2010	Web based
2	Students Satisfaction Survey-2010	Web based
3	Feed-back about CCE-2011	Web based
4	National Scientific Research Study on CCE-2011	Paper mode

In general, the outcome of these review surveys has been found to be positive.

Learning levels of children

1284. SHRI N.K. SINGH: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that more than half of all children in class five are, at least, three grade levels behind where they should be, in terms of learning levels;

(b) if so, the reasons therefor;

(c) whether it is a fact that the reading and learning levels have continued to decline despite introduction of the Right to Education Act; and

(d) if so, the reasons therefor?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. SHASHI THAROOR): (a) to (d) The charge raised in the question is based on the Annual Status of Education Report (ASER) brought out annually by PRATHAM, a non-governmental organization. The ASER (Rural) 2012 expresses concern regarding the learning levels of children in schools in rural areas. However, the National Council of Educational Research and Training (NCERT), which uses a rigorous research methodology, conducts very detailed periodic national surveys of learning achievement of children in classes – III, V and VIII. Two rounds of these National Learners' Achievement Surveys have been completed by the NCERT which have revealed improvements in the overall learning levels, even though achievements remain low. The findings of the third round conducted recently for class V also indicate that there is enhancement in the level of achievement in most States. The reasons for low-level achievement include, *inter-alia*, the non-availability of professionally trained teachers, an adverse Pupil Teacher Ratio (PTR) at the school level and gaps in infrastructural facilities in schools, etc. Under the Sarva Shiksha Abhiyan (SSA), these issues have been addressed in compliance with the provisions of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 in partnership with States/ Union Territories (UTs).

Setting up of a National Multi-dimensional Regulatory Machinery

†1285. SHRI RAGHUNANDAN SHARMA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that many of the States have opposed the proposal for setting up of a National Multi-dimension Regulatory Machinery for higher education;

(b) if so, the details thereof;

(c) whether it is also a fact that the National Commission for Higher Education and Research would work as an advisor and a guide for other regulatory bodies and would also help in making their performance smooth; and

(d) if so, the details thereof?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DR. SHASHI THAROOR): (a) and (b) In the 57th meeting of the

†Original notice of the question was received in Hindi.