Chapter 7
Summary of findings. Suggestions and Conclusion

Introduction

The purpose of education is to enhance and improve the living conditions of the people besides being an end in itself. It has to aim at human flourishing and human development, and as a consequence the community should become self sufficient and self-reliant. The fulfilment, of the aim is possible only when literacy and continuing education are linked to the life of the beneficiaries and also to the vocation they follow or have the potential to follow. As Kerala moves inexorably towards the achievement of a sustainable, threshold level of literacy, and as she progresses from the initial intensive continuing education programmes to the stage of consolidation and reinforcement, the aim is now to zero in on the requirement for creating a learning society. Hence, a holistically conceived and well-organized infrastructure for implementing the programme of continuing education has been launched. This programme is both a stage in the educational journey of a learner and a progression towards the ideal state because ultimately what all of us seek is a social environment in which knowledge and information are important determinant of human development. The programme has been functioning for the last seven years. It is time to examine the various issues related to continuing education programme. Hence the study.

Objectives of the Study

The objectives of the study are:

(i) to assess the functioning of the various adult and continuing education programmes in Kerala;
(ii) to assess the performance of the continuing education programmes;
(iii) to ascertain the attitude of preraks towards continuing education programmes;
(iv) to ascertain the needs and characteristics of participants; and
(v) to find out the problems, prospects and sustainability of continuing
education programmes.

Methodology

The study is diagnostic in nature. It is based on empirical analysis. Survey
method was adopted. Observation method was followed to supplement and
complement the data collected through survey method. The technique and tools
adopted to canvas data were interview schedule, questionnaire, observation
schedule, checklist, and attitude scale. The respondents were preraks, key resource
persons, the beneficiaries, experts and academicians.

The study has covered 8 out of 14 districts in Kerala State. The 8 districts
were chosen at random. There were 2091 CECs in the 8 districts of which 200
centres were chosen at random at the rate of 25 centres per district. Preraks of
these centres were met over a questionnaire. 56 key resource persons were
chosen at the rate of 7 KRP s per district. They were administrated with an
interview schedule. 400 Participants of the programme were chosen from 80
centres at the rate of 5 Participants from each centre. They were met over an
interview schedule and a checklist.

The data collected were analyzed using simple averages and percentages.
Attitude scale was constructed and administered to assess the attitude of the
preraks towards continuing education programmes. Participatory scoring and
ranking system was followed to ascertain the sustainability of the CECs.

Findings

Kerala has been a learning society. It is a model state in the field of adult
and continuing education. It has launched many literacy and post-literacy
programmes to make the state a fully literate state. Notable among the literacy programmes are PELCK, Lead kindly light, and Akshara Keralam project. These programmes organized on project mode have accentuated the percentage of literacy in the state to 93.64 and enabled Kerala to become the first totally literate state in the country.

The literacy programme in Kerala was effectively followed up by post literacy programme with the main objective of preventing neo-literates falling into illiteracy and bringing about a desired attitudinal change among them. The post-literacy programme was also found to be successful due to obvious reasons such as a good organizational structure, effective training, preparation and distribution of reading materials and evaluation system. However, the programme could not effectively reach certain groups of people such as tribals, fishermen and Tamil speaking people. Hence, special programmes have been launched for tribal, fishermen and Tamil speaking people. These programmes yielded the desired results inspite of a few problems in implementing the project. It was these efforts with the active involvement and support of different stakeholders that earned a special place for Kerala in the literacy map of the country.

Continuing education programme was introduced much earlier in Kerala (1993) on its own initiative and prior to the launching of centrally sponsored continuing education programme in 1998. But they could not continue the programme due to scarcity of funds, lack of political will, lack of co-ordination with NGOs and government departments and conventional type of programmes and approach. Hence the programme was discontinued. Current continuing education programme was launched in 1998 with all the essential components. A very significant aspect of the literacy movement in Kerala is the active participation of various non-governmental organizations such as KANFED, KSSP, Mitraniketan, QSSS and Literacy Forum. Governmental organizations such as
Department of Rural Development and Department of Education, quasi government institutions such as NYK, SRC, CACCE, MSS wing of Universities in Kerala and KSLMA.

Performance of CECs.

Continuing Education Centres are community-based centres with area-specific community-based approach. They are the places for learning. They are the providers of programmes for basic education, post-literacy, income generation activities and quality of life. They are the centres for community functions, for upgrading skills and coordinating the services of the government departments. They serve as a window or focal point where diverse kinds of continuing education programmes can be taken up for all sections of population. The CECs therefore serve as multipurpose centres with multiple functions to perform.

The core functions of the centres are:

- serving as a teaching-learning centre for the illiterates;
- providing library and reading room facilities;
- serving as a venue for group discussion;
- serving as a centre for vocational training programmes and skill upgradation;
- providing venue for extending outreach programmes of other development departments;
- promoting sports and adventurous activities;
- providing recreational and cultural activities;
- serving as a composite information window where all development related information could be received; and
- serving as a community development centre.

Each centre is managed by a prerak. He/she is the key person. His/her major responsibilities include:
Establishing a centre; 
Establishing a library and reading room; 
Organizing lecture, demonstration session, discussion, training, awareness camps, etc; 
Organizing sports and games and cultural activities; 
Managing the information centre; 
Networking with government departments and voluntary agencies (NGOs), community based organizations and other rural development agencies; 
Organizing special programmes for women; 
Assisting in creation of enabling environment for organizing programmes; 
Mobilizing community resources; and 
Maintaining records and registers.

The prerak is assisted by assistant prerak in carrying out the responsibilities.

The successful function of the centre largely depends on the effective functioning of the preraks.

Profile of the preraks: Women preraks outnumber the men preraks. The predominance of women preraks can be attributed to: preference of women for such jobs; lack of other avenues of employment for women; tendency on the part of women to hang around their place of residence; and the honorarium. Around 85 percent of the preraks are in the prime age group 18-40. Preraks at this productive age group can effectively contribute towards fulfilling the objectives of the centre. 50 percent of them are unmarried. The unmarried with limited domestic responsibilities can bestow undivided attention in running the centres.

Preraks could be seen in all major religious categories. However, Hindus dominated (49%). Vast majority of the preraks belonged to forward caste (51%) followed by backward caste (40%).
Majority of the preraks have higher qualification than prescribed. Little more than one-third of them have undergraduate and postgraduate degrees. Besides general educational qualifications, preraks are found to have some technical and professional qualifications. All these additional professional and technical qualifications are likely help the preraks to perform better.

Around 30 percent of the respondents’ monthly family income was above Rs. 2500/. The remaining 70 percentage of them were in the income category of less than Rs. 2500/.

Majority of the preraks, (60 percent) are found to have previous experience in similar field. Location-wise and sex-wise distribution of preraks with experience indicates a more or less similar pattern. Little more than one-third of them worked as instructors in similar programmes organized earlier; around one-fifth of them served as volunteers; rest of them had served as supervisors, committee members, conveners and master trainers.

Location of the residence of the preraks has an effect on the functioning of the centres. A prerak who lives within the jurisdiction of the centre would contribute much as he/ she knows the problems, the felt needs and priorities of the people and as he/she is always available for the members of the community for guidance and help. However, having residence in the ward has its limitations too. People especially the elders or the close relatives may not like to learn from him or her as familiarity, sometimes, breeds contempt.

The preraks who reside outside the ward are likely to face problems. They have to meet their travel cost out of the meagre honorarium they receive. This is a restricting factor in attending the centres on a day-to-day basis. They may not be able to enlist the participation of the target groups. Hence it is preferable
that the preraks live within the ward. Around three-fourth of the preraks have residence within the ward; 18.5 percent of them live outside the ward. A few of them are from other panchayats. Thus, a vast majority of the preraks lives within the ward and hence they can contribute better for the functioning of the centre.

Majority of the preraks joined the continuing education programme, as they were interested in social work and in serving the community. Majority of the preraks had been trained. However, training had not been regular and continuous.

Attitude of Preraks: A vast majority of the preraks was found to have positive attitude towards continuing education programmes. However, female preraks had a better attitude when compared to male preraks. Locality and age were not the influencing factors regarding the attitude. Educational qualification also had an influence on the attitude of the preraks.

Profile of Key Resource persons: Key resource persons were selected in each district to support the programme at the district level. They included former literacy activists, educational experts, social workers and retired government employees. The KRPs were not paid any honorarium. Hence, district authorities nominated persons who were interested and were willing to work without honorarium. Each district had 10 KRPs.

Majority of the KRPs are male. 52 percent of them were in the prime age group 36-55. Little more than one-third of them were in the age group above 56. Most of them were retired government servants. Majority of the key resource persons were married. Around 57 percent of them reside in rural area. Half of them (50%) are Hindus followed by Christians and Muslims.
Around three-fourth of the KRP s are well qualified with degree and postgraduate qualifications. One-third of them have additional qualifications. Little more than three-fourth of the KRP s have previous experience in the field.

The KRP s have been mainly drawn from Kerala Saksharatha Samithy, State Resource Centre, Functional Literacy Project of Development Department, University Adult Education Department, State Adult Education Department and Voluntary Agencies. Around one-third of KRP s are government servants and another one-third is retired persons from various government departments. The rest of them are from NGOs, independent social workers, and others.

The key resource persons got actively involved in various literacy programmes organized earlier in various capacities such as key resource persons, master trainers, volunteers, conveners and committee members. The experience they had gained earlier acted as a supporting factor in the current continuing education programme.

Ward Saksharatha Samithy: A ward level management committee known as Ward Saksharatha Samithy (WSS) was established in PRI wards where CECs are functioning. The Chairman of the Samithy is the ward member of the local self-government institution. The major functions of the Ward Saksharatha Samithy include: (i) helping the local self-government institution in selecting the prerak; (ii) finding a suitable building for CEC; (iii) helping the preraks in identifying the participants; (iv) helping the preraks in designing the continuing education programmes; (v) helping the local bodies and preraks to mobilize the resources; (vi) overseeing the proper utilization of the CEC fund; and (vii) supervising and reviewing the activities of the CECs at frequent intervals. Besides the above, the members of the WSS should make sure that all deserving learners do attend the activities of the CEC. Thus, the WSS has to play a very crucial role in promoting, helping, guiding and sustaining the activities of the CEC.
Of the 200 centres only 158 centres had WSS. The remaining 42 centres did not have WSS. The reasons were: lack of interest on the part of members in establishing WSS; lack of initiation among the preraks; and failure on the part of the KSLMA to strictly enforce constitution of WSS.

Most of the preraks were not satisfied with the cooperation received from the WSS. However, the ward saksharatha samithies helped in the functioning of CECs by mobilizing resources for continuing education (60%); by organizing various programmes (60%), and by creating environment for CE (60%). Their roles are minimal.

Infrastructure and Facilities: The continuing education centres are mainly located in rural areas. The preraks who run these centres may not be able to organize the programmes without necessary infrastructure and facilities. The Government of India provides a nominal amount of Rs. 25000/- per centre per annum for meeting the various expenses related to running the centres including honorarium to preraks and assistant preraks. It may not be possible for the centres to create the required infrastructure with this meagre budget. Hence, a centre has to necessarily depend upon the support from public, panchayat and other development agencies.

Location and building: Of the 200 centres selected for the study, 18 percent of them have their own building. Panchayats or governments mostly have given the buildings. These buildings, however, do not conform to the norms specified. Around 19 percent of them are located in rented buildings. Rest is attached to local bodies, NGOs, existing libraries, and school buildings. Most of the centres are located in small buildings without required space. The norms cannot be strictly enforced, as the centres are not fully funded.
Furniture: Many of the centres are yet to be fully equipped with furniture. Only 31 percent of the centres have racks to keep the learning materials. 80 percent of centres are found to have procured minimum furniture like chairs, tables and benches by utilizing the budget. 37 percent of the CECs have purchased additional furniture by tapping the local resources.

An important form of advertisement is putting up a name board in each centre. Only 89 percent have name boards and the rest are yet to put up name boards.

Teaching and Learning Materials: Many of the centres do not have the teaching materials. Majority of the centres have calendars, which are being used to improve the numeracy skills of the participants. Vast majority of the centres do not have the basic teaching materials such as charts, posters, pictures and maps.

Reading Materials: Many of the centres are yet to equip themselves with reading materials of various categories. Newspapers were available in 86 percent of the centres. Magazines were available only in 50 percent of the centres. Supplementary reading materials were available in 80 percent of centres. Thus, many centres functioned with minimum reading materials such as newspaper and supplementary reading materials.

Audio Visual Aids: Non-availability of audio-visual equipment in majority of the centres can be attributed to non-allocation of funds for the procurement of such equipments. The equipments and aids available were purchased mostly through donations.

Sports and Games Materials: Materials for games like chess, carroms and cricket were available in some of the centres. The centres, which had facilities for sports and games, made use of literacy mission fund to procure the equipments.
Financial assistance from PRIs was not forthcoming. But a few preraks had made genuine efforts and been successful in getting donation from the public to buy sports materials.

Training Equipments: Barring a few centres, other centres did not possess training equipments.

Records and Registers: Attendance registers, visitors’ diary and stock register were the main records and registers maintained at the centres. Other records were maintained only in a few centres. The reasons for not keeping the records as reported by the preraks were: (i) lack of funds; (ii) lack of interest on the part of the local body/NGO; (iii) not insisted nor compelled to keep records; (iv) not trained in keeping the records and registers; and (v) lack of interest among the preraks.

The infrastructure facilities created and available in the CECs with reference to building, furniture, teaching / learning materials, reading materials, audio-visual aids, sports and games equipments, and training equipment did not fully conform to the norms and requirements. The centres were yet to fully equip themselves to meet the demands and requirements of the learners.

Functions of CECs: More than 50 percent of the centres had undertaken all the functions. But then, the predominant functions seemed to be provision of reading facility, serving as a learning centre, promotion of sports and adventures and working as discussion centre. District-wise analysis indicated that more number of CECs in Kollam, Idukki and Trivandrum had undertaken all the functions of the CECs.

Many centres just exist. They are not effective. They are not able to do justice to their existence. The reasons for such a state of affair as reported by
the preraks are: lack of interest and involvement of the organizers, paucity of funds, no specific plan from higher-ups, lack of effective training and monitoring from the authorities concerned.

Target Specific Functional Programmes: Around one-third of the selected centres had organized equivalency programmes. Three-fourth of the centres had run quality of life improvement programmes. 50 percent of them seemed to have run individual interest promotion programmes. But then, the quality and reach of the programme as reported was not up to the mark.

The major problems which stood in the way of organizing target specific programmes were: paucity of funds, want of public support, lack of training for the organizers, lack of knowledge and know-how among the organizers and lack of interest among the authorities.

General Programmes: Besides target specific functional programmes, CECs had undertaken general programmes such as awareness generation, home visit, literacy classes, survey and discussion.

Innovative Programmes: Most of the centres (71%) organized skill development programmes based on rural technology as per the need in the field of agriculture and employment. Only few centres came forward to introduce new items in their community with the help of experts.

Major hurdles in organizing the innovative programmers were financial constraints, lack of training and lack of motivation among preraks.

Participation ill centres’ activities: The participants of CECs were heterogeneous in nature. They included neo-literates, semi-literates, non-literates, school drop-outs /pass-outs, persons from non-formal education centres and various other categories of people. Total number of participants in 80 centres
for a day was 4383 and per centre the number of participants was around 55. Women outnumbered the men. The women participants constituted around 52 percent. Women in the category of illiterate, neo-literates, school drop-outs and unemployed had participated in the activities of the centres in more numbers when compared to men.

Profile, Characteristics and Needs of Participants: The target groups of CEC are neo-literates, unemployed youth, adolescent boys and girls who have dropped out from schools, school children, parents, members of self help groups and so on.

A vast majority of the participants are female (70%). Little less than 50 percent of them are adults in the age bracket of 19-40 (48%). Around one-fifth of them are in adolescent group.

Majority of them are general category (47.5%), followed by backward category (36%), scheduled caste (11.25%) and scheduled tribe (5%). Around two-third of them are from rural areas. Little more than three-fourth of them are married. A vast majority of them have passed SSLC and above (43.75%). Neo-literates constitute 11.25 percent.

The participants possess the characteristics as expected of them. Such characteristics include personal growth, sense of perception and autonomy.

The major educational and cultural needs of the participants are: (i) upgradation of skills (ii) gaining practice in sports and games and (iii) getting a certificate. Closely following these needs are needs like passing higher standards (65%) reading newspapers and magazines (65%) and gaining professional experience (47.5%)
The major socio-economic needs of the participants of the CECs are: income generation activity (80%); elimination of poverty (80%), sharing of experience (50%), avoidance of loneliness (45%).

A comparison between the needs of the participants and the performance of the CECs indicates that continuing education centres are yet to fully take cognizance of the needs of the Participants. The participants come to the centre with varied interests and needs. They expect more from the CECs. But the centres could not fulfil the needs of the beneficiaries.

Problems: Continuing education centres face various problems. They are broadly subsumed into four categories. They are: (i) problems in setting up CECs, (ii) problems in educational activities, (iii) finance related problems and (iv) general problems.

The main problems in establishing and running the centres were: lack of co-ordination from various development projects of PRls, lack of people’s participation, dearth of physical facilities, want of volunteers and non-co-operation from elected representatives of local bodies. The problems in organizing the educational activities included lack of adequate training, absence of detailed survey, paucity of follow-up programmes and weak monitoring system. Finance related problems included inadequate financial support, delay in getting financial support from government and meagre honorarium for the preraks.

Sustainability of CECs: Around one-fifth of the CECs have got the potential of becoming sustainable CECs. All of them have crossed embryonic stage. However, many of them are in an emerging (35%) and growing (43.75%) stage. Sustainability analysis of the CECs indicates that around 20 percent of the centres are likely to sustain.
Suggestions

The sustainability analysis of the CECs indicates that a vast majority of them are still in an embryonic and emerging stage. The growth is slow due to various problems. If corrective measures are not initiated, they are likely to face a situation of ‘stunted growth’ or dormancy’. Hence steps and efforts have to be initiated to make them active, dynamic and vibrant. The following suggestions would help the CECs to function more effectively.

Preraks: The honorarium paid to preraks is very low. They are also not paid on time. Hence the honorarium needs to be enhanced from Rs.700 to Rs. 3000 per month. Honorarium for assistant preraks and nodal preraks should also be enhanced.

The method of selection of preraks has to be changed. A committee consisting of experts in the field of continuing education may select the preraks by looking into their experience, motivation, and attitude. Local youth with required experience, qualification and attitude may be given preference.

The prerak so selected should be given intensive training on various themes related to CEP. They should adequately be exposed to tools and techniques of participatory learning. The training should not be a one shot affair. It should be organized at periodic interval taking into account the changes and development in the society in general and CEP in particular.

In order to attract able and sincere youth to work as preraks, preference may be given to those youth in government jobs who served as preraks for a period of 5 years.

Infrastructure: Unused buildings of government and quasi-government organizations, which are in good condition, may be allotted to CECs. Repair and renovation work only may be done by the local bodies with contribution from
the public. Preraks can and should play an effective role. The buildings so allotted should conform to the standard prescribed and should provide an ambience for the people to come and make use of the facilities available at CECs. Each centre must have at least one TV with VCD, a radio and a computer with internet facilities.

A library cum reading room with adequate cost-effective furniture should be provided in each CEC. Each centre must subscribe at least a political vernacular newspaper, one or two development oriented journals and one or two popular magazines. The library should have a collection of books, which would cater to the needs of all the sections of the population. Donors of books can be ascertained and preraks along with the volunteers may go and collect books from such donors. The books should be accounted, numbered in a systematic manner for easy access and reference. Adequate furniture has to be procured for keeping the books.

Finance: Each CEC should have a budget indicating honorarium, a detailed programme expenses and contingencies, the source of finance and the extent of support from each source such as local body, participants, the public, the NGOs and other agencies. The prerak in consultation with the local bodies, NGOs and the participants may prepare the budget, place it before the PRI and get it approved. The local bodies should make provision in its budget for CEP based on the budget prepared by the preraks. The grant from the government should be released through local bodies and it should be on time.

Appraisal: A detailed appraisal either using Participatory Rural Appraisal (PRA) or survey may be conducted in the jurisdiction of the CEC. The appraisal should focus on the literacy status, expectations of the people from the centre, local resources (physical, financial, natural, human and social) available, strategies and opportunities prevalent for running the centres, problems and risk anticipated while carrying out the programme and so on. Such an appraisal would also result
in designing a suitable programme to be carried out by the centre. Based on the appraisal, the prerak in consultation with ward saksharatha samithy can prepare a calendar of activities for a period of 5 years for the centres. He/she needs to keep in mind the budget while preparing the calendar of activities. The appraisal would help in identifying and preparing a list of volunteers, (skill-wise) who would be engaged in running the activities of the centre.

Programmes: The programmes should be need-based, innovative and should aim at improving the knowledge, upgrading the skills and bringing a change in the attitude of the people. The approach and strategy adopted should have high degree of participation. The participants must own the centre and the programmes organized. This is not an easy task. The prerak and other functionaries have to struggle hard to ensure the participation.

Coordination and linkage: A CEC cannot function in isolation. It does not have the wherewithal to function as a separate entity. Its functions and the effectiveness largely depend on its ability to work with other institutions and groups within the jurisdiction. In other words it has to establish functional linkages with local schools, cooperatives, NGOs, groups of different types, clubs, associations, self help groups and other community based organizations. Sometimes, it can serve as a link between the people and various institutions and organizations. A CEC can organize most of its programmes in close collaboration with the organizations. This would make the people and institutions feel the presence of CECs.

The CEC must also have a close link with agencies related to its activities at higher level. The agencies at the high level must respond to the requirements of the CECs. Such a functional linkages and coordination at the horizontal and vertical level would result in convergence of various schemes and programmes on the target groups. The results then would be long standing.
Key Resource Persons: The teaching and learning materials need to be prepared keeping in mind the ability of the learners. The service of KRP can be made use of in preparing the materials. The KRP should also be trained at periodic intervals so that they could impart training to the participants keeping in view the changing development scenario. The KRP work on an honorary basis. To help them travel and reach the unreached areas, atleast travel allowances may be paid to them.

Directorate of NFE: Non-formal education programmes, at present are supervised and co-ordinated by General Education Department of Government of Kerala. This has caused problems and bottlenecks especially at the field level. Hence, a Directorate of Non-Formal Education may be started and all the non-formal educational agencies and activities may be brought under its umbrella. The non-formal educational agencies such as Kerala State Literacy Mission Authority (KSLMA), State Resource Centre (SRC), Jan Shikshan Sansthan (JSS), Mahila Samakya may be brought under the directorate. NGOs capable of organizing and running non-formal education courses may be entrusted with the task of running non-formal education courses equivalent to the courses offered under formal programme. JSS may concentrate on vocational training programmes at district level.

Careful consideration and implementation of the above suggestions would go a long way in making the CECs vibrant and sustainable.

Areas for further Research

Continuing education opens up new area for further reseach. Research undertaken in the field is mostly evaluative type and encompasses all the components of the programme. Indepth field-based empirical studies on the various components of the programme are yet to be undertaken. Some of the areas where meaningful research could be undertaken is listed below.
Organization of vocational training programmes leading to establishment of income generation units is an important component of innovative vocational training programme. An enquiry into such innovative training programme and documentation of lessons drawn from the study would help the functionaries associated with CEP to organize similar programmes.

The CECs have been organizing equivalency courses for the adults. How is it conducted? Who are the beneficiaries? Why do they join? Who motivated them? What are the benefits in joining the programme? What do they do after completion of the programme? These issues deserve to be probed.

Sustainability of CECs is a big issue. An indepth analysis of factors behind the sustainability will be a timely study.

There are different actors and stakeholders in CEP. NGOs play a significant role. What is their stake in CEP? How do they view the CEP and their role? What is the opportunity available for them in CEP? What type of problems do they face in running CECs? These issues also need to be probed.

Monitoring and evaluation is an important aspect of continuing education programme. How are the various components of the CEP monitored and evaluated? What are the methods and strategies adopted in monitoring and evaluating the programme? What is the mechanism available for the feedback based on monitoring and evaluation? How are the data and information used to set right the deviations if any? Does the existing monitoring and evaluation system require any change? If so, why and how? These issues can be probed for designing a better monitoring and evaluation system.

Another area of research is reading interests and needs of the neo-literates vis-a-vis their socio-economic background.
Yet another area of research is the CE material published in vernacular language. The materials can be analyzed with reference to content, relevance, readability, usefulness and so on.

The scope and feasibility for self-financing courses, vocational training programmes under CEP can be researched for designing appropriate self-financing programme.

Conclusion

Kerala is the first state in India to declare total literacy. Various programmes and experiments have been successfully completed in the land. The state government and voluntary agencies have played a tremendous role in the field. Systematic and continuous efforts both in the formal and non-formal sector during the last 50 years has made the State total literate. The present continuing education centres started in collaboration with local self-government institutions has also its own specialities. Institutionalization and sustainability of continuing education programmes largely depend on the effective functioning of continuing education centres, which to a great extent, rest on the human resources at the CECs. The preraks, assistant preraks, the key resource persons, the members of WSS and the participants constitute the human resources. Of them, preraks and assistant preraks need to play a significant role, as they are responsible for the day to day running of the centres. Their contribution do depend on their socio-economic background, their experience, their place of residence, the training they have undergone and their attitude towards continuing education programmes. The infrastructure facilities such as building, furniture, teaching /learning materials, reading materials, audio-visual aids, sports and games equipments and training equipments help the human resources to perform their work more effectively. But then, many centres are not blessed with these facilities. All the centres do organize target specific functional programmes, general and innovative
Programmes to cater to the needs of neo-literates, semi-literates, non-literates, school drop-outs/pass-outs and people from non-formal education centres. But then the quality and content of the programme need to be improved. The main constraints, in organizing the programmes are paucity of funds, want of public support and lack of interest among authorities.

The CECs face different problems in implementing the programmes and activities under continuing education. Despite the problems, there are prospects for continuing education. Around 20 percent of CECs have the potential to sustain. Rest of them is slowly growing. Proper and continuous training to preraks, a reasonable honorarium to them, active participation of PRIs, preraks and other stakeholders and innovative programmes would go a long way in stabilizing and sustaining the continuing education programmes in the State of Kerala.