

INNOVATIVE STRATEGIES AND METHODS IN ADULT EDUCATION

Dr. Radhika Kapur

ABSTRACT

Improving teaching and assessment amongst the adults with basic literacy and numeracy skills needs is crucial in meeting lifelong learning goals for greater equity of opportunity, increasing the overall levels of productivity, and promoting improvements in individual well-being and social cohesion. These areas can be improved by innovative strategies and methods. Innovative strategies and methods in adult education, are principally suitable for adults belonging to various categories and backgrounds. Instructors using these approaches are able to better identify the progress and understanding of adults, and to adjust teaching strategies to meet their needs. Teaching and learning are tailored meticulously to the needs of adult learners. The diversity is in terms of age, life experience, approaches to learning, culture, ethnicity, religion, occupation and so forth. These strategies and methods also put focus on recognizing and building upon learners' previous knowledge and skills, whether acquired in formal educational settings, informal education, training and skill development activities, or life experiences.

Keywords: *Innovative Strategies, Methods, Adult Education, Teaching-Learning Processes, Training and Development*

INTRODUCTION

When the implementation of tasks and functions does not generate the desired outcome, then there is a need to bring about changes and transformations. In the field of adult education, when well-formulated ways have been tried out to improve the engagement of adults in lifelong learning and the results are not satisfying, nor is there satisfaction with the number of adults, who are participating, then it is essential to bring about innovative strategies and methods. There is a need to initiate innovative strategies and methods to facilitate adult learning. The main purpose of introducing innovative strategies and methods is to promote personal and professional development amongst the adults. In the implementation of innovative strategies, there is a new type of learning activity that has been introduced with the group or category of learners, who have not experienced it before and use of a learning activity that has some new elements, e.g. a new set of materials such as, hand-outs or worksheets, a different form of presentation of the new input, a new way of grouping learners, different sequencing of steps to complete the activity, and a different focus on some targeted learning behaviour (Vacaretu, Steiner, & Kovacs, 2011).

Innovative strategies and methods in adult education have been developed with a focus upon the following areas, self-directness (autonomy), shared ownership of training organization (autonomy and relatedness), active engagement in learning (relatedness), immediate applicability of learning (competence), recognition of learner achievement (competence, relatedness) and supportive emotional environment (relatedness). Through innovative strategies and methods,

there is a formation of an environment, where students feel motivated and encouraged. Conditions are created that support the students' experience of autonomy, competence and relatedness, foster the highest motivation and engagement, including, self-regulation for learning, improved academic performance, determination in learning, creativity, resourcefulness and well-being (Vacaretu, Steiner, & Kovacs, 2011).

SIGNIFICANCE OF INNOVATIVE STRATEGIES AND METHODS

The significance of innovative strategies and methods in adult education, has been analysed with regards to the areas that have been stated as follows: (Inventory of the best and innovative training/learning/teaching practices, n.d.).

The sources of information, that make provision of adequate knowledge to the instructors, educationists and researchers regarding what kinds of innovative strategies and methods need to be initiated in different areas is adequately analysed. The various projects and activities that are organized, such as, seminars, workshops, interactive sessions, group discussions, meetings, academic courses, training programs, scientific books, research reports, articles, short communications, conference proceedings and others. These are the various areas that make provision of information and knowledge regarding what kinds of innovative strategies and methods need to be introduced.

The selection of the most pertinent projects or actions, implemented in each country, and some criteria of selection needs to be established. When working on assignments and projects, innovation is necessary in pedagogical methods, well-organized instruments used in teaching and training, innovative strategies for adults to learn, new skills development, competences development, modern methods for performance evaluation, and so forth.

Data gathering will be related to scale, type of project, action and efficacious strategies already put into practice in teaching, training or learning, focusing on the curriculum, and not only literature should be reviewed, but also interview schedules need to be researched upon. The adults in higher education are able to generate awareness regarding various kinds of data collection procedures.

The specificity of the targeted learners will be analysed, their precise needs and reasons for selecting e-learning. The problems are in attending conventional learning, distribution over a wide geographical area, audience outside the country, familiarity with ITC, reduced costs, and so forth. Different adult motivation factors to learn, analysis of the training course, benefits, and personal and social motivation.

Classifying the best learning strategies implemented in each project or action, the inventory practices have been identified such as, blended learning, combining self-learning, face to face interaction, human contact with virtual classroom, tele-teaching, collaborative, co-operative learning, exchange of knowledge, learning new skills by following the examples of other people, experimental learning, teaching and supporting students by e-tutoring, content and language integrated learning, education through construction, rather than instruction, focussing not only on topic but also on foreign language, promoting in the meantime critical thinking, collaboration skills and language competence.

Identifying the best innovative strategies and methods used in general teaching and training means to look for and to analyse the communication methods, these include, critical lecture, debates, brainstorming, problem solving in classroom or conferences, chat, web-seminar mediated by personal computer in online learning. Action methods include, study visit, study case, practical exercises, digital games in classroom or simulative activities, such as virtual workshop. Exploring methods include, experiment, demonstration, and modelling and visual methods include, projected and non-projected images, such as movies, graphics, slides, photos, audio records, television shows, which demand for multimedia resources.

The most appropriate learning model that can be successfully used in an educational or any other type of project could include amongst the best teaching, training and learning practices, various methods to transfer new knowledge, instruments and exercises to develop new skills and to facilitate the evaluation assisted by the personal computer. The selected innovative elements that have to be described as adjustable for the project should be classified into new activities, new media, and new approaches. They have to be defined by scope, why have they been selected, vision, how should they be put into practice, mission, how they will contribute to training, teaching innovation and potential results, and estimated success by making use of them.

The impact of innovative training, learning and teaching practices on the impartment of education, learning motivation, management activities, communication, dissemination of information, evaluation, sustainable development, transfer and scalability will be evaluated at the end of the inventory and the most important conclusions will be taken into account when the curricula and e-learning platform designs will be established.

The basic education programs that are necessary to promote education amongst the adults have been improved through introduction of innovative strategies and methods. Focus of innovative methods and strategies have been put upon advanced training for the management of the basic education systems and the development of systematic and productive changes in the basic education programs. There is use of local languages in basic education, the reason being, individuals belonging to all ages and backgrounds, find it manageable to learn in a familiar language than in a foreign European language. Support is given to linguists and educators, who produce school books in national languages for instruction in the mother tongue. Improvement of basic education curriculum, so that the syllabuses, the instructional methods and the teaching itself, correspond to the existing requirements of the adult learners and their society. When educators are working on the formulation of curriculum, then it is vital for them to take into consideration, the use of innovative strategies and methods to promote efficient learning (Mauch, & Papen, 1997).

Innovative strategies and methods contribute in the development of studies of exemplary teaching and assessment practices for adults with basic skill requirements. It brings together international scholarship on teaching and learning processes and assessment of adults with basic skill needs. The use of these strategies and methods have proven to be effective to a large extent to adults with visual impairments, hearing impairments and other problems, such as, learning disabilities. They are able to enhance their understanding and learning skills through effective use of innovative strategies and methods. Identification of effective rules and policies for improving the quality of provision of knowledge and information amongst the adults and more and more

opportunities are being initiated for the policy officials, researchers and practitioners to exchange insights and ideas on promoting effective teaching, assessment and evaluation. There are new national qualification systems and pathways leading to progression, strengthened guidance and counselling for the adults, who experience problems in learning, improved access, and financing mechanisms to support the ones, belonging to low income groups and secluded communities (What Works in Innovation, n.d.).

TYPES OF INNOVATIVE STRATEGIES

The various types of innovative strategies have been stated as follows: (Vacaretu, Steiner, & Kovacs, 2011).

Biographic Work – Biographic work is a new approach to actively involve the learners, belonging to deprived, marginalized and socio-economically backward sections of the society in developing cultural awareness and expression. Biographic work is a personal approach, it is an opportunity to learn more about oneself, to identify and make connections between the past, present and the future, between one's social environment and personal life, personal viewpoints and objectives. The main purpose of this work is to identify the purpose of life and learning and implement measures to initiate them in an active manner. By working with these subject areas, one can make the resources accessible and get to know about the possibilities to redesign the concepts, relating to one's own life.

Online Café in Language Learning – Online café in the learning of language is the new media for practicing communication in a foreign language in a structured manner. The online café is basically an online forum. Through the piloting and cross-testing phase of the CreMoLe project, it was used by both institutions to motivate language students. The online café is a part of blended learning. Blended learning is an incorporated combination of the advantages of face to face instruction and technology-based E-learning. The trainer needs to provide instructions to the students during the E-learning phase. For this purpose, an E-learning platform should ideally be used where, at any time and from anywhere, the trainer can provide the students with information or additional materials, quizzes, open online forums, and so forth. The introduction of blended learning was a process. Within this phase different kinds of exercises were developed and tested. In the cross-testing phase, both institutions used the open source E-learning platform called, moodle.

Community Mapping –Community mapping has the new purpose, i.e. evaluation for using a popular community development activity. Community mapping is a strategy that makes use of the maps to acquire understanding of a local situation and to assist discussion within a diverse group, and provide the basis to build a common understanding of the limitations and features of a community or neighbourhood, and of how all participants in the discussion fit into it. Together, participants create a map of their community that shows where various capitals, resources, activities and opportunities are located. Everyone's input is essential in order to achieve a detailed description of the community.

Stepping in the Picture – It is a new approach to make use of learning materials. The innovative strategy, stepping in the picture is a learning activity, involving the use of a picture

showing a real life, commonly a challenging situation. It requires active engagement of the participants to expose their understanding of the particular theme or issue represented in the picture and to share their knowledge and experience related to the topic. The strategy is aimed at developing the participants' serious and ingenious thinking, decision making and problem solving skills. It also develops the social and civic competences of the participants, and as such has the potential of motivating them for further learning. It is applicable with different adult groups and in various frameworks.

Reading with Predictions –Reading with predictions is an innovative strategy that parents make use of with their young children. Reading with prediction is based upon posing open questions to a group of readers, who are reading the same text, stopping at specified points to discuss and reflect on the meanings of the text. Reading books, listening to stories, experiences and examples, taking part in discussions about books help to achieve better academic results at a later age. This innovative strategy helps in the development of reflective learners, it is based on purposeful enquiry and has various features. It allows the readers to set their own objectives for reading, it encourages the readers to frame their own questions, keeps the readers actively engaged in the reading process, raises motivation for reading, generates interesting discussions, encourages the readers to express their opinions, creates a thoughtful and a considerate environment for learning, individuals are allowed to express their viewpoints and perspectives, readers acquire understanding of conceptual knowledge in a better way and they are able to generate awareness regarding important areas.

Basic Skills for Group Discussions –In adult education, group discussions is a common area that adult learners get involved in. These take place with fellow students, supervisors and their instructors. There are instances, when adult learners feel hesitant and are not able to participate in group discussions. This is mainly prevalent amongst the individuals belonging to deprived, marginalized and socio-economically backward sections of the society. The innovative strategies for the development of basic skills for group discussions, enable the individuals to hone their communication skills, so that they are able to render an effective participation. This innovative strategy is supportive to the adult learners in helping them develop their communication skills.

Benefits and Costs - In the development of innovative self-assessment strategy, known as, benefits and costs was to collect feedback from the trainees on what they consider beneficial or not beneficial in their learning experience. The strategy is most appropriate for a long training programme structured in more than one meeting. In this case, the best time to use it is at the end of the first meeting of the group, after the learners have already experienced one and a half or two days of training. It requires about 15 to 30 minutes for application and about 15 to 45 minutes for interpretation of the collected information. The recommended size of the group to apply it consists of eight to sixteen people. Sets of two different colour posts and flipchart paper are required.

Film as a Tool for Motivation - The finding that students in general are motivated to get engaged in learning, when film is made use of within the classroom has been pointed out by a number of educational researchers. Some educators look upon film as a means of public pedagogy, which mobilises students to dialogue. Film arouses interest and enthusiasm within the

mind-sets of the individuals, so that they become more motivated towards learning. In development of this innovative strategy, the main purpose is to capitalise upon the power of film, as a potential motivator for sustained participation in lifelong learning.

Active Engagement in Learning Occupational Safety and Health - After more than 20 years of experience in providing workforce with the required training to lead to their professional development, it has been noticed, an important lack of motivation in the trainees participating in compulsory training activities, mandated by legislation, which workers must complete to be able to perform their job well. The main objective, when introducing the innovative strategy of delivering training was to motivate low skilled workers to continue in further job-related training and improve their engagement in learning. The strategy described below was tested on two different target groups. It was initially designed and first tested on construction workers participating in an occupational safety at work training and secondly, it was adapted for use in a training program for the individuals, who were involved in food management.

USE OF INNOVATIVE STRATEGIES AND METHODS IN TEACHING-LEARNING PROCESS

When implementing innovative strategies and methods in any area, it is vital to analyse them, so that they prove to be beneficial and worthwhile. The use of innovative strategies and methods in the teaching-learning process have been stated as follows:

Students are more likely to remember the information with which they can agree or relate, and forget that with which they disagree or the information that is not of use to them. Disagreement or disharmony is explored in an objective fashion. The innovative strategies and methods enable the adult learners to improve upon their writing skills, particularly the sentence structure. Perspectives can then be reinforced or altered. Learning is made more manageable through these techniques. Questioning and discussion should be based upon the diversity that exists amongst the students. These strategies have enabled the adult learners to interact with their instructors more effectively (Baxter, 2007).

It normally happens amongst the individuals, that they find the lecture monotonous, especially when the topics are abstract in nature. These students work better by themselves and are able to acquire understanding of the concepts in a better way by working independently so they are less expected to participate well in a group. Learners with the diverger style learn from case studies and will actively participate in group discussions, but they may experience problems in separating personal values from the issue. These students are often visionary group leaders. Individuals with the assimilator style influence ideas in an appropriate manner, so they will participate in group discussions, or write comprehensive papers. However, these students may be less practical and have difficulty with some of the realism of nurturing practice. Accommodators normally enjoy case studies, new or unusual teaching strategies, skill lab, and make an attempt to understand new equipment. These learners tend to be more responsive to challenging and complicated situations (Baxter, 2007).

Technology in the present existence is the first and the foremost innovative technique that has facilitated not only learning amongst the adults, but amongst children as well. In technology, computers and laptops are comprehensively used. The adults, belonging to all categories and backgrounds are taught how to make use of technology to conduct research and prepare assignments and reports. At the initial stage, adults do feel apprehensive in making use of technology, especially those who have not used it before. But once, they have acquired proper understanding of it, they are able to efficiently make use of it. When writing is done on computers, errors and mistakes can be easily corrected. The primary need of the individuals is to improve upon their writing skills. Presentations can be prepared in an attractive way through the utilization of Power Points. One is able to enhance his knowledge and understanding through the internet. From the internet, one is able to acquire wide range of knowledge and information. Other functions, such as, mathematical calculations, preparation of spreadsheets, preparing letters, notices, pamphlets etc. can be easily done through technology.

The main purpose of usage of innovative strategies and methods in the teaching-learning processes is to impart, support and improve upon the activities and the methods that are related to the teaching and learning processes. For instance, an instructor is providing information to the adult learners about using digital technology, then it is vital that he should perform the task practically before the students and also provide them the same equipment to help them learn well. When the students practice the concept, after their class timings, in most cases, they will not encounter any problems or difficulties. When information is provided regarding making use of computer technology, then computers are provided to each and every student and the teacher gives instructions and all the students perform the task along with him. In this way, the students are able to enhance their understanding and feel satisfied with the teaching and learning processes.

The verbal explanations provided by the instructors become more lucid to the learners, they are able to acquire their understanding in an adequate manner. The main benefits of the innovative strategies and methods are, to remove the impediments that take place amongst the participation of the learners in group discussions and other class activities. To increase the quality and efficiency amongst the education of the adults, to introduce proper performance appraisal methods, these methods help in identifying the flaws and inconsistencies and help in initiating measures leading to improvement. To speed up the process of assessment of skills and competences and their validation and recognition. To ensure that sufficient finances are available, as they are regarded to be of utmost significance. To monitor the adult education sector in an efficient manner (Vacaretu, Steiner, & Kovacs, 2011).

Innovative strategies and methods contribute in making the teaching and the learning processes more creative and ingenious. In order to make the teaching-learning processes operative, it is vital for the teachers to possess adequate knowledge and enhance their understanding, especially regarding the subject they are teaching. There have been instances, when teachers are not well prepared when they come to class and they are unable to provide proper answers to the questions put forward by the students. Hence, internet is considered as one of the essential areas that lead to enhancement of knowledge amongst the teachers. The use of innovative strategies and methods enable the teachers to upgrade their knowledge and

understanding. On the other hand, students too are able to learn better by utilizing innovative strategies and methods. For instance, if the teacher is teaching about environmental pollution, then if the students are able to observe pictures of the polluted environment on the internet, then they would be able to acquire understanding of the concept in a better way.

TRAINING AND DEVELOPMENT OF ADULTS

The various methods that are made use of in the training and development of adults have been stated as follows: (Sharma, 2017).

Lecture - For many years, the lecture method was a comprehensively used instructional strategy in higher education. Although the benefit of other teaching strategies is being comprehensively examined and in the present existence, lecture still remains an important way to communicate information. It is one of the simple techniques, when the instructor speaks about the concepts, before the class. It is the job of the students to listen attentively and take notes. Used in conjunction with active teaching-learning processes, the advantages of the lecture approach are that it provides a way to communicate a large amount of information to many listeners, maximizes the control of the instructors and is a secure method. The disadvantages are that lecturing minimizes feedback from the students, assumes an impracticable level of student understanding and comprehension, and often disengages students from the learning process causing information to be easily forgotten.

Case Method - It provides a prospect for students to apply, what they learn in the classroom to real life experiences. This has proven to be an effective way of both distributing and integrating knowledge. The case method is an instructional strategy that involves students in active discussion about issues and problems intrinsic in practical application. It can highlight the essential predicaments or critical issues and provide a format for role playing even in uncertain or controversial scenarios. Course content cases can be brought about from a variety of sources. Many faculty have changed current events or problems reported through print or broadcast media into critical learning experiences that highlight the intricacy of finding solutions to critical social problems. The case study method works well in co-operative learning or role playing environments to motivate critical thinking and awareness of multiple viewpoints.

Discussion. There are a variety of ways to inspire discussion. For example, some faculty begin a lesson with a whole group discussion to rejuvenate the memories of students about the assigned readings. Other faculty members find it accommodating to have the students make a list of critical points or emerging issues, or create a set of questions emerging from assigned readings. These approaches can also be used to assist large and small group discussions. Apparently, a positive class discussion involves planning on the part of the instructor and preparation on the part of the students. Instructors should communicate this obligation to the students on the first day of class by noticeably articulating course expectations. Just as the instructor sensibly plans the learning experience, the students must realise the assigned reading and show up for class on time, and express willingness to learn.

Active Learning. Active learning as learning environments that permit students to talk, listen, read, write, and reflect as they approach course content through problem solving exercises, informal small groups, simulations, case studies, role playing, and other activities, all of which require students to apply, what they are learning. Many studies show that learning is improved, when students become actively involved within the learning process. Instructional strategies that involve students in the learning process inspire critical thinking and a greater awareness of other viewpoints. Although there are times, when lecturing is the most appropriate method for distributing information, current thinking in college teaching and learning suggests that the use of a variety of instructional strategies can certainly improve student learning. Innovative strategies should be judiciously matched to the teaching objectives of a particular lesson. Assessing or grading students' assistances in active learning environments is challenging. It is important that the course syllabus clearly outlines the evaluation criteria for each assignment, whether individual or group. It is essential to communicate to the adult students, how they need to work on their class and homework assignments. Their goal is to do well in class, achieve good results and they need to be aware of what is expected of them.

Co-operative Learning. Co-operative Learning is a methodical pedagogical strategy that promotes small groups of students to work together for the achievement of a common goal. The term, collaborative learning is often used as a synonym for co-operative learning when, in fact, it is a separate strategy that incorporates a comprehensive range of group interactions such as, developing learning communities, motivating student and faculty discussions, and promoting electronic exchanges. Both methods put emphasis upon the significance of faculty and student involvement in the learning process. When integrating co-operative or collaborative learning strategies into a course, planning and preparation are essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are vital to the achievement of a successful co-operative learning experience.

Integrating Technology – In the present existence, educators realize that computer literacy is an important part of student's education. Integrating technology into a course curriculum, when appropriate is proving to be appreciated for improving and extending the learning experience for faculty and students. Many faculty have found electronic mail to be an advantageous way to promote communication between the class meetings between students and between students and instructors. Others use online notes to extend topic discussions and explore critical issues with students and colleagues, or discipline specific software to increase understanding of difficult concepts by the students. In the present world, adult students have varying degrees of computer knowledge. Faculty, who use technology on a regular basis, often find it essential to provide some basic skill level instruction during the class timings.

Distance Learning - Distance learning is not a new concept. It has been an experienced learning outside of a structured classroom setting through television, correspondence courses, and so forth. Distance learning or distance education as a teaching pedagogy, however, is an important topic of discussion on college campuses in the present existence. Distance learning is defined as

any form of teaching and learning, in which the instructor and learner are not in the same place at the same time. Obviously, information technology has widened the concept of the learning environment. It has made it possible for learning experiences to be extended beyond the confines of the traditional classroom. Distance learning technologies take many forms such as, computer simulations, interactive collaboration, discussion, and the formation of virtual learning environments linking regions or nations. Components of distance learning, such as email and interactive software have also been beneficial additions to the educational environment. The learning standard is more than incremental changes in an institution's organizational process or priorities. Rather, it involves a wide-ranging and system wide change away from the instruction standard and the organizational structures that reflect it. The purpose of the learning standard is to place learning first in every policy, program, and practice in higher education by renewing the traditional architecture of education. This transformation in perspective requires numerous approaches and strategies.

BENEFITS OF INNOVATIVE STRATEGIES AND METHODS

In adult education, the innovative strategies and methods are comprehensively used. The primary areas are teaching-learning processes and instructional techniques, the other benefits have been stated as follows: (New Teaching Methods for Adults, 2013).

Teamwork – In adult education, teamwork is a common area. Teamwork is the process of working collaboratively with a group of people in order to achieve the common goal. It is generally a fundamental part of adult learning, the reason being, it means that people will try to work together using their individual skills and provide positive feedback despite any personal conflict between the individuals. Apart from being the main aspect in any function or task, teamwork is also a process, which happens logically in any human life. That is, in any community like the members of a family, a group of friends, sport teams, and so forth, individuals always need to have communication with each other to perform any particular task. The groups usually work well, when their members feel equally responsible for the group, remain flexible to accomplish team tasks, promote communication, and exchange data. It is usually in these groups to value decisions for the benefit of the group, which is considered operative due to mutual co-operation.

Effective Communication – The utilization of innovative strategies and methods have led to improvement in the effective communication processes amongst the individuals. In adult education, adults do bring in their life experiences into the classroom settings, hence, they too render a significant contribution in enhancing the understanding of the teachers. Verbal communication is one of the most common forms of communication in educational institutions. In higher education, when adult individuals are working on research projects with their supervisors, then verbal communication is mostly made use of. The other forms of communication that individuals make use of is written communication. It is carried out in the form of emails, messages, letters, notices, circulars, and so forth. The individuals belonging to various backgrounds and categories have been made familiar with written forms of communication and this has become helpful to them to a major extent in facilitating learning.

Decision Making – Decision making is one the imperative areas that is applicable in not just educational institutions, but in other organizations as well. Decision making is the study of identifying and making a selection between the alternatives, based upon the values and preferences of the decision maker. Analysis of the alternatives is essential in order to find out, which would be the most suitable and it has to be done in accordance to the situation. In the utilization of technology, in understanding the concepts, in the implementation of tasks and functions and so forth, making of decisions is an essential requirement of the individuals. The introduction of innovative strategies and methods has contributed in the making of decisions wisely and appropriately. The making of decisions has been categorized into the following steps, these are, outlining of the goal and outcome, collecting data, development of alternatives and options, list pros and cons of each alternative, making the decisions, immediately take action to implement it, and learn from and reflect upon the decision.

Individual Commitment Level –When individuals work as a team in the implementation of a project or an assignment, then different individuals have various roles to perform. One may take care of one task, whereas others may take care of other different tasks involved and so forth. The members of the team though have a common objective, they all desire that tasks implemented should be effective. The utilization of innovative strategies and methods enable the adult individuals to be committed towards their tasks and functions. Each person possesses various skills and abilities, which they utilize to perform their tasks. In most cases, the assignment of tasks also takes place in accordance to the skills and aptitude of the individuals. Ideally, the individuals should be able to negotiate their roles to perform unique and meaningful tasks.

Conflict Management - Conflict management is not only regarded as the process of bringing about operative resolutions to the occurrence of conflicts, but also in preventing the negative aspects of conflict while increasing the positive aspects of conflict. The occurrence of conflicting situations should aim is to improve learning and group outcomes. In other words, the consequences of conflicts should be favourable. Appropriately managed conflict can enhance group outcomes. Conflicts are anticipated, but in a sense, they also mean that people care enough to strongly disagree. They are normally likely to take place when new ideas or new commitments are introduced. Conflicts must be handled as soon as possible, the reason being, with the passing of time, they only deteriorate. Unsolved problems may lead to disappointment amongst the individuals, while working in a team, resulting in resentment and break down of communication. Thus, the productivity of the team would be ineffective. There are three key aspects to conflict management, these are, awareness of the self, awareness of team dynamics and taking action.

CONCLUSION

To compete and survive in the world of higher education, it is essential for the instructors and the students to generate, implement and utilize innovative strategies and methods. With the advent of technology, the concept of paper-less and pen-less classrooms are emerging as an alternative to traditional teaching methods. Individuals are making use of technology, instead of preparing their assignments using paper and pen. Thus, there is a dire need that one should categorize, develop and incorporate the various innovative strategies, which can transform

education system leading to qualitative improvement in education. Innovative strategies and methods has prepared the adults to enhance their participation in employment settings or in obtaining self-employment, upon completion of education.

In the present existence, in adult education, there have been use of innovative strategies and methods that have contributed to a major extent in learning, understanding and in generating awareness. The use of innovative strategies and methods has not only assisted in the learning and understanding of concepts amongst the adults, but there have been many other benefits. The adults, belonging to marginalized communities are able to become more extrovert in nature, they develop communication and interactive abilities with instructors and fellow students. The adult individuals, who are not familiar with the usage of technology, gain familiarity with various types of technologies and methods. They are able to generate awareness regarding various areas and are able to improve their living conditions.

BIBLIOGRAPHY

Baxter, D. (2007). Teaching Strategies for Adult Learners. *Rivier Academic Journal*, 3(2), 1-3. Retrieved May 09, 2018 from <https://www.rivier.edu/journal/ROAJ-Fall-2007/J120a-Celebrating-PedagogyX-Baxter.pdf>

Inventory of the best and innovative training/learning/teaching practices. (n.d.). Retrieved May 09, 2018 from <http://good-herbs.eu/site/docs/o2-a2-inventory-of-best-practices.pdf>

Mauch, W., & Papen, U. (Ed.). (1997). Making a Difference: Innovations in Adult Education. UNESCO. Retrieved May 09, 2018 from <http://unesdoc.unesco.org/images/0011/001102/110241eo.pdf>

New Teaching Methods for Adults. (2013). Good Practices Manual. Retrieved May 10, 2018 from <http://www.stjohnscollege.ie/wp-content/uploads/2015/11/New-Teaching-Methods-For-Adults-Manual.pdf>

Sharma, M. (2017). Innovative Approaches in Teaching Learning Process. *American International Journal of Research in Humanities, Arts and Social Sciences*, 17(1), 75-78. Retrieved May 10, 2018 from <http://iasir.net/AIJRHASSpapers/AIJRHASS17-129.pdf>

Vacaretu, A.S., Steiner, F., & Kovacs, M. (Ed.). (2011). Innovative Ways for Motivating Adults for Learning. Retrieved May 09, 2018 from http://www.sdcentras.lt/pr_cremole/guidebook.pdf

What Works in Innovation and Education Improving Teaching and Learning for Adults with Basic Skill Needs through Formative Assessment. (n.d.). Retrieved May 10, 2018 from <https://www.oecd.org/edu/cei/35687039.pdf>