Abstract

Self directed learning is viewed as an effective mode of learning for students that requires learners be self empowered transformation decision makers and need to be creative in their own learning dynamic architects. The modern change-oriented society with internet and digitalized diaspora highlights the need for developing a discourse based on self initiated creative instructional practices which plays a vital role in constructing a positive learning climate in the classroom. Research studies suggest that the self directed learning literature clearly implies a relationship between creative thinking and learners who are more creative may more effectively use self-directed learning. In the present study the researcher intends to develop a model of teaching based on the objective ‘create’ for promoting self directed learning among the geography students at higher secondary level. The findings of the need analysis conducted at the cardinal phase of the study fabulously advocates the importunity for developing certain innovative methods and practices for the effective curriculum transaction at higher secondary level with special reference to geography. The effectiveness of the developed model was established through quasi-experimental study with mixed methods approach. The study employed pre test, post test non-equivalent group design. The sample consisted of higher secondary school geography teachers, experts from the field of geography and education, and higher secondary school geography students. The data was collected through Semi-structured interview, Self directed learning perception questionnaire, Entry level creativity scale, Model validating judgement schedule, Model validating judgement schedule, Lesson designs based on activity oriented approach and the developed model, Self directed learning scale, Creativity test in geography, Achievement test, and learner satisfaction form. The findings of the study reveals that developed model TEMCS is highly beneficial for promoting self directed learning and enhancing creativity and academic achievement among the geography students at higher secondary level.