3. To study the effectiveness of Inductive Thinking Model of teaching on students’ Achievement in Science of IX class students.

4. To study the effectiveness of Traditional Method of teaching on students’ Achievement in Science of IX class students.

5. To study the effectiveness of teaching through Concept Attainment Model on development of Reasoning Ability of students.

6. To study the effectiveness of teaching through Concept Attainment Model on development of students Scientific Creativity.

7. To study the effectiveness of teaching through Concept Attainment Model on development of favourable Attitude of the students Towards Science.

8. To study the effectiveness of teaching through Inductive Thinking Model on development of Reasoning Ability of students.

9. To study the effectiveness of teaching through Inductive Thinking Model on fostering of students Scientific Creativity.

10. To study the effectiveness of teaching through Inductive Thinking Model on development of favourable Attitude of the students Towards Science.

11. To study the effectiveness of teaching through Traditional Method on development of Reasoning Ability of students.

12. To study the effectiveness of teaching through Traditional Method on development of students Scientific Creativity.

13. To study the effectiveness of teaching through Traditional Method on development of favourable Attitude of the students Towards Science.
14. To study the relative effectiveness of teaching through Concept Attainment Model, Inductive Thinking Model and Traditional Method of teaching on students' Achievement in Science.

15. To study the relative effectiveness of teaching through Concept Attainment Model, Inductive Thinking Model and Traditional Method of teaching on development of Reasoning Ability of students.

16. To study the relative effectiveness of teaching through Concept Attainment Model, Inductive Thinking Model and Traditional Method of teaching in fostering Scientific Creativity of students.

17. To study the relative effectiveness of teaching through Concept Attainment Model, Inductive Thinking Model and Traditional Method of teaching on development of favourable Attitude of the students Towards Science.

18. To compare the effectiveness of Concept Attainment Model and Inductive Thinking Model on students' Achievement in Science, Reasoning Ability, Scientific Creativity and Attitude Towards Science.

19. To compare the effectiveness of Concept Attainment Model and Traditional Method of teaching on students' Achievement in Science, Reasoning Ability, Scientific Creativity and Attitude Towards Science.

20. To compare the effectiveness of Inductive Thinking Model and Traditional Method of teaching on students' Achievement in Science, Reasoning Ability, Scientific Creativity and Attitude Towards Science.

1.8 HYPOTHESES

H₀₁ There is no significant difference between the mean score of IX class students in developing Reasoning Ability taught through Concept Attainment Model of teaching.
H₀₂ There is no significant difference between the mean score of IX class students in fostering Scientific Creativity taught through Concept Attainment Model of teaching.

H₀₃ There is no significant difference between the mean score of IX class students in developing favourable Attitude Towards Science taught through Concept Attainment Model of teaching.

H₀₄ There is no significant difference between the mean score of IX class students in developing Reasoning Ability taught through Inductive Thinking Model of teaching.

H₀₅ There is no significant difference between the mean score of IX class students in fostering Scientific Creativity taught through Inductive Thinking Model of teaching.

H₀₆ There is no significant difference between the mean score of IX class students in developing favourable Attitude Towards Science taught through Inductive Thinking Model of teaching.

H₀₇ There is no significant difference between the mean score of IX class students in developing Reasoning Ability taught through Traditional Method of teaching.

H₀₈ There is no significant difference between the mean score of IX class students in fostering Scientific Creativity taught through Traditional Method of teaching.

H₀₉ There is no significant difference between the mean score of IX class students in developing favourable Attitude Towards Science taught through Traditional Method of teaching.

H₀₁₀ There is no significant difference between the mean score of Achievement of IX class students in Science taught through Concept
Attainment Model, Inductive Thinking Model and Traditional Method of teaching.

H₀₁₁ There is no significant difference between the mean score of Achievement of IX class students in Science taught through Concept Attainment Model and Inductive Thinking Model of teaching.

H₀₁₂ There is no significant difference between the mean score of Achievement of IX class students in Science taught through Concept Attainment Model and Traditional Method of teaching.

H₀₁₃ There is no significant difference between the mean score of Achievement of IX class students in Science taught through Inductive Thinking Model and Traditional Method of teaching.

H₀₁₄ There is no significant difference between the mean score of IX class students in developing Reasoning Ability taught through Concept Attainment Model, Inductive Thinking Model and Traditional Method of teaching.

H₀₁₅ There is no significant difference between the mean score of IX class students in developing Reasoning Ability taught through Concept Attainment Model and Inductive Thinking Model of teaching.

H₀₁₆ There is no significant difference between the mean score of IX class students in developing Reasoning Ability taught through Concept Attainment Model and Traditional Method of teaching.

H₀₁₇ There is no significant difference between the mean score of IX class students in developing Reasoning Ability taught through Inductive Thinking Model and Traditional Method of teaching.

H₀₁₈ There is no significant difference between the mean score of IX class students in terms of fostering Scientific Creativity taught through
Concept Attainment Model, Inductive Thinking Model and Traditional Method of teaching.

H₀19 There is no significant difference between the mean score of IX class students in terms of fostering Scientific Creativity taught through Concept Attainment Model and Inductive Thinking Model of teaching.

H₀20 There is no significant difference between the mean score of IX class students in terms of fostering Scientific Creativity taught through Concept Attainment Model and Traditional Method of teaching.

H₀21 There is no significant difference between the mean score of IX class students in terms of fostering Scientific Creativity taught through Inductive Thinking Model and Traditional Method of teaching.

H₀22 There is no significant difference between the mean score of IX class students in developing favourable Attitude Towards Science taught through Concept Attainment Model, Inductive Thinking Model and Traditional Method of teaching.

H₀23 There is no significant difference between the mean score of IX class students in developing favourable Attitude Towards Science taught through Concept Attainment Model and Inductive Thinking Model of teaching.

H₀24 There is no significant difference between the mean score of IX class students in developing favourable Attitude Towards Science taught through Concept Attainment Model and Traditional Method of teaching.

H₀25 There is no significant difference between the mean score of IX class students in developing favourable Attitude Towards Science taught through Inductive Thinking Model and Traditional Method of teaching.
1.9 SCOPE AND LIMITATIONS OF THE STUDY

The limitations are some controls or restrictions present during course of research.

1. The study was considered for two models of teaching namely, Bruner’s Concept Attainment Model, Hilda Taba’s Inductive Thinking Model and Traditional Method of teaching.

2. The selection of dependent variables is limited to students’ Achievement in Science, Reasoning Ability, Scientific Creativity and Attitude Towards Science.

3. The study is limited only for three schools of Marathi medium in Nagpur.

4. The study is limited only for IX class students.

5. In concern itself with just a few topics of science course of class IX.

6. No deliberate attempt was made to match the groups on the basis of age, socio-economic status, and other such intervening variables.

7. Only instructional effects of the models were tested in this study. Nurturant effects were not observed.

8. It is only limited for reception oriented Concept Attainment Model.

1.10 ORGANIZATION OF THE THESIS

The thesis is divided into six chapters. The first chapter consist of general instructions of subject the matter of the thesis. Second chapter deals with the introductory study of the models of teaching. This chapter is followed by the various reviews of the researches related to the present study. Fourth chapter deals with the design of the study; where in complete plan of work has been mentioned with the procedure of data collection. Tabulation and analysis of data through statistical
methods have been given in the fifth chapter. In the sixth chapter results have been interpreted with the discussion in the light of known researches on related studies. The seventh chapter deals with the conclusions, educational implications and suggestions for further research. At the end of thesis appendices are given.