I started my career as a teacher educator in 1970. Since then I have been advocating the student teachers to use the discovery approach in their teaching. While observing their lessons the discovery approach was well-responded by both student-teachers and students. Both of them were in healthy interaction during the process and found teaching of mathematics joyful. They enjoyed teaching of mathematics very well. I could observe a favourable attitude of student-teachers and students towards this approach. But due to many limitations I could neither study nor measure these effects in greater detail. Therefore, in order to study in detail the effects of discovery approach on the achievement of the students, I choose this particular area of research for the present study.

During this period, a number of new arrivals such as, The study of teaching (Dunkin & Biddle), Second handbook of research on teaching (Travers), Learning by discovery (Shulman and Keislar), and Analyzing teacher behaviour (Flanders) etcetera started appearing in the stacks of libraries of colleges of education. These arrivals recommend analysis of the teaching process for serious research on teaching.
Although there are rampant controversies in the field, expository-discovery controversy has attracted many research workers from the field of education and psychology. I designed and completed the research study taking into consideration the change in approach and this most important controversy from the field. In the present study, I have made a sincere attempt to study expository-discovery methods at micro-level by analyzing these methods using category system. On this background, I personally feel that the significance of this research work lies not much in its outcome but in its changed approach.

(A.G.B.)