The title of the work calls for a little explanation.

Learning has a purpose. Every learning brings in desired changes in the behaviour of a learner or child. An achievement examination is valid if it appraises the kinds of changes in the student which an instructor seeks to bring about. Hence in learning there is a close relationship between educational purposes, learning experiences and evaluative techniques. Examinations are intricately interwoven with educational purposes and learning experiences. Examination is a necessary evil. It finds out the effect of desirable and undesirable experiences which have been provided in class instructions. It also inspires and stimulates the students to work hard and to show better results. Here, on the basis of experiments it has been proved that tests given frequently after short intervals along with the release of knowledge of results to the students are effective, useful and stimulating for them in their learning process.

This investigation will be regarded useful enough if this humble attempt inspires the scholars to choose this problem for a more critical and exhaustive study. Only then the efforts made by the investigator in this work will be considered fruitful and will become the cause of contentment for him.

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PRITHVI RAJ WASSON