

A Comparative study between Summative Written Examination and Practical Project Work of Higher Secondary Level School Students at Memari Block in Burdwan, West Bengal

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Abstract

Evaluation is an important part of our educational system. Ultimate goal of it is the evaluation of all-round development of students. For this, Summative written examination and Project work play an important role. Summative Evaluation takes place when the teaching-learning process is over. It generally takes place at the end of a terra of year. The purpose of S.E. is to determine whether the pupil has completed a particular course of studies successfully. Summative evaluation typically comes at the end of a course of instruction. It is designed to determine the extent in which the instructional objectives have been achieved and is used primarily for assigning course-grades or certifying pupil mastery of the intended learning outcomes. Projective methods are those method in which we provide the subject relatively indefinite and unstructured material and then allow students to build structure of the material in anyway according to the subject project, his feelings, attitude etc. Project Work is a learning experience which aims to provide students the opportunity to synthesise knowledge from various areas of learning and it critically and creatively applies to real life situations.

Keywords: Summative, written examination, practical project work, higher secondary school Students.

Introduction

The basis of India's examination system's reforms is based on the British period. After the independence of India, the reform of the examination system was the first development, in 1958 with the establishment of the Central Examination Unit by the Ministry of Education, Govt. of India. At present, this reform has spread to all the states of India, in the case of West Bengal, the same effect is noticeable. The Council for Boards of School Education (COBSE) is an autonomous body that functions in tandem with the Union Ministry of Human Resources Development.

The Education Commission highlight the achievements of the unit by stating that it has worked with thousands of higher secondary school teachers in seminars and workshops, introduced hundreds/of lectures of training colleges to the new techniques, established a large pool of test item trained paper setters of different boards of secondary education, published a good deal of literature on evaluation and carried out or sponsored several studies and investigations on various practical problems with regard to evaluation.

The boards of Higher Secondary Education are moving fast ahead in implementing examination reform and have launched comprehensive programmes for the orientation of teachers after the circulation of sample evaluation materials to all the secondary and higher secondary schools in their areas.

In this climate of reform, it is necessary that massive effort be made to reach as many teachers as possible. One such venture is the development and circulation of literature and sample evaluation material. This brochure on project work is part of some effort. As to indicate this work is a learning experience which aims to provide students with the opportunity to synthesise knowledge from various areas of learning, and critically and creatively apply it to real life situations. This process, which enhances students' knowledge and enables them to acquire skills like collaboration, communication and independent learning prepares them for lifelong learning and the challenges ahead.

Learning is one type of mental process. The various types of learning process are discussed in psychology. For gathering some new experience, the man uses the learning process. In education the learning is considered as an essential process. Teaching process is followed among the students for the help of learning in the field of

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education. The result of both process some changes is shown among the student. The changes are spread in their different personalities. The teachers should well conversant with the way, nature and quantity of changes. Actually, the teachers feel its necessity for performing their own duties. Such feelings are controlled at present as it was uncontrolled and dis-systematic vastly. But the uncontrolled methods are not totally removed still now. At present we are recognized with the controlled system which is called examination. The common and main aim of this examination is teaching improvement of taught. Examination system is very popular but has many drawbacks. To remove the drawbacks of examination, type provide a new image which is called evaluation.

It is observed that some changes come in educational system after introducing the project method at present, different option arrived that the performance of project work is not evaluated properly. Somebody says that the evaluation system is not correct and another says that the pressure on learning is made on the students after introducing project work. As such the researcher is researched about the difference options on this evaluation system.

Concept of summative written examination

The test in which students respond to the teacher in wring, is a written examination. The Written Examination is a comprehensive exam that assesses the examinee's knowledge based on criterion-referenced testing. Examinees will be measured against the skill and knowledge represented by each test item. And when a written test is taken from the whole section of the curriculum at the end of the year or at the end of the chapter, it is called summative written exam. This exam is usually taken at the end of the year.

Characteristic of written examination

- In written examination, the answers are written in accordance with the question paper.
- There are numbers of questions in the examination. Questions are generally of two types: i) Open-ended/unstructured, Here the answers are essay type. And ii) Close-ended/Structured, here the answer are objective type.
- Here evaluates the achievement of student.
- The ability of students to remember, language ability, ability to review, ability to discipline, ability to expression, analysis, synthesis specific skill, thinking power, etc. are examined.
- In this regard, every student is given a text knowledge. And depending on the knowledge gained, the teacher wrote questions, then the student answered in his context.
- Several students can be evaluated at a time at various places.

Concept of Project work

Project methods are those method in which we provide the subject with relatively indefinite and unstructured material and then allow students to structure the material in any way he likes the subject project his feelings, attitude etc. in doing so, he unconsciously projects himself and reveals his personality. The method is designed to penetrate somewhat below the peripheral personality and to disclose latent needs, images, and sentiments which the subject would be unwilling or unable to embody in direct communication.

Aim of Project Work

Project Work is a learning experience which aims to provide students the opportunity to synthesise knowledge from various areas of learning and it critically and creatively applies to real life situations. This process, which enhances students' knowledge and enables them to acquire skills like collaboration, communication and independent learning, prepares them for lifelong learning and the challenges ahead.

Learning Outcome of Project Work

The learning outcomes identify the key areas of learning of the subject. Four learning outcomes are separately articulated: knowledge application, communication, collaboration and independent learning. While students learn to work in groups, they will also learn independently through self-reflection and evaluation of their own work processes. These learning outcomes exist in dynamic interplay rather than as compartmentalised and distinct categories. The following are the learning outcomes for project work:

Table-1 Outcome programme of project work

Domains	Learning Outcomes
Knowledge Application	Students will acquire the ability to make links across different areas of knowledge and to generate, develop and evaluate ideas and
Communication	Students will acquire the skills to communicate effectively and to present ideas clearly and coherently to specific audience in both the
Collaboration	Students will acquire collaborative skills through working in a team to achieve common goals.
Independent Learning	Students will be able to learn on their own, reflect on their learning and take appropriate actions to improve it.

Characteristic of Project work

- The stimulus materials is ambiguous and weakly structured and the subject is expected to supply

meaning, significance, organisation or in some other way leave the impression of his personality upon the under defined stimulus of situation.

- An attempt is made to explore the psychological reality or the underlying basic personality factor of the individual which consist of his hopes, aspiration, needs, motives, moods, attitude, conflict, complex fear etc.
- Projective techniques tap the implicit or unconscious aspect of the personality.
- Projective techniques require sophistication in administration and interpretation.

Statement of the problem

The statement of the problem is stated as, "A Comparative study Between Summative Written Examination and Practical Project Work of Higher Secondary Level School Students at Memari Block in Burdwan, West Bengal".

Objectives of this study

The work cannot be proceeded without any objectives. As such, firstly determine the purpose of the work right to be done.

In this study, we select some objectives as follows.

- I) To determine relationship between summative written and practical project work.
- II) To examine the significant of difference in the scores of summative written exam and practical project work.
- III) To determine the significance difference between the scores of summative written exam and practical project work on the criteria of gender, locality and stream.

Null Hypothesis of this study

We create some null hypotheses on the study. These are following:

H_1 : There would be no relationship between summative written exam and practical project work.

H_2 : There would be no significant difference between summative written exam and practical project work on the basis of the scores of the boys.

H_3 : There would be no significant difference between summative written exam and practical project work on the basis of the scores of the girls.

H_4 : There would be no significant difference between summative written exam and practical project work on the basis of the scores of rural boys.

H_5 : There would be no significant difference between summative written exam and practical project work on the basis of the scores of rural girls.

H_6 : There would be no significant difference between summative written exam and practical project work on the basis of the scores urban boys.

H_7 : There would be no significant difference between summative written exam and practical project work based on the scores of the urban girls.

H_8 : There would be no significant difference between summative written exam and practical project work based on the scores of sciences streams.

H_9 : There would be no significant difference between summative written exam and practical project work based on the scores of arts streams.

Delimitation of the study

- a) Sample: we intended to compare between written exam and practical project work of higher secondary level. The students of two schools are selected from different areas of Memari Block. These schools are selected as the sample of the study.
- b) Class: the class selected for applying the tools is class XII
- c) Area: the sample is selected from urban & rural areas.
- d) Number of Student: Two schools- one boys' and one girls from urban area while another boys' and another girls' school from rural area are selected.
- e) Number of students: the toll are administered upon two hundred fifty-two students.
- f) Gender: out of two hundred fifty-two, one hundred twenty-nine are girls and one hundred twenty-three are boys.
- g) Stream: out of two hundred fifty-two, one hundred thirty-two are science and one hundred twenty are arts.

Methodology of the study

Sample

Randomly selected two hundred fifty-two students of class XII having almost 51.19 % (approx.) Girls and 48.80 % (approx.) boy from higher secondary schools identified purposively from the Memari of district Burdwan in west Bengal are sample of the study.

All higher secondary students of the Burdwan district of West Bengal who were include written examination and project work to their curriculum. The systematic sampling procedure initially, two higher secondary schools are selected at random out of the list of Memari of the district Burdwan of West Bengal. All the schools were indicated by their name. to conduct the experiment, it is deciding that all the students of class XII, Those who have examined written test and done the project work in the Memari of Burdwan would be included in the sample. Considering the each of school, the random technique based on lottery method was applied for selection of the schools. The flow chart figure 1 is showing sampling

procedure schematically. Initially, total numbers of selected student from four higher secondary schools in class-XII are two sexes, two areas, two stream of the society. Among the 252 students, 129 are girls 123 are boys, urban student’s are 128 and that of rural students are 124. Science students 132, and that of arts students are 120. All the students are taken from class-XII. The investigator selected one schools from urban area and one school from rural area.

Variables of the Study

A) Independent variables

The following independent variables are considered for study:

- (i) Areas (rural and urban)
- (ii) Gender (girls and boys)
- (iii) Stream (science and arts)

B) Dependent Variables

The following dependent variables are considered for the study:

- (i) Summative written exam
- (ii) Practical project work

C) Intervening Variables

The following intervening variables are considered for the study:

- (i) Learner variables.
- (ii) Teacher variables.
- (iii) School variables.
- (iv) Content variables.

Tools Use of the Study

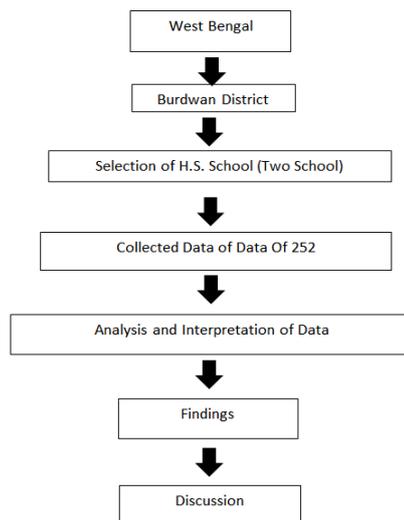
Two types of tools are using by the researcher in the study as follows:

- Scores of summative written examinations.
- Score of practical project work.

Plan of action of the study

Present chapter deals with the description of procedure and experimentation of the study. Experimentation in educational studies is difficult in fact since that troublesome create a laboratory situation in the class room. Keeping this in mind the researcher took a systematic procedural step to conduct the experiment at the first phase the plan of action of the studies was determined. According to that plan the procedure is determining, and experimentation was conduct. Finally all

the relevant data revealed from experimentation were collected and systematically tabulated further analysis.



Flow chart 2- Flow chart to show the detailed plan of action of the study

Procedure of the Study

The researcher with the co-operation of authority of Higher Secondary school, selected for conducting the study fixed up the programme for experimentation and administering the tools. The researcher himself visited the institution and discussed the objective of the study with the respective teacher of schools. They are kind enough to extend their whole-hearted co-operation to the investigator for conducting the study at their respective institutions.

Descriptive statistics

This part presents the analysis and interpretation by the means of descriptive statistics by taking into consideration the score of the variables.

Result: Table-1

Sample	No of Students	Summative Written Examination		Practical Project Work	
		M	S.D.	M	S.D.
Total Students	252	293.77	55.62	134.12	9.92
Boys	123	298.30	57.7256	134.08	9.88
Girls	129	289.4574	53.4069	134.16	10.00
Rural Boys	59	296.62	56.84	132.91	9.6852
Rural Girls	65	286.3692	47.9321	133.0462	9.3766
Urban Boys	64	299.8438	58.928	135.1719	10.0278
Urban Girl	64	292.5938	58.6631	135.2969	10.549
Science	132	295.2424	59.7653	142.8788	4.2999
Art	120	292.1583	50.8777	124.5	3.0126

Table-1 stated that the mean and S.D. of summative written exam was greater than practical project work of all sample.

Inferential Statistics

This part deals with the analysis and interpretation by means of inferential statistics i.e. t-test and coefficient of correlation (r) by taking into group of the scores on criterion measures as obtained by the respective group under consideration.

Table-2: Showing ‘t’ value between summative written exam and practical project work on basis of score of total student

No of Total Students	Summative written exam		Practical project work		Df	t
	M	S.D.	M	S.D.		
252	293.77	55.62	134.12	9.92	502	44.85

Table-2: we find from the table critical value of t with 502 degrees of freedom at 5% level of significance is 1.96. Computed value t, i.e. greater than the critical table value 1.96 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Table-3: Showing ‘t’ value between summative written exam and practical project work on basis of score of total boys.

No of Total Boys	Summative written exam		Practical project work		df	t
	M	S.D.	M	S.D.		
123	298.30	57.7256	134.08	9.88	244	31.09

Table-3: we find from the table critical value of t with 244 degrees of freedom at 5% level of significance is 1.97. Computed value t, i.e. greater than the critical table value 1.97 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Table-4: Showing ‘t’ value between summative written exam and practical project work on basis of score of total girls

No of Total Girls	Summative written exam		Practical project work		df	t
	M	S.D.	M	S.D.		
129	289.4574	53.4069	134.16	10.00	256	32.46

Table-4: we find from the table critical value of t with 256 degrees of freedom at 5% level of significance is 1.97. Computed value t, i.e. greater than the critical table value 1.97 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Table-5: Showing ‘t’ value between summative written exam and practical project work on basis of score of total rural boys

No of Total Rural boys	Summative written exam		Practical project work		df	t
	M	S.D.	M	S.D.		
59	296.62	56.84	132.91	9.6852	116	21.80

Table-5: we find from the table critical value of t with 116 degrees of freedom at 5% level of significance is 1.98. Computed value t, i.e. greater than the critical table value 1.98 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Table-6: Showing ‘t’ value between summative written exam and practical project work on basis of score of total rural girls

Total no rural girls	Summative written exam		Practical project work		df	t
	M	S.D.	M	S.D.		
65	286.3692	47.9321	133.0462	9.3766	128	25.3095

Table-6: we find from the table critical value of t with 128 degrees of freedom at 5% level of significance is 1.98. Computed value t, i.e. greater than the critical table value 1.98 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Table-7: Showing ‘t’ value between summative written exam and practical project work on basis of score of total urban boys

No of Total urban boy	Summative written exam		Practical project work		df	t
	M	S.D.	M	S.D.		
64	299.8438	58.928	135.1719	10.0278	126	22.0388

Table-7: we find from the table critical value of t with 126 degrees of freedom at 5% level of significance is 1.98. Computed value t, i.e. greater than the critical table value 1.98 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Table-8: Showing ‘t’ value between summative written exam and practical project work on basis of score of total urban girls

No to total urban girls	Summative written exam		Practical project work		df	t
	M	S.D.	M	S.D.		
64	292.5938	58.6631	135.2969	10.549	126	21.1122

Table-8: we find from the table critical value of t with 126 degrees of freedom at 5% level of significance is 1.98. Computed value t, i.e. greater than the critical table value 1.98 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Table-9: Showing ‘t’ value between summative written exam and practical project work on basis of score of total science students

No of total pupil of science stream	Summative written exam		Practical project work		df	t
	M	S.D.	M	S.D.		
132	295.2424	59.7653	142.8788	4.2999	262	29.2145

Table-9: we find from the table critical value of t with 262 degrees of freedom at 5% level of significance is 1.97. Computed value t, i.e. greater than the critical table value 1.97 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Table-10: Showing ‘t’ value between summative written exam and practical project work on basis of score of arts students

No of total students of Arts stream	Summative written exam		Practical project work		df	t
	M	S.D.	M	S.D.		
120	292.1583	50.8777	124.5	3.0126	238	36.0353

Table-10: we find from the table critical value of t with 238 degrees of freedom at 5% level of significance is 1.97. Computed value t, i.e. greater than the critical table value 1.97 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Sample	No of students	r	Remarks
Total student	252	0.2275	Low correlation
Boys	123	0.2839	Low correlation
girls	129	0.185	Slight
Rural boys	59	0.1563	Slight
Rural girls	65	0.3869	Low correlation
Urban boys	64	0.4279	Moderate correlation
Urban girls	64	0.0095	Slight
Science	132	0.3315	Low correlation
Arts	120	0.1004	Slight

Value of ‘r’ is Low correlation relationship which is marked relationship between summative written examination and practical project work. The value of ‘r’ of total boys is 0.2839 i.e. the coefficient of correlation is low correlation which is definite but small relationship. The value of ‘r’ of total girls is 0.185 i.e. the coefficient of correlation is negligible relationship. The value of ‘r’ of rural boys is 0.1536 i.e. the coefficient of correlation is low correlation which is definite but small relationship. The value of ‘r’ of total rural girls is 0.3839 i.e. the coefficient of correlation is low correlation. The value of ‘r’ of urban boys is 0.4279 i.e. the coefficient of correlation is moderate correlation. The value of ‘r’ of urban girls is -0.0076 i.e. the coefficient of correlation is negligible relationship. The value of ‘r’ of total students of science stream is 0.3315 i.e. the coefficient of correlation is low correlation. The value of ‘r’ of total students of arts stream is 0.1004 i.e. the coefficient of correlation is almost negligible relationship.

Null Hypothesis Testing

To test the null hypothesis of the research, the whole data set was analysed with the own hand and Microsoft excel. Based on the result all hypothesis was found rejected.

Null Hypothesis	Null Hypothesis Testing
⁰ H ₁	Rejected
⁰ H ₂	Rejected
⁰ H ₃	Rejected
⁰ H ₄	Rejected
⁰ H ₅	Rejected
⁰ H ₆	Rejected
⁰ H ₇	Rejected
⁰ H ₈	Rejected
⁰ H ₉	Rejected

Finding

The study designed that conducted by the researcher was a descriptive one. The test was applied 252 students of class XII of higher secondary schools’ students only. The scores obtained were arranged into frequency distribution for statistics measure. The hypothesis farmed in the study were tested with the help of mean, S.D., coefficient of co relation, t-test. The analysis was made depending only on the above measure.

After analysis of the data the following observation were made and consolations was drawn from them.

Table-1 stated that the mean and S.D. of summative written exam was greater than practical project work of all sample.

Table-2: we find from the table critical value of t with 502 degrees of freedom at 5% level of significance is 1.96. Computed value t, i.e. greater than the critical table value 1.96 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Table-3: we find from the table critical value of t with 244 degrees of freedom at 5% level of significance is 1.97. Computed value t, i.e. greater than the critical table value 1.97 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Table-4: we find from the table critical value of t with 256 degrees of freedom at 5% level of significance is 1.97. Computed value t, i.e. greater than the critical table value 1.97 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Table-5: we find from the table critical value of t with 116 degrees of freedom at 5% level of significance is 1.98. Computed value t, i.e. greater than the critical table value 1.98 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Table-6: we find from the table critical value of t with 128 degrees of freedom at 5% level of significance is 1.98. Computed value t, i.e. greater than the critical table value 1.98 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Table-7: we find from the table critical value of t with 126 degrees of freedom at 5% level of significance is 1.98. Computed value t, i.e. greater than the critical table value 1.98 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Table-8: we find from the table critical value of t with 126 degrees of freedom at 5% level of significance is 1.98. Computed value t, i.e. greater than the critical table value

1.98 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Table-9: we find from the table critical value of t with 262 degrees of freedom at 5% level of significance is 1.97. Computed value t, i.e. greater than the critical table value 1.97 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Table-10: we find from the table critical value of t with 238 degrees of freedom at 5% level of significance is 1.97. Computed value t, i.e. greater than the critical table value 1.97 and hence is significant. Therefore, the null hypothesis rejected and as a result.

Here, the coefficient of correlation (r) of the total number students is 0.052 i.e. the value of 'r' is slight or, almost negligible relationship which is marked relationship between summative written examination and practical project work. The value of 'r' of total boys is 0.2848 i.e. the coefficient of correlation is low correlation which is definite but small relationship. The value of 'r' of total girls is -0.0474 i.e. the coefficient of correlation is negligible relationship. The value of 'r' of total boys is 0.3448 i.e. the coefficient of correlation is low correlation which is definite but small relationship. The value of 'r' of rural boys is 0.3448 i.e. the coefficient of correlation is low correlation which is definite but small relationship. The value of 'r' of total rural girls is -0.1181 i.e. the coefficient of correlation is low correlation which is definite almost negligible relationship. The value of 'r' of urban boys is 0.231 i.e. the coefficient of correlation is low correlation which is definite but small relationship. The value of 'r' of urban girls is -0.0076 i.e. the coefficient of correlation is negligible relationship. The value of 'r' of total students of science stream is 0.0918 i.e. the coefficient of correlation is negligible relationship. The value of 'r' of total students of arts stream is -0.0474 i.e. the coefficient of correlation is negligible relationship.

Significance of the Study

Project work involves in curriculum reformed in every subject in W.B. board of higher secondary education. Students get a chance to acquire their knowledge going to the field in every subject with involvement to project work. As a result, interest a concentration can be seen towards the student life. Such students have collected data directly going to in every particular field. New knowledge and evaluation is increasing in their studies, and they became skilful in every subject.

In project work students have to dependent on both oral and written method. In this work they collect their information both form society and environment. They faced many problem, and they are achieved their knowledge by solving the problems themselves. In this contrarily they are adapted and increased with society and increase their communication skill.

Students develop their relationship with others working in a group. And they became dependent each

other. Develop their bother hood interest and reliability with each other working in a group.

In this case students earned knowledge with their independent experience. As a result they developed their self-conscious individually.

Therefore, we can say that if the students of the Practical Project Work are more active than the summative written examination then more Grisons can realize.

Limitation of the Study

- 1) The sample number is very low compared to populations.
- 2) Only one rural school and one urban school is taken.
- 3) Only data collected from a district.
- 4) In calculating, researchers have also used the register pen and calculator. There is currently no advanced computer software used.
- 5) The time is very low

Suggestion of the Study

- 1) Project work requirements can be worked out.
- 2) How much is the student's interest in project work?
- 3) Know how successful the project work has been achieved.

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