Designing and Implementing an Outcome-Based Assessment Model for English Courses Taught at Undergraduate Level in a Business School in a Public Sector University in Karachi

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Abstract

Higher education institutions are responsible to ensure the provision of quality education that can produce competent graduates being equipped with knowledge, skills, and competences to meet the job market requirements. To determine whether the academic programs are effective in producing the desired results in terms of achieving the expected learning outcomes, the faculty need to use the appropriate assessment tools to assess how well the graduates have attained the required set of skills, knowledge and behavior. However, there are currently no such practices available in Pakistan especially in business education that uses the outcomes-based approach to assess graduate competencies. The current study is based on the designing and implementing an Outcome-Based Education model for English courses taught in BBA in a Public Sector University in Karachi. The current research was done in two stages. The first stage involved the review of the existing curriculum prescribed by the HEC, Pakistan, to identify areas for improvement, designing of the OBE model for English courses and validating the same by Subject Experts. While, the stage two, involved the implementation of the OBE model, analyzing the results achieved and collecting the feedback from concerned stakeholders regarding the effectiveness of the model. The findings revealed that the OBE model of English courses has enhanced the quality of teaching and learning by enabling students master the language skills, competencies, and the desired attributes set for each course. The feedback received from the key stakeholders demonstrates the highest degree of satisfaction with the OBE model's efficacy.

Key Words: Outcomes Based Education; Program Learning Outcomes; Course Learning Outcomes; Program Mapping

1. Introduction

1.1 Background of the Study

Outcomes Based Education (OBE) places a strong emphasis on imparting information and skills through predetermined learning outcomes. Learning outcomes are the desired or expected measurable results of a teaching and learning activity undertaken to complete a unit of study or a course of study or a program of study. In a traditional educational system, the emphasis is only placed on covering the material, whether or not students are understanding it. The OBE is based on a learner-centered approach, in contrast to the traditional education system, and educational efforts are used to create well-defined, observable learning targets to be used as a

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guiding pathway to attain the dissemination of the desired level of knowledge, skills, and behavior in learners in a particular discipline and subject to measure their performance. The OBE bases all academic decisions, curriculum design, teaching-learning activities, assessment, and evaluation on the learning of the students. The OBE is centered around the students' grooming through focused skill development in all target areas, including the cognitive, psychomotor, and affective learning domains, in contrast to the traditional instructional system, which places emphasis on rote learning and memorization of the teaching contents rather than developing students' skills. Similar to this, the traditional educational system teaches or repeats the same curriculum over time without incorporating innovation, student needs, or market needs assessment to take into account the present or future demands of the market. Without considering whether students have acquired the desired skills, knowledge, and qualities, faculty are forced to finish the syllabus within the allotted time frame without taking into account the fact that students' mastery of the subject is evaluated by testing their memory. In the traditional educational system, courses and programmes are designated by their length or duration—a four-year programme or a three-credit course—and the faculty devotes all of their time to covering the course's list of topics or contents without having any learning outcomes that have been formally documented to help them determine what knowledge from students should be expected after the course or programme is over. On the other hand, the OBE system enables curriculum adaptation in accordance with the demands of the learners to help them fit in with today's demanding world. In order to improve the development of their theoretical notions, the OBE demands the faculty to teach in accordance with the target learning outcomes, create the target set of skills and qualities, and assess the same using the right assessment instruments.

The foundation of any successful society is its well-established and well-organized educational system, which not only gives society the intellectual resources it needs to function in all spheres of life but also plays a crucial role in the growth of the knowledge economy. The nation's intended workforce is prepared through the educational system, receiving the knowledge, skills, and behavior needed to raise the social and economic standing of the country. There are two distinct educational systems operating in Pakistan- the public education system and the private education system. In terms of instruction quality, delivery, environment, fee structure, operational procedures; input and output quality, organization, governance, and policies, among other things, both are significantly distinct from one another. As a result, the results of both of these systems are very different. At every grade level, from primary to postsecondary, the quality of education provided by the public sector has always been the focus of attention. There is no suitable system in place in Pakistan to record, carry out, and assess the learning outcomes in the courses like English, despite the country having a standardised curriculum.

The higher education providers must concentrate on target outcomes in order to educate students for the demands of the market and their vocation. Unfortunately, Pakistan's higher education curriculum and assessment methods lack a concrete, tried-and-true model for planning teaching based on outcomes and grading it in systematic ways to determine how effectively graduates have achieved the desired outcomes. Since Pakistan joined the Washington Accord as a signatory, the Pakistan Engineering Council (PEC) has made it mandatory that all engineering programmes applying for the PEC accreditation must implement the OBE system. Twelve graduation qualities have been set forward by PEC as learning outcomes for engineering graduates upon successful completion of their degree programmes. (PEC, "Manual of accreditation procedures", 2014). Other accreditation bodies are also operating in Pakistan, such as the National Technology Council (NTC), which, in accordance with the Sydney Agreement, accredits all Engineering Technology programmes (M. Kamran and et al., 2020).

1.2 Statement of the Problem

At present, there are currently no such model or practice available in business education in Pakistan that uses the outcomes-based approach to assess graduate competencies. The HEC prescribed curriculum of the BBA, which was used as a source document for the current study to identify areas for improvement, lacks the alignment between the Program and Course Learning Outcomes. The program mapping that links courses with Program Learning Outcomes (PLOs) is also missing. Besides, the PLOs and Course Learning Outcomes (CLOs) are not properly designed and the course contents are also redundant and not properly organized. In addition, the course specification containing the details of each course including contents, instructional and assessment methodologies, grading criteria etc. is also missing as assessment is done mostly to test the memory and not skills. In order to address these important issues, the current study was carried out to provide business schools with the OBE model for English courses being offered in the BBA at a public sector university in Karachi that can help assess the effectiveness of teaching and learning as well as that can assist business students in learning in a non-traditional stereotype teaching style contrary to the traditional pedagogy, which focuses only on teaching contents rather than on the students' learning.

2. Literature Review

The well-known OBE model was created by Bill Spady in 1994 at the High Success Network. He claimed that the OBE is a student-centered approach that places an emphasis on assessing pupils' understanding of subject matter through previously established, precise learning outcomes. The OBE is a system for delivering education with a clear focus on all the important competencies that students are required to learn or learning targets they are required to achieve after completing their course of studies, according to Spady, who is regarded as the authority on OBE. This approach necessitates very close coordination between all parties involved in achieving the intended objectives, from the planning stage through to the execution stage. It follows a cycle that involves all participants, including programme administrators, planners, teachers, students, and evaluators, starting with the identification of the desired learning outcomes, mapping them with the courses, applying the most appropriate instructional methodologies, and assessment strategies to ensure the targets are achieved as planned (Spady, 1994).

Over the past few decades, the Outcome Based Education (OBE) paradigm has matured and gained acceptance on a global scale. OBE shifts focus to become a learner-centric exercise as a result of the transition from the traditional teacher-centric environment to transformation teaching, where outcomes are defined by what a student is expected to know and be able to do at the conclusion of the course or programme through transformation in attitude, skills, and knowledge. Through the achievement process, which the student goes through as they move through the course, their performance can be evaluated. Learning outcomes attainment is determined by applying both direct and indirect ways to calculate results from assignments, formative and summative assessments (Lavanya, C., & Murthy, J. N., 2022).

The curriculum's intended learning outcomes, which are composed of the contents and are clearly articulated around teaching and learning activities, are used by the OBE to help students reach their specific, predetermined goals. In addition to taking into account a "particular set of beliefs and assumptions regarding teaching-learning activities," the OBE as a theory or philosophy also calls for a robust, long-lasting, structured system to back it up and enable its application at every level (Killen, R., 2000). The Higher Education Commission, the regulatory body, is in responsibility of formulating educational policies and guidelines by setting priorities to enhance the caliber of higher education and research in Pakistan. In order for the current

higher education system to meet worldwide standards, significant academic and curriculum improvements are still required. To incorporate the intended learning outcomes in each subject area, the current curricula need to be revised. At every level, there is a need for faculty development as well as for assessment and evaluation procedures to be strengthened (Mehr Mohsin Raza & et al, 2019).

Higher education institutions are in charge of delivering high-quality instruction that can result in knowledgeable, skill-based graduates and professionals that are adequately equipped with all necessary learning traits. To ascertain whether the programme is effective in producing the anticipated results and how well it is meeting the expected course and programme requirements, evaluators must use the appropriate assessment instruments. These resources are essential for both pinpointing areas that need work and helping the faculty analyse and improve their instructional strategies in order to produce more fruitful results. Higher education institutions play a crucial role in fostering knowledge, higher order skills, and competencies in graduates who enter the workforce to work in their chosen disciplines and professions. The modern trend of paying, planning, and evaluating education on the basis of the anticipated outcomes has favored the defining of outcomes in terms of pre-determined skills or competences in systems of outcomes-based or competence-based education (Mulder et al., 2007).

Allison Erlinger maintains in his study that assuming that students are learning is not enough; actual proof of learning must be shown in relation to students' abilities to apply their knowledge and skills in practical settings. Besides, he also asserts that assessment be at programme level or course level, yields dual results. On the one hand, it enables the learner to identify their areas of improvement and those that still need work. On the other side, it offers the instructor insight to determine whether or not their teaching was successful in producing the desired results (Allison Erlinger, 2018). According to a recent study, structured teaching pedagogy and its evaluation based on targeted learning outcomes are crucial for determining how different teaching strategies affect business graduates (M. Farashahi & M. Tajeddin, 2018). As stated earlier the goal of OBE is for students to achieve desired objectives upon programme completion in terms of knowledge, skills, attitudes, and competency. With this motivation and putting up a concerted effort, OBE may be referred to the system of teaching that requires a thorough planning, training, motivation, necessary tools to teach and assess the target learning outcomes with the help of a set of processes that can guarantee the achievement of outcomes and benchmarking the same in line with the PLOs and Program objectives (Amirtharaj, S., et al, 2022).

Since OBE has been observed as a practical and effective strategy to help students improve their learning by engaging them in a systematic educational processes enabling them to achieve the desired learning targets, the development of faculty competence is also necessary for the implementation of the OBE to be successful. The only way for faculty members to fully apply the OBE is if they receive training in the areas that are crucial for its acceptance. Therefore, better OBE implementation may result from the necessary professional development (K. A. Venkatesh and Calvin S. King, 2021). Likewise, according to a recent study, adopting outcome-based education had a favorable effect on teachers' attitudes and even made them feel more accountable when using it in their teaching (Alimyar, Z., 2020).

The global educational landscape currently has a lot of promise for outcome-based education. The Ministry of Higher Education of Afghanistan has recently given priority to adopting outcome-based education and student-centered learning (Katawazai, R., 2021)

OBE aims to achieve the desired learning outcomes of each program that ultimately leads to the attainment of desired knowledge and skills in learners. This skilled workforce aids to

strengthen and enhance the knowledge economy therefore, the OBE is considered as one of the most crucial aspects of higher education in nations where knowledge-based economies are dominant (Mukesh, S., 2022).

OBE is referred to as a transformational system of education by Sanjiv Sharma and Pratistha Dwivedi (2021). It includes the entire cycle of curriculum design, implementation, and delivery of the course contents in the most effective ways, selection of the most appropriate tools for assessment and evaluation, reporting the overall results of the outcomes achievements, necessary capacity building of the teaching staff, etc. The OBE helps teachers and students gain the skills needed for the real world or the real market, giving them the courage to take on obstacles. The OBE experts suggest that the teaching and learning processes used by institutions for each program, must incorporate regular assessment as built-in features. Likewise, the involvement of the senior management, capacity building of the academic staff, availability of the teaching and learning resources and support facilities in line with the university vision and mission will lead to achieving the better results in terms of students' performance and achievements (Gross, H., 2022).

The OBE curriculum refers to the entire process of structuring everything required from each student and faculty making it clear and evident for them to invest their energies in order to successfully complete their educational experiences. Not only this, but it also incorporates the most appropriate instructional and assessment methodologies to deliver and assess the teaching contents. This is done by setting tangible, measurable learning outcomes for each course to be attained by the learners (Yogeswari, S., & Rajermani, T., 2022).

The OBE believes in sharpening and developing learners' skills and creativity providing them with the best learning environment, clear targets, effective and interactive teaching by making them feel confident, comfortable and eager to learn and perform throughout their learning process. This approach helps them stay focused, attentive and ready to meet challenges (Nurlaelah, N.,et al., 2021)

The curriculum in academia and the demands of industry are significantly different. In academic settings, a substantial amount of the program teaching content is knowledge-based and is memorized by students without adequate exposure to the practical relevance. OBE system of education helps producing graduates with essential higher order thinking skills, and enable them to learn all the necessary and desired graduate attributes that can help them perform better in practical life to satisfy the job requirements (Rao, N. J., 2020).

3. Methodology

The current study was 'Research & Development' in nature and it was carried out in two phases.

3.1. Phase one involved reviewing the BBA curriculum prescribed by HEC, selecting the following English courses from the BBA curriculum, noting down the observations to work, designing the OBE model for each of the following English courses and getting the model validated from subject experts:

1. Freshman English I
2. Freshman English II
3. Oral Communication & Presentation
4. Business Communication

Following steps were taken to design the OBE model for English courses:

1. Revision of Course Learning Outcomes (CLOs) of each English course

2. Designing of Program Mapping Matrix, aligning the Program and Course Learning Outcomes keeping in view their contribution
3. Designing of Course Specification Template for each English course
4. Designing of Table of Specification (TOS) for each English course
5. Designing of Questionnaire for Subject Experts for Feedback on OBE Model for Validation
6. Setting of Exam Papers based on the TOS

3.2. Phase Two, involved the implementation of the OBE model after validation from the subject experts, assessment of the achievement of the learning outcomes and collection of feedback from the faculty and students regarding the effectiveness of the model.

Following steps were taken to complete the phase two of the study:

1. Execution of the OBE model
2. Assessment of the Achievement of the Course Learning Outcomes in OBE Based English Courses
3. Collection of Feedback from students and faculty on Effectiveness of the OBE Model

4. Results & Discussion

4.1. Following findings were identified regarding the current study:

1. **Course Learning Outcomes were not designed properly**: Despite being readily available, the HEC-prescribed BBA curriculum was not based on the OBE paradigm. The programme and course learning outcomes were not accurately and effectively constructed. They were excessively general and only addressed lower order thinking abilities. The CLOs' action verbs tended to be repetitive. As a result, the CLOs were updated to make them more precise and quantifiable while still keeping Bloom's Taxonomy in mind and connecting them with the programme learning outcomes.

2. **Program Learning Outcomes and Course Learning Outcomes were not aligned**: There was no mapping matrix provided in the HEC-recommended curriculum that could demonstrate the alignment between the PLOs and CLOs. The OBE structured curriculum must have this mapping because it demonstrates how the courses help students achieve their PLOs. The CLOs were then mapped with the programme learning outcomes following their revision.

3. **English Courses were not Structured Based on the OBE Model**: The CLOs provided in the HEC's BBA curriculum did not follow the OBE guidelines. The information was repetitive and poorly arranged. The course material was repeated frequently. Additionally, the instructional methodology, assessment methodologies, and evaluation criteria were either not provided at all, or they were only partially provided. The researcher restructured the English courses ensuring the alignment between PLOs & CLOs keeping in view the course contents.

4. **There was no mechanism for the assessment of CLOs:** There isn't much of an assurance of learning concept in conventional teaching methods. Regardless of whether the target skills were defined as milestones to achieve and regardless of whether they attained mastery over the intended language abilities, the rote learning through the testing of memory in terms of numbers is typically considered the qualifying criteria from one level to the next. However, the OBE model originally set goals based on Bloom's Taxonomy for lower and higher order thinking abilities. Then, following the completion of each course, an evaluation was conducted to gauge the effectiveness of the CLO. The test questions were created in accordance with the Table of Specifications

established for each course, clearly indicating how each CLO was evaluated and indicating the weighting of each assessment instrument. Furthermore, each CLO was evaluated a minimum of twice to ensure learning. However, some CLOs that needed further support were evaluated three times.

4.2   Findings of Validation of the OBE Model: After designing the OBE model, it was sent to subject experts for validation. A short questionnaire was designed to seek responses from the subject experts. Table. 1 shows the Reliability Statistics of the OBE model based on the responses received from the subject experts for each course. Internal consistency is measured by Cronbach's alpha. It is regarded as a gauge of scale dependability. A Cronbach's alpha of 0.70 and above is considered good, 0.80 and above is better, and 0.90 and above is considered best. The reliability of the entire data set of 24 variables associated to Courses has produced very consistent results. Each of the questions in Table 1 displays an alpha value that is noticeably greater than the minimal criterion.

Table. 1. Reliability Statistics (Course-wise Analysis)

Courses	Validation Questions	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
English 1	01. Do you think the available CLOs for this course prescribed by HEC are appropriate?	70.8000	124.700	.670	.964
	03. Do you think that the Revised CLOs for this course are appropriate?	69.4000	123.800	.924	.963
	04. Is there any need to further revise the CLOs of this course?	70.6000	114.800	.918	.961
	05. Are the revised CLOs contributing to the course contents?	69.4000	123.800	.924	.963
	06. Are the revised CLOs contributing to the PLOs given in Program Mapping Matrix?	69.4000	123.800	.924	.963
English 2	01. Do you think the available CLOs for this course prescribed by HEC are appropriate?	70.6000	134.300	-.110	.970
	02. Do you think the available CLOs for this course prescribed by HEC need revision?	71.6000	123.300	.789	.963
	03. Do you think that the Revised CLOs for this course are appropriate?	69.4000	123.800	.924	.963
	04. Is there any need to further revise the CLOs of this course?	70.0000	107.500	.888	.964
	05. Are the revised CLOs contributing to the course contents?	69.4000	123.800	.924	.963
	06. Are the revised CLOs contributing to the PLOs given in Program Mapping Matrix?	69.4000	123.800	.924	.963
Business Communication	01. Do you think the available CLOs for this course prescribed by HEC are appropriate?	70.6000	123.300	.789	.963
	02. Do you think the available CLOs for this course prescribed by HEC need revision?	69.4000	132.800	.019	.969
	03. Do you think that the Revised CLOs for this course are appropriate?	69.4000	123.800	.924	.963
	04. Is there any need to further revise the CLOs of this course?	70.4000	106.300	.937	.963

	05. Are the revised CLOs contributing to the course contents?	69.4000	123.800	.924	.963
	06. Are the revised CLOs contributing to the PLOs given in Program Mapping Matrix?	69.4000	123.800	.924	.963
Oral Communication	01. Do you think the available CLOs for this course prescribed by HEC are appropriate?	70.2000	115.200	.792	.963
	03. Do you think that the Revised CLOs for this course are appropriate?	69.4000	123.800	.924	.963
	04. Is there any need to further revise the CLOs of this course?	70.2000	106.700	.988	.961
	05. Are the revised CLOs contributing to the course contents?	69.4000	123.800	.924	.963
	06. Are the revised CLOs contributing to the PLOs given in Program Mapping Matrix?	69.4000	123.800	.924	.963

Table.2, provides statistics on cumulative reliability. When the internal consistency of each question was tested separately, an alpha value of 0.927 was discovered, which is quite excellent.

Table. 2- Reliability Statistics (Cumulative)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.927	.969	24

4.3 Results & Discussion on the Achievement of CLOs in each English course:

After designing the OBE model and getting it validated, the same was implemented on two batches of BBA students of a public sector university in Karachi, Pakistan. 1st cohort comprised 21 students of 1st and 2nd semesters. They were taught English I & II courses respectively whereas, the 2nd cohort comprised 14 students of 3rd and 4th semester BBA students who were taught Oral Communication and Business Communication skills courses respectively. The summary of the assessment results achieved in each course with discussion on each is provided below:

4.3.1. In **Course 1 (English I)** there were total seven (07) revised CLOs. These CLOs were tested using the assessment tools including quiz, mid-term, assignment, presentation and final term. CLO 1 and 2 were assessed three times using the assessment tools, including quiz (Test 1) in which students secured 75.24% and 77.52% average score in CLO 1 and 2 respectively. Then in mid-term that was also a quiz in which students secured 82.95% and 83.33% average score in CLO 1 and 2 respectively. Finally to reinforce the same skills, the CLO 1 and 2 were assessed the third time through assignment that resulted into the attainment of 90.24 % and 86.19% average score respectively. The average passing score in CLO 1 and 2 was recorded as 80.66%, 84.7%, 90.24% and 85.17%, 85.5% and 86.19% in Test 1, mid-term and assignment respectively. The CLO 3, 4 and 5 were assessed twice. The CLO 3 was assessed by Test 2 comprising a small quiz in which students secured 78.67% marks. To improve the learning in the same target areas, the CLO 3 was reinforced and assessed one more time in final-term in which the performance score improved to 86.62%. The percentage of the average passing score in CLO-3 was recorded as 80.6 and 86.62 in Test 2 and final term respectively. The CLO 4 and 5 were assessed, by Test 2 (mid-term) comprising a small quiz in which students secured 75.81% and 65.43% marks respectively. To improve the learning in the same target areas, the CLO 4 and 5 were reinforced and assessed one more time in final-term in which the

performance score improved to 85.62% and 80.48% respectively. The percentage of the average passing score in CLO-4 was recorded as 79.15% and in CLO 5 85.62% and 69.44% and 80.48% in Test 2 and final term respectively. The CLO 6 and 7 were assessed twice. First by Assignment and final term for CLO 6 and Mid-term and presentation for CLO 7. The average passing score in CLO 6 and 7 was 67.54%, 81.67% and 74.1% and 84.29% respectively. (Table.3)

Table. 3. (Course 1)-Consolidated Summary of CLOs Attainment in English I

CLOS	Description	Test 1	Mid-Term	Assign.	Test 2	Final-Term	Presentation
CLO 1	Average % Score	75%	83%	90%			
	% of Average Passing Score	81%	85%	90%			
	Completion Rate	86%	95%	100%			
CLO 2	Average % Score	78%	83%	86%			
	% of Average Passing Score	85%	86%	86%			
	Completion Rate	81%	95%	100%			
CLO 3	Average % Score				79%	87%	
	% of Average Passing Score				81%	87%	
	Completion Rate				95%	100%	
CLO 4	Average % Score				76%	86%	
	% of Average Passing Score				79%	86%	
	Completion Rate				90%	100%	
CLO 5	Average % Score		65%			80%	
	% of Average Passing Score		69%			80%	
	Completion Rate		86%			100%	
CLO 6	Average % Score			65%		82%	
	% of Average Passing Score			68%		82%	
	Completion Rate			90%		100%	
CLO 7	Average % Score		73%				84%
	% of Average Passing Score		74%				84%
	Completion Rate		95%				100%

4.3.2 In **Course 2 (English II),** there were total seven (07) revised CLOs. These CLOs were tested using the assessment tools including quiz, mid-term, assignment, presentation and Final Term. CLO 1 and 2 were assessed twice using the assessment tools, including quiz (Test 1) and presentation for CLO 1 and Test 1 and final term for CLO 2 in which students secured 73% and 85% average score in CLO 1 and 2. CLO 3 and 4 were also assessed twice through mid-term and assignment for CLO 3 and mid-term and final term for CLO 4 in which students secured 73%, 85% and 76% and 79% average score in CLO 3 and 4 respectively. CLO 5 was assessed thrice through mid-term, assignment and final-term with 74%, 76% and 72% average passing scores respectively. Whereas, CLOs 6 was assessed only once through presentation in which students secured 81% average score. The CLO 7 was assessed three times through mid-

term, assignment and final-term with 80%, 79% and 80% average passing scores respectively. (Tale.4)

Table. 4. (Course 2)-Consolidated Results of CLOs Attainment in English II

CLOs	Description	Test 1	Presentation	Test 2/ Mid - Term	Assignment	Final -Term
	Average % Score	70%	80%			
CLO1	% of Average Passing Score	73%	85%			
	Completion Rate	90%	100%			
	Average % Score	70%				82%
CLO2	% of Average Passing Score	73%				85%
	Completion Rate	90%				100%
	Average % Score			70%	73%	
CLO3	% of Average Passing Score			73%	85%	
	Completion Rate			90%	100%	
	Average % Score			71%		79%
CLO4	% of Average Passing Score			76%		79%
	Completion Rate			86%		100%
	Average % Score			70%	73%	72%
CLO5	% of Average Passing Score			74%	76%	72%
	Completion Rate			86%	90%	100%
	Average % Score		77%			
CLO6	% of Average Passing Score		81%			
	Completion Rate		90%			
	Average % Score			73%	75%	80%
CLO7	% of Average Passing Score			80%	79%	80%
	Completion Rate			81%	90%	100%

4.3.3 In Course 3 (Oral Communication & Presentation), there were total eight (08) revised CLOs. CLOs were tested using the assessment tools including quiz, mid-term, assignment, presentation and final term. CLO 1, 2, 3 and 4 were assessed twice through quiz (Test 1) and presentation for CLO 1, Test 1 and final term for CLO 2, assignment and test 2 for CLO 3 and test 2 and final term for CLO 4 in which students secured 73.67%, 85.71% in CLO 1, 70.09%, 80.71% in CLO 2, 87%, 76% in CLO 3, and 77%, 80% average scores in CLO 4 respectively. CLO 5 was assessed thrice through mid-term, test 2 and final-term with 82%, 77% and 80% average passing scores respectively. Whereas, CLOs 6 was assessed only once through presentation in which students secured 85% average score. The CLO 7 was assessed three times through assignment, presentation and final-term with 86%, 85% and 78% average passing scores respectively. CLO 8 was assessed twice via role play and final term and students secured 83% and 86% average passing scores. (Table. 5)

Table. 5. (Course 3)-Consolidated Results of CLOs Attainment in Oral Communication & Presentation

CLOs	Description	Test 1	Assignment	Presentation	Test 2	Role Play	Final Term
CLO 1	Average % Score	69.28571429		85.71428571			
	% of Average Passing Score	73.67		85.71			
	Completion Rate	0.857142857		1			
CLO 2	Average % Score	71.57					80.71
	% of Average Passing Score	79.09					80.71
	Completion Rate	79%					100%
CLO 3	Average % Score		87%		69%		
	% of Average Passing Score		87%		76%		
	Completion Rate		100%		79%		
CLO 4	Average % Score				74%		80%
	% of Average Passing Score				77%		80%
	Completion Rate				93%		100%
CLO 5	Average % Score		80%		72%		80%
	% of Average Passing Score		82%		77%		80%
	Completion Rate		93%		86%		100%
CLO 6	Average % Score			85%			
	% of Average Passing Score			85%			
	Completion Rate			100%			
CLO 7	Average % Score		79%	77%			78%
	% of Average Passing Score		86%	85%			78%
	Completion Rate		86%	86%			100%
CLO 8	Average % Score					80%	86%
	% of Average Passing Score					83%	86%
	Completion Rate					93%	100%

4.3.4 In Course 4 (Business Communication), there were total eight (08) revised CLOs. CLOs were tested using the assessment tools including quiz, mid-term, assignment, presentation and final term. CLO 1, was assessed twice through quiz (Test 1) and presentation. CLO 2 was also assessed twice through Test 1 and final term. CLO 3 and 4 were also assessed twice through test 2 and assignment and test 2 and final term for CLO 3 and 4 respectively. Students secured 78%, 86% in CLO 1, 80%, 81% in CLO 2, 76%, 81% in CLO 3, and 78% and 82% average scores in CLO 4 respectively. CLO 5 was assessed thrice through test 2, assignment and final-term with 78%, 79% and 79% average passing scores respectively. Whereas, CLOs 6 was assessed only once through presentation in which students secured 85% average score. The CLO 7 was assessed three times through assignment, presentation and final-term with 86%, 75% and 81% average passing scores respectively. CLO 8 was assessed twice via role play and final term in which students secured 83% and 86% average passing scores. (Table.6).

Table. 6. (Course 4)-Consolidated Results of CLOs Attainment in Business Communication

CLOs	Description	Test 1	Presentation	Test 2	Assignment	Presentation	Role Play	Final Term
CLO 1	Average % Score	73%	86%					
	% of Average Passing Score	78%	86%					
	Completion Rate	86%	100%					
CLO 2	Average % Score	72%						81%
	% of Average Passing Score	80%						81%
	Completion Rate	79%						100%
CLO 3	Average % Score			74%	81%			
	% of Average Passing Score			76%	81%			
	Completion Rate			93%	100%			
CLO 4	Average % Score			74%				82%
	% of Average Passing Score			78%				82%
	Completion Rate			86%				100%
CLO 5	Average % Score			73%	76%			79%
	% of Average Passing Score			78%	79%			79%
	Completion Rate			86%	93%			100%
CLO 6	Average % Score					85%		
	% of Average Passing Score					85%		
	Completion Rate					100%		
CLO 7	Average % Score				75%	78%		84%
	% of Average Passing Score				86%	87%		81%
	Completion Rate				86%	93%		86%
CLO 8	Average % Score						80%	86%
	% of Average Passing Score						83%	86%
	Completion Rate						93%	100%

4.3.5 Faculty Feedback on Effectiveness of OBE Model: The success and effectiveness of the OBE model described in this study is evident from the responses received through structured questionnaires that were given to teachers in order to assess how well the OBE Model had performed in terms of achieving the targeted outcomes. The Likert Scale was used to collect this feedback. The first four questions dealt with demographic information, whereas questions five through twelve largely asked for their insightful opinions on the effectiveness of the OBE model. The OBE structured courses were found to be more organized, systematic, focused, helpful in improving the quality, different from the traditional courses, interesting, useful to produce the desired results, and sustainable and replicable in other courses and disciplines.

5. Conclusion

The OBE model was applied to two batches of the BBA after being validated. The OBE-based restructured courses were taught and subsequently evaluated using the recommended pedagogies. To determine the level of accomplishment of each CLO in each English course, the results were analysed and compared. The researcher discovered a considerable improvement in the performance of the students in the targeted subject areas. In order to gauge the OBE model's performance and efficacy, teacher and student input was then gathered. Faculty members expressed strong satisfaction (62.5%) and satisfaction (35.3%) with the OBE model's ability to be well-organized, practical, goal-oriented, sustainable, and helpful in enhancing the quality of teaching and learning, respectively.

The OBE model proposed demanding approaches concentrating on the target learning areas and mastery of the learners over the target language skills, topic knowledge, and practical performance in each predefined areas instead of the stereotype memory testing sort of evaluation. More than 80% of students who responded to questions about whether they found the OBE assessment challenging, beneficial, or helpful in enhancing the quality said that it met those criteria.

The OBE approach was difficult to replicate since it took a lot of work to restructure all the courses according to the OBE principles, ensure alignment at every level, revise the PLOs and CLOs, execute the same, and achieve the intended results. It was difficult, but necessary to replicate it in all undergraduate English courses offered by higher education institutions across all subject areas. To achieve harmony, it is necessary to gradually convert the entire existing curriculum into an OBE-based curriculum in order to raise the standard of instruction.

Based on the findings, we can recommend the following:

- Based on the OBE model, courses can be revamped either separately or in conjunction with other courses for a given subject.
- By revising the CLOs in line with the PLOs keeping the course contents aligned, the PLOs can be attained. However, the achievement of the overall PLOs depends on the revision and mapping of the CLOs.
- The faculty, who are desirous to introduce such innovative measures in their teaching can adopt the OBE model in their classes for improvement in teaching and learning.

5.1 Limitations of the Study and Areas for Further Studies

- Only English courses in the BBA program were included in this study. Other undergraduate programmes with English-related courses would have distinct content and structures, so they were beyond the purview of the current study.
- After reconstructing all other courses to OBE model the similar OBE model can be replicated and applied to the whole BBA programme.
- Not only this, but the similar models can also be designed for other programs where English is taught using the parameters provided in this study.

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