


IMPACT OF OUTCOME-BASED EDUCATION (OBE) ON LEARNERS' PERFORMANCE IN BUSINESS COURSES

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ARTICLE INFO	ABSTRACT
<p>Article history:</p> <p>Received 29 May 2023</p> <p>Accepted 22 August 2023</p>	<p>Purpose: The study aims to introduce a new format of education called outcome-based education (OBE), its importance, and its impact on learners' performance in business courses.</p>
<p>Keywords:</p> <p>Outcome-Based Education (OBE); Outcome-Based Assessment; Program Outcomes (POs); Graduate Attributes (GAs); Program-Specific Outcomes (PSOs); Course Outcomes (COs); Business Education.</p>	<p>Theoretical framework: Outcome-based education (OBE) ensures that new learners enter the classroom exceptionally prepared with the skills, mindsets, and values required to grow into successful adults after they leave the educational system. Outcome-based education (OBE) is a teaching approach that concentrates on how novices will perform in the future and how to use knowledge to accomplish objectives after instruction.</p>
	<p>Methodology: The qualitative method was chosen as the content is theoretical, for outcome-based education has been compared with conventional education. This study begins by tracing the evolution of outcome-based education (OBE) and introducing crucial implementation criteria. Following the discussion of impacts, it is covered how the concept of repercussions necessitates a paradigm shift in evaluation and evaluation methodologies. The study then goes through the crucial effects of implementing the exercise and methods for rating and evaluating learners' success in business school. These repercussions are closely related to discussing the four critical philosophies of outcome-based education (OBE). Based on that, results are drawn.</p> <p>Results and conclusion: It is confirmed that OBE develops a learner's Fundamental knowledge, problem-solving skills, research skills, technical skills, social skills, ethical values, communication skills, project management skills, and life-long skills that have a significant impact on one's career.</p> <p>Originality/Value: Outcome-based education (OBE), which directs learners in building their professional careers and increases their knowledge and creativity, is the newest education trend. In the context of their workplace, OBE might support their healthy development. The National Board of Accreditation (NBA) requires the application of the appropriate evaluation strategies for learners to acquire the skills indicated for outcome-based education. Outcome-based education (OBE) is attractive because it can improve coaching, the educational system, and learners' performance, which primarily rely on evaluating graduates' skills. Through this process, the learner will learn how to bridge the gap between tutoring and results-based mastering techniques. No one in South Asia didn't undertake any research on the subject; as a result, the fresh information would help to enhance management, encourage innovation, and boost performance.</p> <p>Contribution: The suggested methodological model, one of the most fundamental advances in business education, would improve scientific capabilities in the training</p>

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process at the business school and permit a widespread incidence in the academic environment.

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IMPACTO DA EDUCAÇÃO BASEADA EM RESULTADOS (OBE) NO DESEMPENHO DOS ALUNOS NOS CURSOS DE NEGÓCIOS

RESUMO

Objetivo: O estudo visa introduzir um novo formato de educação chamado educação baseada em resultados (OBE), sua importância e seu impacto no desempenho dos alunos em cursos de negócios.

Estrutura teórica: a educação baseada em resultados (OBE) garante que os novos alunos entrem na sala de aula excepcionalmente preparados com as habilidades, mentalidades e valores necessários para se tornarem adultos bem-sucedidos depois de saírem do sistema educacional. A educação baseada em resultados (OBE) é uma abordagem de ensino que se concentra em como os iniciantes vão se comportar no futuro e como usar o conhecimento para realizar objetivos após a instrução.

Metodologia: O método qualitativo foi escolhido porque o conteúdo é teórico, pois a educação baseada em resultados foi comparada com a educação convencional. Este estudo começa rastreando a evolução da educação baseada em resultados (OBE) e introduzindo critérios cruciais de implementação. Na sequência da discussão dos impactos, é abordada a forma como o conceito de repercussões exige uma mudança de paradigma nas metodologias de avaliação e avaliação. O estudo então passa pelos efeitos cruciais da implementação do exercício e métodos para classificar e avaliar o sucesso dos alunos na escola de negócios. Essas repercussões estão intimamente relacionadas à discussão das quatro filosofias críticas da educação baseada em resultados (OBE). Com base nisso, os resultados são desenhados.

Resultados e conclusão: Confirma-se que o OBE desenvolve conhecimentos fundamentais do aluno, habilidades de resolução de problemas, habilidades de pesquisa, habilidades técnicas, habilidades sociais, valores éticos, habilidades de comunicação, habilidades de gerenciamento de projetos e habilidades ao longo da vida que têm um impacto significativo na carreira do aluno.

Originalidade/Valor: A educação baseada nos resultados (EBE), que orienta os alunos a construir suas carreiras profissionais e aumenta seus conhecimentos e criatividade, é a mais nova tendência educacional. No contexto de seu local de trabalho, o OBE pode apoiar seu desenvolvimento saudável. O Conselho Nacional de Acreditação (NBA) exige a aplicação das estratégias de avaliação adequadas para que os alunos adquiram as competências indicadas para a educação baseada nos resultados. A educação baseada nos resultados (OBE) é atraente porque pode melhorar o treino, o sistema educacional e o desempenho dos alunos, que dependem principalmente da avaliação das habilidades dos graduados. Através deste processo, o aluno aprenderá como preencher a lacuna entre as técnicas de tutoria e o domínio baseado em resultados. Ninguém no Sul da Ásia não realizou nenhuma pesquisa sobre o assunto; como resultado, as novas informações ajudariam a melhorar a gestão, incentivar a inovação e impulsionar o desempenho.

Contribuição: O modelo metodológico sugerido, um dos avanços mais fundamentais na educação empresarial, melhoraria as capacidades científicas no processo de formação na escola de negócios e permitiria uma incidência generalizada no ambiente acadêmico.

Palavras-chave: Educação Baseada em Resultados (OBE), Avaliação Baseada em Resultados, Resultados do Programa (POs), Atributos de Pós-Graduação (GAs), Resultados Específicos do Programa (PSOs), Resultados do Curso (COs), Educação Empresarial.

IMPACTO DE LA EDUCACIÓN BASADA EN RESULTADOS (EIB) EN EL DESEMPEÑO DE LOS ALUMNOS EN CURSOS DE NEGOCIOS

RESUMEN

Objetivo: El estudio pretende introducir un nuevo formato de educación denominado educación basada en resultados (EIB), su importancia y su impacto en el desempeño de los estudiantes en cursos de negocios.

Marco teórico: La educación basada en los resultados (EIB) garantiza que los nuevos alumnos ingresen al aula excepcionalmente preparados con las habilidades, mentalidades y valores necesarios para convertirse en adultos exitosos después de que abandonan el sistema educativo. La educación basada en los resultados (EIB) es un enfoque de enseñanza que se centra en cómo se desempeñarán los principiantes en el futuro y cómo utilizar el conocimiento para lograr objetivos después de la instrucción.

Metodología: Se eligió el método cualitativo por ser el contenido teórico, ya que se ha comparado la educación basada en resultados con la educación convencional. Este estudio comienza por rastrear la evolución de la

educación basada en los resultados (EIO) e introducir criterios de implementación cruciales. Luego de la discusión de los impactos, se aborda cómo el concepto de repercusiones requiere de un cambio de paradigma en las metodologías de evaluación y valoración. El estudio pasa luego por los efectos cruciales de la implementación del ejercicio y los métodos para calificar y evaluar el éxito de los estudiantes en la escuela de negocios. Estas repercusiones están estrechamente relacionadas con la discusión de las cuatro filosofías críticas de la educación basada en resultados (EIB). Sobre esa base, se extraen resultados.

Resultados y conclusión: Se confirma que OBE desarrolla el conocimiento fundamental, habilidades de resolución de problemas, habilidades de investigación, habilidades técnicas, habilidades sociales, valores éticos, habilidades de comunicación, habilidades de gestión de proyectos y habilidades para toda la vida de un estudiante que tienen un impacto significativo en su carrera.

Originalidad/valor: La educación basada en los resultados (EIB), que orienta a los estudiantes en la construcción de sus carreras profesionales y aumenta su conocimiento y creatividad, es la tendencia educativa más reciente. En el contexto de su lugar de trabajo, la EIO podría apoyar su desarrollo saludable. La Junta Nacional de Acreditación (NBA) requiere la aplicación de las estrategias de evaluación apropiadas para que los estudiantes adquieran las habilidades indicadas para la educación basada en los resultados. La educación basada en los resultados (EIB) es atractiva porque puede mejorar el entrenamiento, el sistema educativo y el desempeño de los estudiantes, que dependen principalmente de la evaluación de las habilidades de los graduados. A través de este proceso, el alumno aprenderá a cerrar la brecha entre la tutoría y las técnicas de masterización basadas en resultados. Nadie en el sur de Asia emprendió ninguna investigación sobre el tema; como resultado, la nueva información ayudaría a mejorar la gestión, alentar la innovación y mejorar el desempeño.

Contribución: El modelo metodológico sugerido, uno de los avances más fundamentales en la educación empresarial, mejoraría las capacidades científicas en el proceso de formación en la escuela de negocios y permitiría una incidencia generalizada en el entorno académico.

Palabras clave: Educación Basada en Resultados (OBE), Evaluación Basada en Resultados, Resultados del Programa (POs), Atributos de Graduados (GAs), Resultados Específicos del Programa (PSOs), Resultados del Curso (COs), Educación Empresarial.

INTRODUCTION

Institutions of higher learning, especially those in certain professions, have historically emphasized curricula created by a select set of seasoned persons or professional organizations. However, these programs did not effectively equip their graduates for rewarding careers. In an outcome-based education system, students are graded according to how well they perform on exams that cover the material they learned in class. While some students perform well, others do poorly. According to this system, such variation in learner rankings is predicted and unavoidable.

The School of Law's training is distinguished by the following characteristics: the research function is essentially absent from the teaching-learning process; a large percentage of teachers lack training in the management of research skills; there are some indications of work in active methodologies; a large percentage of graduates complete the Special Degree Programme; the current curriculum does not prepare professionals with the necessary research skills and abilities; and a large percentage of students perceive that the School of Law's training is lacking in these areas^[1].

The curriculum, evaluation, and reporting processes are reorganized in the outcome-based education (OBE) approach to emphasize high-order learning and mastery rather than accumulating path credit [17]. OBE's main objective is to improve knowledge, build skills, and positively influence attitudes, values, and judgment to bring the desired changes in the learners. According to OBE's guiding principle, figuring out what needs to be done first is the most excellent examination method. Once the target has been established, the techniques, tactics, strategies, and other methods may be used to achieve it.

The outcome-based education (OBE) consists of outcome-based quality control inspections and competency-based learning requirements. OBE is the most critical education component in nations with a knowledge-based economy. The accomplishment of predefined learning outcomes is the aim of outcome-based education (OBE). The objectives and results of a business program emphasize the outcome-based education (OBE) type of accreditation. OBE develops the curriculum, teaching-mastery processes, and evaluation to ensure that the outputs are obtained after having a clear grasp of what a learner must be able to accomplish. The OBE version supports the outstanding progress which is ongoing.

The Objective of the Study

The study aims to introduce a new format of education called outcome-based education (OBE), its importance, and its impact on learners' performance in business courses.

Reasons for Shifting Outcome-Based Education (OBE)

The word "consequences" is hardly discussed or considered in the outcome-based education (OBE) discussion. It is also unacceptable that the term is rarely used to refer to abuse in professions other than education. A fantastic selection of documents concerning consequences and their usage can be found by searching for "consequences definition."

An outcome-based approach defines long-term, broadly defined goals, and objectives and holds participants responsible for accomplishing them. Members use their professional judgment to make decisions about rules, tactics, and processes; this judgment must be or may be influenced by pertinent studies, real-world experience, and the requirements of the parties involved.

In the outcome-based education approach to teaching, decisions about the curriculum are based on the go-out mastery outcomes that the students must demonstrate at the end of the course. The National Board of Accreditation (NBA) has endorsed the outcome-based education

(OBE) approach and issued guidelines for establishments to pursue excellence and be accredited. These recommendations are implemented to define the program results and the direction results.

Bangladesh is doing well in developing the business education environments in the world, but still, it is far lagging compared to its neighboring country India. Ten thousand six hundred ninety business and management studies institutes in India offer undergraduate and graduate education [8]. The network is interested in those business leaders' quality, the universities' size, and the number of business graduates. The mission of the India School of Business Education Council (ISBE) and the National Board of Accreditation (NBA) in India is to introduce and uphold the pleasure of training. Bangladesh is also walking on the same path.

A global alliance has been developed to guarantee that education is of the best currently-available standard. Three accords address reciprocal recognition in some participating countries- Washington, Dublin, and Sidney Accords. Bangladesh joined the Washington Accord as a provisional signatory member in 2011, making the completion of outcome-based training mandatory. However, the NBA has previously begun using OBE for this purpose.

Methodology

The qualitative method was chosen as the content is theoretical, for outcome-based education has been compared with conventional education. This study begins by tracing the evolution of outcome-based education (OBE) and introducing crucial implementation criteria. Following the discussion of impacts, it is covered how the concept of repercussions necessitates a paradigm shift in evaluation and evaluation methodologies. The study then goes through the crucial effects of implementing the exercise and methods for rating and evaluating learners' success in business school. These repercussions are closely related to discussing the four critical philosophies of outcome-based education (OBE). Based on that, results are drawn.

Outcome-Based Education (OBE)

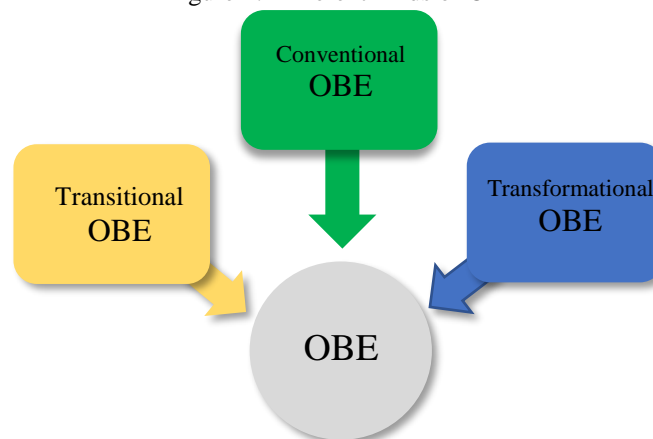
OBE has been used for over a century since educationalists first emphasized valuing learners' character throughout the learning process. They believed that the best way to assess education is to encourage each learner's fulfillment, which would happen at different rates for different learners.

Outcome-based education (OBE) ensures that new learners enter the classroom exceptionally prepared with the skills, mindsets, and values required to grow into successful

adults after they leave the educational system. Outcome-based education (OBE) is a teaching approach that concentrates on how novices will perform in the future and how to use knowledge to accomplish objectives after instruction.

The OBE's effective curriculum design that encourages experiential learning is one of its major issues. The effectiveness of any curriculum can be assessed through coaching, which entails identifying and assessing what learners are capable of doing (i.e., learning outcomes) after receiving instruction. The OBE, in particular, aims to put into practice the learning that has taken place among the students in terms of knowledge, abilities, attitudes, and values that are appropriate for the modern social, economic, and cultural environment of society. Three different kinds of OBE are shown in Figure 1 following a literature review:

Figure 1: Different kinds of OBE



Source: Prepared by the authors

- a. **Conventional OBE** evaluates the learners' mastery of the prescribed curriculum to determine the learning outcomes.
- b. **Transitional OBE** evaluates university learners' general or higher-order abilities, such as critical thinking, problem-solving, communication, and teamwork.
- c. **Transformational OBE** assesses how well the students have mastered various disciplinary knowledge and skills (i.e., interdisciplinary) and the specialized skills, dispositions, and principles demanded by the organization or society.

PARADIGM SHIFT

It also informs educators on the effectiveness of their coaching methods and strategies and provides information about how learners progress. In evaluating the results through

outcome-based education (OBE), the university can be a base for enhancing academic infrastructure and programs at the institutional level.

1st Paradigm Shift – Teacher-Focused to Learner-Focused Approach

A change in mindset among educators and educational leaders is necessary for the evolution of result-based education, and the change necessitates a shift in training strategy from trainer-focused to learner-focused [5,6,10,12]. The following table illustrates how the results-based device and the traditional content-based device differ from one another.

Table 1: Teacher-Focused to Learner-Focused Approach

Conventional Education	Outcome Based Education
What are the methods we use as educators	What our learners are capable of and what they have become
Teaching through inputs and contents	learning through the showing of abilities and results
Teaching and Learning (TLA) as the goal	Using teaching and learning (TLA) as a tool to achieve a goal
Results depend on practice.	Results guide the practice.
Learning is confined to textbooks and worksheets and is teacher-centered.	Learning is learner-centered, and the instructor frequently promotes and uses teamwork to solidify the new strategy.
The syllabus is strict and non-negotiable in the teacher's eyes.	Teachers can be imaginative and creative in building their programs with the help of learning programs, which are viewed as guides.
Learning is the instructor's responsibility, and the teacher's personality affects student motivation.	The instructor is in charge of teaching, and the teacher's personality influences students' motivation.

Source: Prepared by the authors

The demand for business courses has resulted in the growth of business schools, but due to the subpar education they offer, many talented graduates have had difficulty finding jobs. Business graduates are expected to have the following skill sets, per industry standards:

- Motivation
- Foundation knowledge skills
- Technical skills.
- Business Ethics/Honesty.
- Grooming and self-confidence
- Communication skills.
- Managerial skills
- Leadership skills
- Time management skills
- Stress management skills

- Social skills

Soft skills are an essential part of the talent mentioned above. The industries anticipate teaching and training the students at institutions with dropouts following their criteria to obtain the skill set mentioned above from the company leaders. It makes outcome-based education (OBE) more significant than traditional education.

2nd Paradigm Shift – Shifting to Outcomes Oriented

Everything in a framework for education focused on results must be founded on those results. Therefore, evaluation methods and tactics should be consistent with the desired training outcomes. Bresciani asserts that evaluation based on results is a planned and intentional procedure^[4]. It indicates that the checks used on this configuration are intentionally designed and executed to produce the intended results. The assessments used in OBE lecture halls must be constructively matched with the outcomes that are anticipated to be successfully shown at various stages and curricular levels in addition to coaching and mastering sports ^[1,2]. Spady offered four fundamental principles to direct educators and educational leaders in implementing outcome-based education (OBE) ^[16]. If done continuously, deliberately, creatively, and simultaneously, shifting to outcome-based education (OBE) is almost certainly possible.

OBE's Operating Principle

- Concentration on Achievement:** The educational effects that each learner should exhibit or demonstrate at the direction level, as well as the connection between those outcomes at the study room level and the accomplishment of higher-level outcomes (i.e., application/institutional results and culminating results), are two things that educators need to be made aware of. At the earliest instructional or path preparation stage, educators should pursue the best consequences and establish and adequately articulate the course's core focus.
- Extreme Anticipation:** Study results at the route level are usually related to higher-level repercussions, according to the readability of attention precept. For this, it is improper for teachers to expect university learners to perform well, and they can display results at more significant levels. This performance stage ensures learners complete the learning outcomes established for a path.
- More significant Opportunities:** Teachers must provide learners' learning activities at a problematic level to address the first and second themes effectively.

Similarly, many learners find it challenging to fulfill the requirements set forth for a path. Since each learner is an individual learner, teachers cannot generalize the learner's behavior indicators. Learners should therefore be given a quicker chance to comprehend the content and, more importantly, have their full performance evaluated. The extension of potential can be viewed as having multiple dimensions.

Basic Concepts of OBE

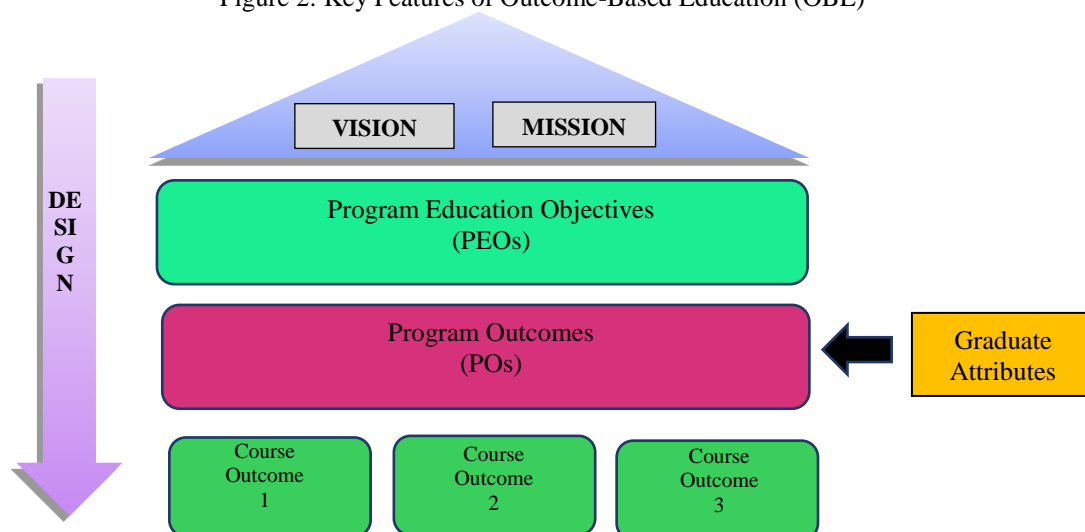
OBE answers the following questions

- What abilities or skills do we want the learners to have?
- How can we help learners the most to do?
- How will we know if the learners are successful?
- How do we complete the CQI (Continuous Quality Improvement) improvement loop?

Advantages of Outcome-Based Education (OBE)

- It is a more rational and targeted curriculum.
- Learners who graduate will be more "relevant" to industrial stakeholders.
- Continuous quality improvement, or CQI, is already in place.

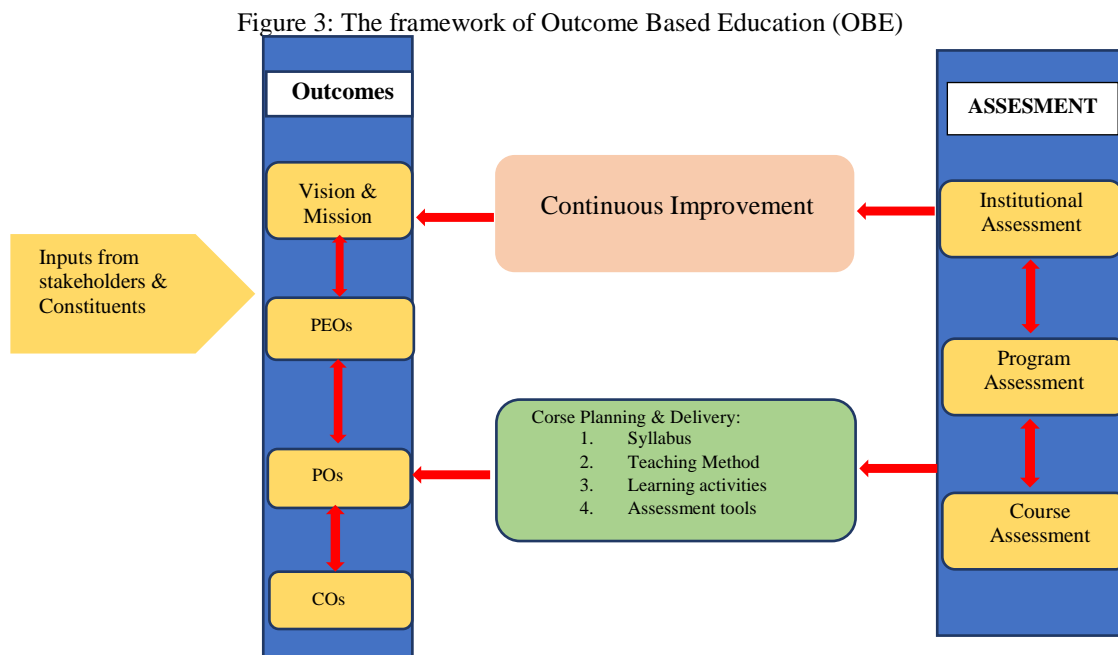
Figure 2: Key Features of Outcome-Based Education (OBE)



Source: Prepared by the authors

The framework of Outcome Based Education (OBE)

The Outcome Based Education (OBE) framework represents a paradigm transition from the standard training apparatus to the Outcome Based Education (OBE) apparatus, where greater attention is paid to the software and route outcomes. The Outcome Based Education (OBE) framework is also mentioned to guarantee the smooth running of the instructional machine. As indicated in Figure 3, an evaluation procedure ensures that the curriculum, coaching, study techniques, and evaluation instruments are continuously enhanced.



Source: Prepared by the authors

The outcome-based education (OBE) framework is shown in Figure 3. Outcome-based education (OBE) implementation uses the following components.

- Vision & Mission
- Program Educational Objectives (PEOs)
- Program Outcomes (POs)
- Program-Specific Outcomes (PSOs)
- Course Outcomes (COs)

Course Outcomes (COs)

What is expected from the learners throughout the entire instructional process is outlined in the statements known as course outcomes [13, 15]. They relate to the skills, information, and

behavior learners gain as the direction is followed. The application outcomes of each guide in a four-year business course are connected to their respective route outcomes to acquire the graduate qualities of the National Board of Accreditation (NBA). According to Bloom's Taxonomy Level, the course objectives for Principles of Finance taught during the third semester of the Bachelor of Business Administration (BBA) program are presented in Table 2.

Table 2: Course Outcomes of Principles of Finance with subject code 0412101

Course Outcomes (COs)	Statements
CO-1	Understand and explain different fundamental concepts and theories used in various branches of finance and explain the objectives and role of the financial manager in a corporation.
CO-2	Use various parameters to find out the time value of money.
CO-3	Analyze financial statements to make decisions about the stock and bonds of the company and compare the financial and operating performance using information technology.
CO-4	Evaluate investment strategies and decisions using capital budgeting techniques and calculate the cost of capital for financial decision-making purposes.

Source: Prepared by the authors

Program Educational Objectives (PEOs)

By completing the course, university learners must possess the knowledge and skills outlined in Program Educational Objectives (PEOs)^[13, 15]. They relate to the abilities, information, and conduct that learners get from the peak of the path. Every publication in a four-year Business course receives results related to application impacts to assess the National Board of Accreditation (NBA) graduation characteristics. Application of Program Educational Objectives (PEO) is characteristics or particular objectives that graduates should pursue in their employment and life after graduation. These goals aligned with the branch's vision and purpose statement [16, 8] and were created in collaboration with enterprise partners, learners, parents, alums, university, and administration stakeholders. Through a tracer examination and employers' questionnaire surveys, the PEOs may be evaluated three to five years after the learners receive their university degrees. The records acquired from the assessment may serve as the foundation for creating the current Program Education Objectives (PEOs).

Program Outcomes (POs)

The cornerstone of Outcome Based Education (OBE) is the Graduate Attributes. The Graduate Attributes, or Program Outcomes, of the Washington Accord are stated below [7].

1. **Fundamental knowledge:** Apply one's understanding of finance, Accounting, marketing, human resource management, and business basics, and one has chosen a business specialty to resolve challenging business issues.
2. **Problem-solving skills:** Define, design, research the literature, and analyze challenging business problems to arrive at conclusions supported by the fundamental ideas of finance, marketing, accounting, human resource management, and management information systems.
3. **Development of solutions:** It is crucial to design and develop complex business issues' solutions as well as procedures that adhere to the necessary standards while taking into account environmental, cultural, socioeconomic, and public health considerations.
4. **Research work:** To produce accurate results, use research-based knowledge and research methods like research design, data analysis and interpretation, and information synthesis.
5. **Using modern tools and techniques:** Develop, choose, and apply appropriate methods, tools, and current technologies, like prediction and modeling, to challenging business processes while monitoring the restrictions.
6. **Social awareness:** Utilizing reasoning supported by contextual information, evaluate societal, health, safety, legal, and cultural issues and the consequent obligations relevant to the professional practice of business.
7. **Environmental sustainability:** Understanding how business professionals impact society and the environment will demonstrate one's understanding of sustainable development and its significance.
8. **Ethical Issues:** Apply moral principles, uphold professional ethics, and adhere to standards of business practice.
9. **Teamwork:** Perform efficiently on one's own, as a leader, in various teams and multidisciplinary environments.
10. **Communication skills:** Examples of how to effectively communicate complex business activities with the business community and society include effective presentations, clear instructions, the capacity to comprehend and produce valuable reports and design documentation, and the capacity to give and receive clear instructions.

11. Project management skills: Apply management principles to work as an individual contributor, team captain, project manager, and in cross-disciplinary contexts. It ensures that one understands and is familiar with these ideas.

12. Life-long learning: Understand the importance of, and be prepared for, independent, lifelong learning in the broadest sense of changing business environment.

Program-Specific Outcomes (PSOs)

Having business knowledge as a fundamental educational goal, learners who approach learning from a scientific perspective are more likely to be interested and open-minded. There are various plant enterprises, including small businesses and major corporations. To teach learners about the protection of biodiversity and ethical plant use through applying one's understanding of fundamental business principles, finance, accounting, marketing, and human resource management while practising looking at and analyzing the business model.

Pedagogical Processes in Business Program

Innovation is doing extraordinary things and novelty, such as significantly raising the price of already-existing products and services or developing novel ideas into solutions that address previously unmet needs. While curriculum innovation is required to meet new technical and practical standards in business education, innovation in teaching strategies can enhance learners' learning and boost academic output. As a result, this objective can be met by utilizing a pedagogical approach and providing advanced business pedagogy. A key component of enhance-pedagogy is micro-teaching, in which each topic is analyzed and introduced with the mapping of worldwide natural philosophers.

Sustainable development means addressing current demands without compromising the capacity of future generations to address their own needs. Unfortunately, the current COVID-19 Pandemic has significantly impacted the 17 Sustainable Development Goals (SDGs) targets the United Nations set to accomplish by 2030. Over 270 million individuals have been infected by the coronavirus COVID-19 pandemic, and over 5.3 million have died. Aside from the direct effects on people's lives and health, the Pandemic has significantly impacted education, the economy, and social infrastructures, especially in underdeveloped nations^[11].

It covers statements, theoretical descriptions of phenomena, and justifications for them in business education. Of course, understanding how business and daily life are related is essential. The challenge for a business educator is to develop a curriculum based on academic

research and extensive experience working in industry or as a researcher where the information has been used, validated, and improved in practice.

The student receives the output-based deliverable contents (OBDC) in advance to enable deep learning through questions for the teacher. Because skill is more valued in the job than information, output-based deliverable content (OBDC) boosts agility. EPOBE's PEO displays the whole GAs, and Bloom's updated taxonomy organizes it.

Outcome-Based Education (OBE) Assessment Procedure

Both direct and indirect measurements of the learners' learning can be provided by assessment.

- Learners must demonstrate their learning through direct measures, usually quantitative dimension approaches.
- Indirect evaluation is primarily built on criticism.

For direct verification of the overall performance or achievement of the learners, direct scrutiny or assessment of learners' performance or achievement for specific learners is required. With the aid of the various works, learners submit to the instructor (assignments, exams, term papers, challenges, laboratories, exams, quizzes, and so on), the instructor can more quickly compile evidence of learners' mastery or satisfaction [14, 19]. They infer actual learners' skills, comprehension, and values from indirect evidence of learners' performance and demand instructors to look beyond direct evidence of knowledge or fulfilment. The opinions of learners, instructors, or other persons interested in the path, program, or organization are presented in oblique strategies in addition to those of alums. The summary of the direct and indirect assessment tools to assess the outcome-based education (OBE) framework is shown in Table 3.

Table 3: Assessment Tools for OBE Framework

Direct Assessment	Indirect Assessment
Assignments, assessments, projects, research papers, final papers, oral presentations/exams, recitals, plays, and performances are examples of the learners' work (artifacts) used throughout the course.	An internal or departmental survey
All-inclusive exams	Walking out interview
Internally developed standardized tests	Existing learners survey
National certification tests, such as the GRE subject tests, the National Major Field Achievement Tests, the ETS field tests, the Collegiate Learning Assessment, and the Collegiate Assessment of Academic Proficiency and Skills	surveying academic staffs
Thesis or major project	Survey of alumni

Case studies, reflective diaries, capstone projects, poster presentations, performances, and internal and external jury reviews of exhibits and performances	Employer survey
External examiners/peer review	Focus group and Job placement statistics
Assessments using rubric criteria	Percentage of students taking part in service learning, internships, and other activities.

Source: Prepared by the authors

Outcomes Accomplishment (Results and Discussion)

The method of getting course outcomes (COs), program outcomes (POs), and program-specific outcomes (PSOs) evolved as a result of writing appropriate course outcomes (COs) for each route of the program from the first year of the completion of the program. The suitable learners were consulted when drafting the course impacts. Then, a link between course outcomes (COs) and program outcomes (POs) is established using a predetermined pricing scale, with 1 representing the mild (low), two the moderate (medium), and three the significant (high). For each direction in the software, a mapping matrix is prepared in this regard. The total attainment of application consequences (POs) is determined using a strict percentage, and the real accomplishment is then contrasted with the specified cost. The gadget should be advanced until it reaches the predetermined fee if there are any deviations from the parameters. Up until the target value is attained, this must be repeated. It is known as the OBE's electricity and ongoing improvement. Learners will take a specific set of courses in-depth and be expected to take exams after each semester that are given by both internal and external examiners and CIE exams that the course instructor gives.

Program Outcomes (POs) Accomplishment

One of the criteria used to assess the achievement of the program outcomes (POs) is an evaluation of the performance of a predetermined group of course outcomes (COs). Each course has a set of course objectives (COs) that is specified and can be mapped to the program outcomes (POs); these course outcomes (COs) can be used to provide a quantitative evaluation of how effectively direction outcomes are implemented. A mapping matrix is included in the course material, and the course outcomes (COs) mapping is done statistically. A definite sign of program outcome (PO) success is using an examination machine for course outcomes (COs). Route-stop surveys, project-based knowledge assessments, open-ended experiments, and signing up for competitive exams for better education are all examples of oblique sampling.

Course Outcomes (Cos) Accomplishment

The course ends survey (CES) is employed as an indirect metric, and continuous internal evaluation (CIE) as a direct measure of the assessment of course outcomes (COs). The achievement calculating system's explanation included two examples from the manual. The overall success of the learners' performance toward obtaining the COs is assessed using both direct and indirect evaluation approaches. His continuous internal evaluation (CIE) and semester-end examination (SEE) performance measures are part of the direct assessment.

Challenges to Implement Outcome-Based Education (OBE)

While implementing OBE, one should clear obstacles that one may additionally face:

- Vague and imprecise expectations of precise objectives for the teacher, the learner, or both impede the learner's growth and the instructor's contribution to the curriculum.
- Lack of instructor cooperation and collaboration in accomplishing a common aim will result in traditionalism and instructor resistance because instructors will not be aware of the curriculum outcomes.
- The wrong assessment technique does not consider the differences in a learner's success or does not produce the desired results.

Steps for Implementing Successful Outcome-Based Education (OBE) in Business Programs

Administrators, educators, instructors, and learners should work together to achieve successful design and implementation, commitment and elimination of resistance, and a successful outcome-based education (OBE) program.

- A specific project announcement with the institution's backing and dedication to the achievement of all learners opens the door for implementing that dedication.
- The "go-out outcomes," which supplied the prerequisites for learners to fulfil before graduation and outlined the curricular structure of this system, were appropriately represented.
- An extended period of clearly collaborative, cross-disciplinary communication, modern thinking, and planning involving a sizable, complex, and geographically distributed instructor are required to ensure ownership and complete commitment to the institution.

- A strategy for developing and delivering educational decisions that use various techniques to ensure outcomes are successfully shown and to provide students with a chance to succeed.
- A few teaching and assessment strategies accommodate each learner's demands while giving them the allotted time and supporting them in achieving their full potential.
- A criterion-referenced assessment system and continuous improvement tools are essential to improve the conditions and practices that impact the learner's success [9, 20]. They have a database of significant, far-reaching effects for all learners and critical indicators of institutional effectiveness that are regularly used and updated.

CONCLUSION

The OBE structure is related to soft skills, a complex skill development framework primarily based on Graduate attributes, and strengthening business pedagogy. Universities utilize to supply the contents at the micro-level, but education is provided in line with the macro-level curriculum, which was designed based on outcome-based education (OBE). Increase Pedagogy is a platform that puts university learners, parents, and micro-degree instructors above grades to give learning results the correct weight in evaluation procedures. Because everyone stands to win from adopting outcome-based business education, learners, instructors, businesses, and the government should all collaborate to make it happen. They may take on challenges, deal with present problems, and suggest solutions as they emerge, thanks to outcome-based education (OBE) implementation.

Instead of being an activity within the curriculum, outcome-based education (OBE) is an educational method considered while planning, implementing, and evaluating curricula. It ensures active and experience-based learning for all learners and assures high levels of education based solely on achieving noticeable results, emphasizing the compatibility of each learner's developmental stage.

This study mostly deals with the learners of business discipline, which is a limitation of this study. If anyone is interested in doing further study, they can proceed with other disciplines also.

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