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| RESEARCH ARTICLE

Practices Using Alternative Measures in English Business Communication Classes upon Graduation

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| ABSTRACT

In light of normative assessment, the current study was conducted on various evaluation methods in business communication programs. The main goal of educational measurement is assessment since it shows how well students communicate in relation to their language studies. Despite being a crucial part of the teaching-learning process, evaluation is sometimes overlooked in language courses when it comes to real-world circumstances. Although learners are typically evaluated on pass/fail criteria, this truly does not reflect how much they have learned, as each student's subject of study affects how they view learning. In various circumstances, the recommended assessment plan is often a 70:30 ratio, with 70% assumptive evaluation and 30% internal/formative/continuous assessment. Therefore, this assessment ratio does not satisfy the requirements for assessment, and it is necessary to go from assumptive assessment to formative assessment. Measuring educational techniques, learning results and course outcomes eventually becomes impossible. As a result, none of the allegations included in the assessment is really evaluated on the ground. With reference to several studies carried out in the past, assessment has switched its emphasis from traditional evaluation to the use of alternative assessment methods with the goal of improving learning outcomes. Traditional assessment is ineffective since it doesn't let students know where they've performed poorly in certain areas (Anderson, 1998). Additionally, it ignores the many facets of pedagogy in relation to a broad community of learners with various origins, skills, and behaviors. Less information about students' attitudes and perspectives on learning and subject comprehension is made available to instructors. It is impossible to improve the teaching-learning process and increase efficacy without understanding the learners' multifaceted views (Garfield, 1994). Thus, it becomes clear that the current standards for evaluation have not been able to reach their supposedly existing purposes and that doing so would be practically impossible given the current situation. Alternately, in order to achieve the goals of assessment, alternatives to the current assessment framework must be implemented at all educational levels. These alternatives must improve learning outcomes as well as course outcomes in a comprehensive and inclusive way, with a focus on the attitudes and perceptions of both students and faculty members.

| KEYWORDS

Business Communication, Assessment methods, LSRW skills, Pedagogy, learning outcomes.

| ARTICLE INFORMATION

1. Introduction

The recognized domains of English for Specific Purposes are business and communication (Dudley-Evans and St John 1998; Hutchinson and Waters 1987; St John 1996). If the ESP principles are ideally aligned to teach business communication, then it is necessary to take into account three key factors, including English as a lingua franca, intercultural rhetoric, and English in the workplace (Connor and Rozycki, 2013). (Nickerson, 2013). Stability and change are the two main categories used to group business

communication education. People are currently going through a transitional stage where they are adapting and learning how to communicate in this continuously changing environment.

The difficulties lie in developing previously known core ideas as well as fresh teaching methodologies, approaches, and procedures that will help individuals communicate more successfully in the present and increasingly in the future (Agarwal and Chakraborty, 2010).

1.1 Research Objectives
1. To research how students feel and behave toward alternative evaluation in business communication courses.
2. To investigate how teachers feel about alternative evaluation in corporate communication courses.
3. Researching the application of different evaluation techniques in corporate communication courses.

The primary survey's objective was to discover more about how students and teachers felt about different assessment methods used in post-graduate corporate communication classes. The primary survey was designed to test the data-gathering process and administration while soliciting comments and proposals for improvement. The questionnaire was created with the use of appropriate language and a clear comprehension of the content and aimed as determined by the study in mind. The questionnaire's items were carefully created with great care. When creating the questionnaire, measures of internal reliability and validity were taken into account. This aided in evaluating the products' viability, sufficiency, and effectiveness.

The Sustainable Development Goals (SDGs) of the UN set the target of universal access to inclusive, high-quality education by 2030. It emphasizes the necessity of adapting educational measurement to be in line with the assessments of 21st-century skills in order to improve learners' abilities in critical thinking, cooperation, communication, problem-solving strategies, innovation, and creativity (Osman et al., 2017). Sengupta (2016) begins by introducing a quick remark on the requirements of alternative assessment as a critique of traditional assessment practice. One of the main objectives of assessment is to be "summative," which means that it should provide a judgment on the learner's qualities and traits and summarize them in a way that is understandable to all parties.

Additionally, assessment serves a formative purpose in that it is directly linked to students' learning processes, serving as a guide and motivator for them while they study, providing feedback on what they are learning, and advancing the desired learning goals. It has been noted that the summative function is predominant in the Indian environment, which has a negative impact on learners' learning (Sengupta, 2016).

Due to the fact that each learner has a unique learning style, alternative assessment gives students a chance to adopt multi-dimensional learning styles through multi-intelligence variations. Additionally, it gives students a clear image of how well they are studying. By doing so, students build their learning autonomy and increase their self-awareness, making them more able to take responsibility for their education. The use of alternative assessments may also improve communication between peers and instructors. When compared to traditional types of evaluation, which emphasize only a few abilities, such as writing and reading, alternative forms of assessment emphasize the relevance of all language skills. Alternative evaluation strategies are useful in terms of helping students develop certain skills because they focus on identifying the students' strengths. These skills include: a) elevating students' self-esteem and confidence in their ability to study; b) developing a positive attitude toward learning.

1.2 Research Hypotheses
1. In a corporate communication course, the efficacy of the course results is determined by learners' attitudes and views of alternative assessment.

2. The success of the course outcomes is determined by the faculty's attitudes and perceptions of alternative evaluation.

3. The use of alternative assessment techniques will improve the efficacy of course outcomes.

2. The key Distinction between Conventional and Alternative Assessment
This particular point has been adequately covered. According to Bailey (1998), conventional judgments are deceptive and false. Additionally, the traditional exams are standardized, and as a result, they are viewed as "one-shot," "speed-based," and "norm-referenced." According to Law and Ekes (1995), traditional evaluations are "single-occasion tests." As a result, the instructors gauge how well their students can work at a given moment. In any case, test results cannot reveal how well a student is learning. As a result, they are also unable to identify the precise challenges that the students encounter during the test. Additionally, according to Bailey (1998), learners do not receive adequate feedback from standard exams.

Simonson et al. (2000) point out that traditional assessment typically focuses on lower-level cognitive abilities, such as a learner's capacity for memorization and recall. Additionally, by using conventional assessment methods, students are forced to demonstrate their knowledge in a prescribed manner (Brualdi, 1996).

Alternate evaluations, on the other hand, gauge the students' "higher-order thinking skills." The chance for learners to demonstrate their newly learned knowledge is given. The goal of alternative assessment is to improve the performance and growth of the students.

For instance, even if a student is unable to complete a task at a given moment, they can still demonstrate their competence later on in a new scenario. The instructor gets the chance to analyze the strengths and weaknesses of students in many subject areas, and scenarios since alternative evaluation are defined from the perspective of context and throughout time (Law & Eckes, 1995).

2.1 Alternative Evaluation Relates to the Steps and Methods
They can be simply incorporated into normal classroom activities and are used in the context of instruction. Tannenbaum (2000) proposes a few fundamental standards that alternative assessment meets.
These are what they are:

a. Instead of comparing students' work to one another, concentrate on tracking each learner's personal development over time.

b. Instead of focusing on a learner's shortcomings (what they don't know), emphasis is placed on highlighting their strengths (what they already know).

c. It takes into account the learners' learning preferences, linguistic skills, cultural and educational backgrounds, and grade levels.

Based on the research done by Hargreaves (2002), Fox (2008), and Bansal, the four alternative evaluation viewpoints have been briefly described in (2014). These are: The Technological Viewpoint, the Cultural Viewpoint, the Political Viewpoint, the Economic Viewpoint

There has also been a brief discussion of a number of alternative assessment techniques. Diagnostic testing, portfolios, self- and peer-evaluation, and performance-based testing are some of the alternate assessment techniques. Questioning, Interviews, Journals, Essays, Viva-Voce, Conferences, Projects, and Poster Presentations are just a few examples.

2.2 Alternative Assessment Practices in Business Communication Classrooms
The effectiveness of alternative assessment, alternative assessment in the teaching-learning process, learning outcomes through alternative assessment, and the effectiveness of alternative assessment methods used in the context of business communication courses have all been briefly discussed. Additionally, the effectiveness of LSRW skills has been discussed, and the relevance of feedback has also been touched upon. In addition, the assessor's checklist based on competency-based assessment, which provides background information about the learners' level of competency before proceeding with the assessment in the context of professional communication, has been incorporated into the current chapter as scoring criteria. Additionally, it briefly discusses the need for reorganizing the curriculum in order to successfully utilize alternative assessment in corporate communication classrooms.

I) Alternative assessment aids in enhancing and honing learners' knowledge and their ability to use resources for corporate communication in efficient ways.

ii) Concentrating on ideas and subjects related to the alternative evaluation of corporate communication.

iii) Observing and testing different assessment techniques and tools that are appropriate for corporate communication.

iv) Developing reflective and planning abilities for alternative assessments in alternative assessments for business communication.

v) Establishing connections between alternative evaluations and the major concepts covered in the course material in regard to business communication.

2.3 Alternative Assessment in Business Communication Classrooms: Implementation Options
I) Alternative assessment techniques may improve faculty members' methodological expertise in corporate communication education.

ii) Alternative assessment practices have the potential to improve faculty members' reflective, communicative, and learner-centred teaching abilities.

iii) Alternative assessment techniques in corporate communication classes improve communication abilities.

iv) Alternative assessment methods offer chances to pass professional certification exams in business communication and business English based on the lessons taught and homework assignments done in business communication classrooms.

v) Alternative evaluations help practitioners (or assessors) in corporate communication classrooms develop their fundamental and more complex assessment abilities.

vi) Alternative assessment techniques improve the learner-centeredness of the curriculum to satisfy the demands of business communication context-specific learning.

vii) Alternative evaluations improve students' ability to reflect on their performance in business communication classes.

2.4 History of the Study

In light of normative assessment, the current study was conducted on different evaluation methods in business communication classrooms. The main goal of educational measurement is assessment. As a result, assessment determines how well students communicate in relation to language classrooms. Despite being a crucial part of the teaching-learning process, evaluation is sometimes overlooked in language courses when it comes to real-world circumstances. In terms of practical and routine implementations, assessment is typically not a continuous process in Indian contexts; rather, it takes place at the conclusion of a course semester or on a semi-annual basis and is summative in nature. As a result, assessment falls short of monitoring learners' progress in learning. Learners are typically evaluated using pass/fail criteria.

In light of numerous past types of research, assessment has switched its emphasis to the use of alternative assessment methods from traditional assessment in an effort to improve learning outcomes. Traditional assessment does not guarantee effectiveness because it does not let students know where they have performed poorly (Anderson, 1998). Additionally, it ignores the many facets of pedagogy in relation to a broad community of learners with various origins, skills, and behaviors. Access to students' attitudes and opinions about subject comprehension and knowledge acquisition are restricted for instructors. It is impossible to improve the value and effectiveness of the teaching-learning process without understanding the learners' multifaceted viewpoints (Garfield, 1994). It becomes clear from this that the current evaluation criteria have not been successful in achieving their goals because they are purely theoretical and would be very difficult to execute in the current environment. Alternately, in order to achieve the goal of assessment, alternatives to the current assessment framework must be implemented at all levels of education in order to improve learning outcomes as well as course outcomes in a comprehensive and inclusive way. In this case, attitudes and perceptions of both students and faculty hold a significant position in assessment as they may play a significant role in moving forward with alternative assessment methods.

2.5 The Evaluation Process

An assessment is "a systematic method for acquiring data regarding student achievement," according to one definition (Dhindsa, Omar, and Waldrip, 2007:1261). In other words, assessment is a process whereby learners' learning outputs are evaluated in light of the targeted goals and objectives. Evaluation is used in tandem with assessment for measuring educational outcomes. While evaluation is in charge of determining performance levels, which further aids in making judgments about the learners' performance, the assessment provides feedback about the learners' performance, knowledge skills, and attitudes toward learning (Baehr, 2010).

A crucial instrument for evaluating the performance of students is testing. However, there is a widespread misperception that testing and assessment are the same thing. Testing is seen as a trial step of the learning process to ascertain the quality of learning outputs, whereas assessment is responsible for measuring the worth of learning outcomes by applying a number of instruments. Summative and formative assessments are the two main forms of evaluations used in educational contexts. Summative exams are evaluative and typically given at the conclusion of a semester-long course. They assign grades or points against the students' performance. Formative evaluations are diagnostic in nature *and used to help the learning process throughout the semester*.

2.6 Assessments which are both Norm-Referenced and Criterion-Referenced

Criterion-referenced assessment and norm-referenced assessment are two additional classifications of assessment in addition to the two main forms, summative assessment and formative assessment. In criterion-referenced assessment, learners are evaluated in relation to predetermined standards through the use of criterion-referenced tests. Assessments based on criteria are frequently used to determine a person's proficiency (ability to perform). Driving tests are one of the best illustrations of criterion-referenced assessment since they compare learners to a variety of specific criteria.

When learners are not evaluated in accordance with the specified standards, norm-referenced assessment is typically used. Norm-referenced assessment is typically tied to the organizations conducting the assessment to allow for comparisons among the students. One of the greatest instances of norm-referenced assessment is IQ testing, which, along with many entrance exams, allows a set percentage of students to pass (Klimova, 2011). As some of the limits of norm-referenced assessment became clear, the demand for the use of alternative assessment methods increased. But first, a thorough discussion of traditional evaluation must be had before moving on to the alternative assessment.

2.7. Traditional Evaluation

Traditional assessment typically refers to a paper-and-pencil exam that is given at the conclusion or midpoint of the school year (also called terminal exams). It has time restrictions and tests for one-time use (Anderson, 1998). The guidelines for "evaluation of learning" are followed in this assessment. Since traditional evaluations are standardized and, as a result, are one-time, speed-based, and norm-referenced, according to Bailey (1998), they are unreliable and indirect. Traditional tests, according to Law and Eckes (1995), assess students' performance at a certain moment in time.

It is acknowledged that test results do not accurately reflect students' learning progress and do not capture the difficulties students encounter while taking the examinations. In order to address these important issues, which impede the accurate assessment of learners, assessments must be ongoing (during the course semester), flexible in terms of timing, and multi-dimensional in nature. Traditional assessment typically concentrates on students' capacity to memorize the course material and then replicate it, according to Simonson et al. (2000). This demonstrates that it only evaluates cognitive abilities at a lesser level. Realizing the need to improve learners' cognitive abilities, it's critical to move to alternative assessment techniques that inspire learners to think creatively about the intended subject and deliver as such. It strives to achieve conceptual clarity of the subject, but traditional assessment falls short by limiting students to text memorization, which does not serve the exam's intended objective.

2.8. Alternative Assessment Methods Frequently Used by the Faculty Members: Their Attitudes and Perceptions

The common faculty attitude and perception toward alternative assessment methods are summarized as follows:

a. time-consuming to monitor, manage, and coordinate;

b. challenging to achieve consistency in ranking;

c. more subjective; d. requiring additional skills and intensive labor, and, e. challenging to implement in large classroom settings (Lombardi, 2008).

Scholarly initiatives have shown that standard evaluation can occasionally provide unanticipated learning outcomes for a small number of students. This could be a poor performance by a student who is excelling in their studies or the best performance by student who are struggling.

2.9. Commercial Communication

Every business management college requires students to take business communication courses because it is a skill that employers look for in candidates. The creation of its instruction has become a milestone in management programs, and there are enormous challenges faced when getting it right in the 21st century (Du- Babcock, 2006). Business communication as a separate branch originated from its mother branch, HRM (Human Resource Management). This is because leaders and managers need to improve their communication skills (both oral and written) as businesses become more information-sensitive day by day (Colff, 2004). Business communication classes typically include the following topics: business correspondence, conducting meetings, creating meeting agendas, and meeting minutes. (e)Project proposals f) project report and theoretical communication portion, which covers face-to-face communication, communication problems, etc. According to Rajadhyaksha (2002), the ability to speak and write English is stated to be necessary for fluency in business communication. Written and oral skill acquisition is the primary focus of the business communication curriculum in Indian business institutes. To create effective business reports, memoranda, and emails, Indian professors who teach business communication to business graduates view basic proficiency in Standard English as a prerequisite.

The results of research being undertaken in the western world, which was previously bankrupt before getting to native forms of English, are mostly what determines how corporate communication is taught. The 1990s were known as the "golden era" of ESP research and discussions because of the emphasis on "English as a lingua franca."

Business Communication Involves, putting it Succinctly:

i. "increase in the size of organizations (having more contacts abroad)
ii. Trade union expansion (excellent communication to sustain cordial ties between management and employees)
iii. The growing significance of human relations (managers should be kind enough to recognize the concerns of employees and preserve positive connections because employees are people).
Public Relations:
(iv) (customers, government, suppliers and the public at large)
v. Developments in the behavioral sciences (creating a positive outlook on life and deepening connections with others)
vi. Technology advances (advancements must result in improvements in communication between leaders and subordinates)

vii. motivation and morale (encouraging hard effort and positive attitudes; managers can boost workers' self-assurance and job satisfaction by staying in regular contact with them)

Business communication and Business English go hand in hand; thus, it gives me great joy to say that students who specialize in these communication abilities are given preference when being hired by multinational corporations in India. English is used solely in Business communication because it is an integral part of trade and money. Since language and communication are intertwined and inescapable, they play a crucial role in the global marketplace.

2.10. Differential Evaluation in Business Communication
Effective corporate communication skills continue to be listed as one of the top abilities needed for a successful career in the business sector. For this reason, authentic evaluation is essential for improving learning outcomes. All of this will be made feasible by implementing a mixed learning strategy in corporate communication classes, which will also be done through teacher preparation programs. The corporate communication course is mostly broken up into three sections. Discourse, soft skills, discourse, and English language training activities make up this list. When it comes to the discourse portion, learners are taught using the chalk-talk method for the first seven things linked to word building-common mistakes.

3. ESP Courses
Many short-term business evaluation courses don't give participants a chance to demonstrate how to present linguistic points, give clear directions, or manage communication well. Many exams use a performance-based methodology, which might limit students' true potential, cause stagnation, and demotivate teachers. They start to think that the assessments they practice are appropriate for all situations, inclusive, and sufficient for a business English course. To put it another way, a tick-box method may provide the idea that there are correct and incorrect ways to test knowledge. A good evaluation, however, never works this way. It must support decision-making on the part of administrators or faculty. The evaluation cannot be reduced to a prescriptive competency-based approach where it is challenging to capture the crucial components of authentic evaluation to provide continuous screening as opposed to one-shot evaluation. These are not easy problems to solve, but in a more comprehensive alternative evaluation, the construction of a larger knowledge base and its associated presumptions can be given more weight. For instance, portfolio assessments can reveal the learners' comprehensive and larger knowledge base, displaying their entire understanding of their problems. Faculty who have the freedom to conduct year-round inclusive assessment benefit from such alternate evaluations. The alternative evaluation also aids in closing the theory-practice gap.

3.1. Student Psychology
It is thought that when high-stakes assessments are used to define the function of learners, they turn into passive recipients of information, and their wants and objectives are typically disregarded. It is also claimed that students' intrinsic motivation, self-confidence, effort, interest, and involvement in the language learning process are negatively impacted by high stakes assessments. In order to accurately assess what students know and can perform in accordance with that knowledge, instruction and assessment must be closely integrated authentically and contextually. The processes involved in portfolio assessment, where the learner's best learning evidence is chosen, discussed as to why it is the best piece, and a declaration of goals for future learning is provided, may be a relevant example to take into account. The learning performance of students is communicated to the faculty, who then decide on future instruction that will be to the student's advantage.

3.2. Closeness to Actual Language Performance and Usage
Instead of using activities with less intrinsic communication value, the alternative assessment procedure focuses on those having "genuine communicative function." These procedures display tendencies based on actual performance in circumstances that learners are likely to encounter in their daily lives as they strive to achieve a more direct depiction of language usage and language behavior.

3.3. A Comprehensive View of Language
The approaches used in the alternative evaluation are based on the idea that it is impossible to disregard the connections between the various facets of language, such as phonology, grammar, and vocabulary. Additionally, reading, writing, speaking, and listening are all regarded as being structurally perfectly integrated language skills. Language is difficult to systematically examine using various assessment methods, but it typically serves as a tool for communication and self-expression. Every learner is held accountable for their academic, social, and physical environments through alternative evaluation.

3.4. Developmental Suitability
Different methods of evaluation result in expectations that are appropriate for the development of the learner's social, cognitive, and professional skills. The alternative assessment aims to give information on language proficiency that is relevant to learners' lives and experiences since assessment design has the potential to meet the needs of each individual learner. The alternative assessment provides a more reliable interpretation of data than regular standardized examinations (Sengupta, 2015).

3.5. Technology-Related Perspective

There is a lot of misunderstanding in classroom evaluation due to technology concerns. Under the ongoing and detailed evaluation method used in educational settings, every faculty member complains of being bothered by the recording requirements. These appear flawed under ongoing and thorough inspection, whereas traditional assessment enables the creation of report cards at the conclusion of each semester/session. It is at this moment that each individual is "formed into a documented case, judged and compared as someone who may now, or at some other future unknown point, need to be instructed or rectified, classed, normalized, excluded, and so forth," according to Hargreaves (2002).

4. Assessment for Learning Principles

The Assessment Reform Group's (2002) ten basic principles of assessment for learning frameworks are cited by Bansal, G. (2014). They are as follows:

i. being a component of effective learning;
ii) focusing on how learners learn;
 iii) being central to classroom practice;
iv) being a key professional skill;
v) being sensitive and constructive;
 vi) promoting motivation; and
 vii) promoting understanding toward goals and criteria.
viii) advising students on how to improve
 ix) enhancing their ability to do self-evaluations
x) praising all academic success (Bansal, 2014).

4.1. Findings from the Survey

The primary survey's objective was to determine how students and teachers felt about different evaluation methods in graduate-level corporate communication classes. Uncertain answers on the questionnaire response sheet were not taken into account for the study. The same type of questions was included in separate questionnaires for learners and faculty members, but the language used in each was different (the learners' questionnaires were straightforward and simple, while the faculty's questionnaires included questions from both the learners' and faculty's perspectives). All three faculties where the study was conducted used the same questionnaire. The research hypothesis, research questions, research design, and methodology have all been briefly discussed. Following this, it has also discussed the study's location, research population, and the sample's ethical considerations. This chapter offers a brief explanation of the primary survey, which includes the survey as well as participant demographic data. Additionally, a discussion of the research tool has been conducted, offering insights on the questionnaires for teachers and students. Finally, it evaluates the questionnaire's reliability and validity. It also covers the legitimacy of the schedule for faculty interviews and the schedule for classroom observations. Regarding the survey research that was done on alternative evaluation in corporate communication, a number of difficulties have emerged for discussion in line with the theoretical concerns of alternative assessment.

4.2. Improvement of LSRW Skills

The attitude of the professors in the current study is consistent with that of the students. The majority of the instructors are supportive of the use of various methods of evaluation to assess students' listening abilities. In this situation, educators are committed to helping students become more productive and self-assured in their language use in order to decrease the likelihood that they will make mistakes when communicating in business situations. The majority of the faculty have favorable attitudes toward the use of alternate methods of assessment in judging students' speaking abilities. Along with providing informed speech delivery and inspiration for important business scenarios, the lecturers help students connect with one another while speaking. The majority of the teachers are supportive of the use of various methods of evaluation to gauge students' reading abilities in terms of that competence. Teachers enable their students to read business documents critically and comprehend their contents clearly. Regarding writing abilities, the majority of staff members believe that alternative assessment is successful in identifying students' writing abilities. They are committed to empowering students to efficiently compose business correspondence, including letters, memoranda, emails, and other types of correspondence. The current study's faculty's attitude and the attitudes of the students align. The majority of the faculty prefers alternative evaluation to traditional assessment, which they see favorably. Alternative assessment techniques are more effective because they offer a wide variety of assessment criteria in a continuous mode throughout the semester-long course to gauge students' performance and aim to highlight students' strengths rather than their weaknesses in their understanding of business communication.

5. Conclusion

The current study's faculty attitudes are consistent with those of the participants. The majority of the faculty has good attitudes regarding improving learning outcomes using a collaborative teaching-learning method. In corporate communication courses, the faculty encourages students to gain knowledge independently rather than restricting their function to teaching. The majority of

the faculty had favorable opinions of students' critical thinking abilities, which are crucial to improving learning outcomes in their corporate communication courses, keeping the importance of critical thinking in mind. Business communication abilities that logically connect ideas, permit multidimensional argumentation skills, build problem-solving approaches, and improve reasoning skills are all encouraged by teachers to their students. The majority of the faculty believes that feedback is essential to alternative evaluation and that it can be used to inform future learning and determine potential learning outcomes. In both written and oral form, the faculty provides feedback on the students' learning progress, acting as recommendations for further learning in corporate communication. In terms of professional outcomes, the majority of faculty believes that different evaluation techniques are useful for improving the professional outcomes of business communication courses. They always prepare students to fit in with real-life business circumstances since they are aware that the ultimate purpose of business communication courses is to produce excellent professional outcomes, which are necessary for successful business careers. In conclusion, we may claim that attitudes toward improving learning outcomes through alternate evaluation techniques are favorable. The majority of the sample faculty in the current study has positively influenced the research, but the minority group (which includes both opposing and indecisive faculty) is a source of some concern and may be regarded as opinion gaps. According to the current study, those who disagree are less concerned than those who are unsure since, among the minority group, the majority of the sample teachers are unsure. People who are fully uninformed of alternative evaluation approaches and traditional assessment in business communication schools make up the indecisive population. The majority of students and professors are in favor of using fake job interviews as an alternate assessment technique. Because students are typically interviewed by their peers in classroom settings (with whom they interact during the course of the semester), which helps students improve their speaking abilities, mock job interviews push students to participate more seriously and intentionally. The majority of students and staff are in favor of using projects as a method since they are effective. The project supports successful peer communication because it gives all learners an equal chance to build the lifelong learning, collaborative, and critical thinking skills they need to attain their educational and professional goals. The majority of students and instructors think that the assignments and presentations were effective. The learners' communicative abilities are collectively developed via assignments and presentations since they are essential for the development of intellectual, analytical, creative, and critical thinking. This adds to the regular feedback on learning and helps teachers track students' development and identify their strengths and weaknesses. It improves jointly LSRW capabilities. The majority of students and instructors think that self- and peer-assessment are helpful tools for learning. As both of them advance, learners' capacity to understand how well they are learning is growing. Here, the value of feedback is emphasized, and students are shown to value written input. Collaboration between reputable academic assessment bodies will produce qualitative knowledge and practice in alternative assessment that will be much more accessible, particularly through online mode, which makes it simpler for resource persons to connect within a short period of the request made to conduct the sessions. The partnership will also aid in curriculum updates, pedagogical paradigm shifts, creative learning approaches, and efficient methods for implementing alternative assessments in corporate communication classes. Based on the assumptions, the conclusion has been categorized. A few of the study's weaknesses were also mentioned in the chapter. The recommendations have been put out in accordance with the demands of the research region, with the needs pertinent to the current study being undertaken for the achievement of program success being taken into consideration. More people will be aware of an alternative assessment thanks to the suggested ideas and proposals, and measures will be done to put it into practice.

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