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**Title of the Research Paper:**

Determining Learners’ Needs and Devising New Assessment and Evaluation models

**ABSTRACT**

This research paper is an attempt to devise innovative evaluation models based on most popular and current practices in the professional fields of Business Management, Engineering and Psycho-analysis including the Johari Window, Ego States, Emotional Intelligence, FIRO-B and many others.

While looking into the past 75 years, one finds that at least three different views of educational evaluation have co-existed. The first is based on Tyler’s work in which evaluation has come to be viewed as the process of comparing performance data with clearly specified objectives; the second kind of evaluation came to be defined as roughly synoymous with educational measurement, based on writing of such measurement specialists as Hopkins and Stanley (1981) and Sax (1980).the third one is more contemporary and that which is inspired by formalization of school and university accreditation procedures which states that evaluation is synonymous with professional judgment.

A modern 21st century educationist will examine each of these views in the light of current needs and purpose of the learners. If evaluation is viewed as a comparison between performance indicators and objectives, only behaviorally stated objectives would be established for determining the learning levels and relevant student behaviors should be measured against this yardstick, using either standardized or evaluator constructed instruments; if evaluation is equated with measurement, the acquired learning levels might well be judged on the basis of students scores on standardized tests; and finally, if one viewed evaluation as essentially synonymous with professional judgment, the learning levels should be assessed by teachers who have taught the curriculum and who have sufficient information to record their considered judgments. If such is the case, the teacher must be trained effectively for his KRAs and evaluation should not only be a judgment but also a key performance indicator (KPI).

Many evaluation models have emerged based on these views but an absence has been felt of a good empirical method for determining the best way to evaluate any educational programs or its activities with the learners point of view. In order to devise an effective evaluation model, one must do the needs analysis upon the learner in socio-cultural context as well as academic. This study shall reveal the relation between needs analysis of learners and the creation of an effective evaluation model based on the current trends and practices

**Key terms**: Learning Needs, Evaluation models, KRAs and KPIs, Johari Window

**Conference Theme**: Interconnecting with stakeholders; Testing effects on teaching efficacy.

**Background,**

For a last few decades, assessment and evaluation have witnessed various models and theories attached to them. There are many higher educational institutions that are striving for excellence and among their priorities is to devise, formulate and adopt a unique assessment model which suits their requirements.

**Methods**

In this study, the researcher uses the method of scientific inquiry and experimentation method to adjudge the possibility of devising assessment and evaluation models based on highly established concepts in the fields of business management, engineering and psychology, viz. Johari Window, FIRO-B, Emotional intelligence , to mention only a few.

**Results**

The results are expected to be very optimistic as the concepts are well established and compatible to any scientific enquiry or experimentation in a multi-disciplinary environment. Another good outcome shall be the training of the faculty in the use of new evaluation models which shall further enhance their performance levels.

**Conclusion**

This study shall reveal the relation between needs analysis of learners and the creation of an effective evaluation model based on the current trends and practices.