Name of the Test	Test for Commitment
Author	Pandit Devyani, Jagtap Pranita (Guide – Khire Usha)
Availability	Jnana Prabodhini's Institute of Psychology, Pune For research
Training Levels	Level A (No Specific Training)
Uses	To test the commitment level of teachers
Year of standardization/adaptation	2004 (date of report)
Year of revised edition	-----
Description of the test	
Language	Marathi
Level	Adult (above 19^+ years) Graduate, teachers
What is measured?	Commitment
Type of Test	Paper-pencil, Forced choice, Lickert Type
Total no. of Items with parts if any	18 items
Item type	Ranking, Lickert Type
Kind of Response	A group of 3 statements is made and the teacher has to rate the statements as 3 – strongly observed, 2 – moderately observed, 1 – rarely observed (in the self) and N.A. – not applicable.
Areas	Three major areas of commitment 1) Receiving 2) Responding 3) Valuing
Time	Untimed, 15-20 minutes approximately
Scoring procedure	Manual Scoring. objective Scoring is based on Boolms Taxonomy for affective domain. Three from the five major steps in the hierarchy given by him are 1) receiving, 2) responding and 3) valuing. Each step is further divided into 3 substeps. So 3 x 3 = 9 substeps. The points given to the statements related to each substep in the item, are added for the total score of major step.
Statistics studied while standardizing the test	
Sample (for standardization and norms)	N = 426 teachers from 30 schools, govt. and private
Reliability	-----
Validity	Content validity studied Ascertained by perfect agreement between three experts. No other statistical validity studied.
Norms	Means and standard deviations of the sample are given for reference. Separate means 1)govt. and private school 2) enriched and non enriched environment 3) developed and undeveloped area, are given
Standardization category	Teacher made
More about the test	This tool is based upon the assumption that every individual is committed to 'something' with varying levels. It is designed as per Bloom's Taxonomy of affective domain. Bloom has given five major steps on the hierarchy of educational objectives for affective domain. They are – 1) Receiving (it covers awareness, willingness to receive, selected or controlled attention) 2) Responding (it covers acquiescence in responding,

	willingness to respond, satisfaction in response) 3) Valuing (it covers acceptance of a value, preference for the value, commitment) 4) Organization of value complex 5) Characterization Steps 4 & 5 are the higher level steps; they are omitted from this questionnaire.
References	Khire, U.; Pandit, D, Jagtap, P. (2004). In-service Training Programme for Teachers for Improving their Effectiveness, Research report submitted to NCERT, N. Delhi