

prominent management aptitude tests in the country are:

CAT (IIMs), SNAP (Symbiosis), NMAT (Narsee Monjee), XAT (XLRI), MAT (AIMA), CMAT (AICTE), State tests & ATMA (AIMS test for management admissions).

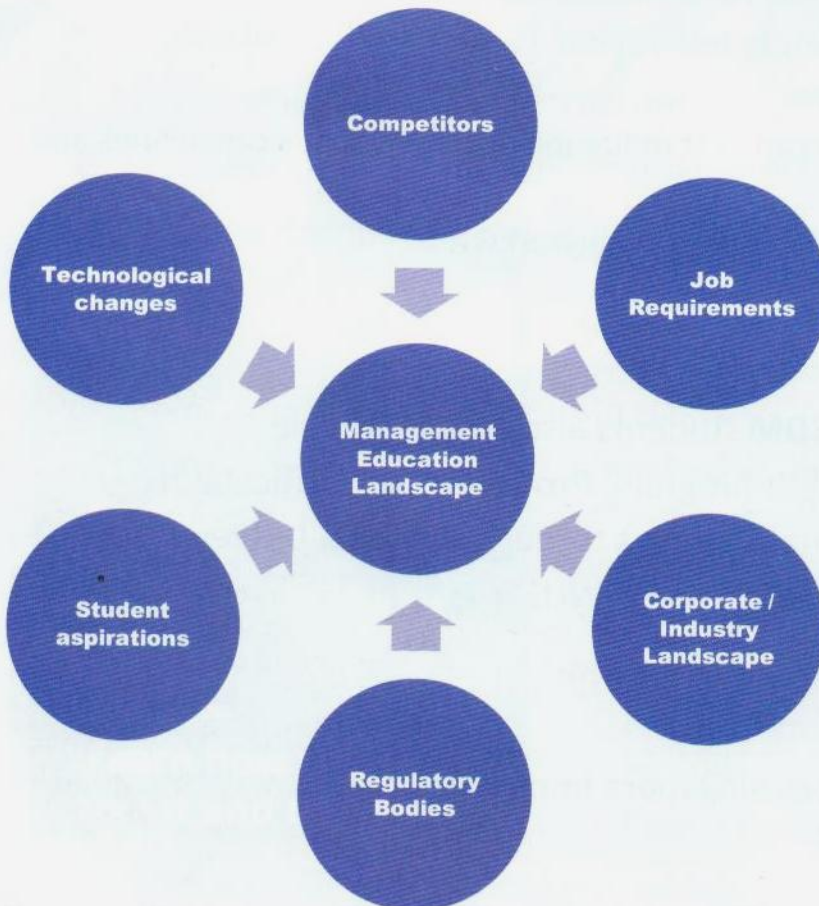
How to prepare for MAT

The saying "there is no substitute for hand work" also applies for MAT preparation. There are few common approaches that must be practiced before appearing in the MAT:

- Simulate many times the actual test candidate (MOCK tests)
- Plan your one year preparation in various stages

- First six months do general & wide studies in all areas to broaden your knowledge
- Practice numerical skills regularly
- Last three months would require focused study
- Practice writing text / essays on topics
- Constantly stay in touch with current happenings in business & current affairs
- Practice data handling & drawing inferences from different fields so as to master the art
- Learn to write everything you read, it will result in better understanding
- Discuss with friends and faculty
- No rote learning, emphasize understanding so that you can apply your knowledge in different conditions
- Choose topics rather than books, sources may be identified according to topic specific
- Keep patience and persistent

Changing management education landscape: Chart1



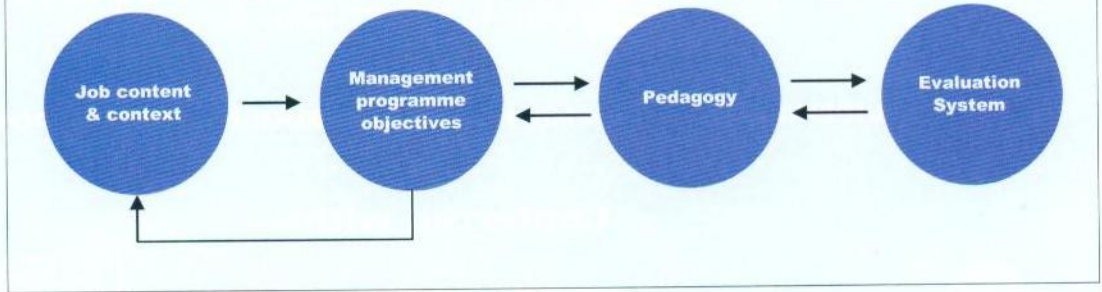
Changing management education landscape

The management education has undergone a metamorphosis change over a period of time. The changes occurring in management education are affected by numerous factors as indicated in the Chart1.

The management education is continuously evolving keeping pace with numerous stakeholder aspirations and technological changes. In fact, management education supposed to bring job reality in the class room. The curriculum design, pedagogy and evaluation system should be such that it is aligned with job requirements. Managerial jobs are highly dynamic. The content & context of job keep changing to keep pace with technological changes, business environment, competitive forces, functional knowledge and emerging tools & techniques.

It is important for management educators to modify their pedagogical approach to meet job requirements. It may not be any more relevant to go through the motions of completing the syllabi since it does not lead to any value addition or behavioral change. The emphasis should be on developing those managerial skills and equipping

Changing management education landscape: Chart2



Constructing an aptitude test for management: Chart3



Constructing an aptitude test for management

As has been discussed, the minimum requirement for a measuring instrument is that it should have high validity, reliability and practicality. The validity will ensure that the instrument (test) measures what it purports to measure and the results of the test can be used for generalisation. As discussed earlier, the test measures the capability of the individual to learn a programme, thus should have the ability to identify intelligent from the average and also predict job performance. These are the minimum parameters based upon which a test construction done.

By now, we know that the management programme has to be designed keeping in mind the managerial knowledge and skill sets required for a job. The programme structure & contents must be drawn from the actual job content & context.

We also know that to perform any job successfully and grow in that job one needs not only relevant skills, tools and knowledge but also certain personality attributes. Therefore, any test construction should consider the following influence factors as in the Chart3.

The aptitude tests should continuously evolve to be relevant and assure its validity. The continuous tracking of the "influence factors" by those who design test construction shall assure that they know what should be actually measured and decide how to measure?

them with management tools and techniques which can help students to improve job performance. To achieve this, the pedagogical tools must be aligned to the overall programme objectives. The programme objectives must be drawn keeping in mind the managerial job landscape. This requires comprehensive understanding of corporate jobs and education systems. If there is so much happening in the job market and in management education space then how can the existing models of testing continue to be relevant. In fact, we measure through aptitude tests the potential for learning and performing jobs, by the aspirants, in changing environment. If that is the requirement of learning and job then the existing testing tools would have to be relooked and revisited to ensure relevance. The alignment is illustrated in the Chart2.