Abstract: The concept of global village and the revolution in the area of information technology is increasing integration of economies around the globe. Global competitiveness has become a necessity for the survival and growth; business paradigms are shifting continuously providing enormous amount of creative opportunities to grasp the future. In the era of global competitiveness, we have to exercise utmost care to safeguard India's interest to see that India does not loose in the international arena. In the era of these fast emerging changes, there is a need for future global managers with qualities and competencies in global perspective. In management education, quality has become a necessity and the circumstances require a shift from total quality management to process re-engineering of management education. To make India an intellectual capital of the world, we have to rethink about the management education and effort should be made to create a dynamic environment, which can nurture superior quality technical education colleges. The paper is an effort to examine the current management education system and to understand the need for a shift from total quality management to process re-engineering the present management education system so that business schools respond to current paradigms.

Keywords: Business Process Re-engineering (BPR), Management education, Quality Education, Total Quality Management, Information Technology.

I. INTRODUCTION

“As human beings, our greatness lies not so much in being able to remake the world – that is the myth of the atomic age - as in being able to remake ourselves.”

~ Mahatma Gandhi

The post liberalization period witnessed a greater need of professional education. The 21st century promises to herald a different environment for human development in all walks of life, including education. It is going to be knowledge-driven century resulting a need of greater reform in all education related activities like teaching, learning, evaluating, natural production, curriculum revision, administration, production etc.

Management education in India is not very old; it has taken its practical shape during early sixties with establishment of Indian Institute of Management to train the people with management concepts. After that many institutions, universities have also come forward to provide management education to cater the increasing demand of good managers. The concept of global village and the revolution in the area of information technology is increasing integration of economies around the globe & attainment of global competitiveness has become a necessity for the survival & growth.

The liberalization of Indian economy has resulted in a highly competitive environment, great all round emphasis on technology, quality, and greater concern in society for the environmental issue & unprecedented development and use of information technology. Liberalization & globalization has also provided a general for popping up of tens & hundreds of private commercial management courses & institutes but the very attitude, quality, ethics, standards, openness creativity, logistics etc. essential for professional are missing in most of the institutions of management education.

It is also felt in the era of globalization, that to meet out the challenges of change a private precondition for enhancing global competitiveness of Indian Industry is the creation of close, multilateral cooperative linkages among the government, industry, human resources & academics.

Present Scenario: Starting with the establishment of 4 Indian Institutes of Management Calcutta (1961), Ahmedabad (1962), Bangalore (1973), Lucknow (1984), the setting up of XLRI, Jamshedpur and the offering of full time/part time MBA programmes by some leading universities in the country. Recently and particularly during the last 8-9 years the country has witnessed a tremendous growth in the founding of management institutions most of them in private sector offering management programs in different functional areas of management. Concurrently, there is a mushrooming of B-schools in the country; over 1,700 institutes, of which about 900 are certified by the All India Council for Technical Education (AICTE), leading to issues of quality. In this context it becomes essential to re-examine the entire structure, content, purpose and pattern of management education.
II. LITERATURE REVIEW

David A. Latif research focuses on the management skills component of managerial effectiveness. It reviews the relevant management literature related to what effective management skills are, why they are important, and describes one model, based on empirical research, for teaching management skills to pharmacy students. This paper focuses on the last component of managerial effectiveness: management skills. The goal is to use research findings from the business literature in an attempt to answer the aforementioned questions concerning the managerial skills component of pharmacy management education.

Mr. Ortrun Zubr – Skerritt (1995) indicated some specific facts regarding ideas and issue related to management education and development for the new learning organization and presents an example of a course design for experienced managers.

Burke, Michael J.; Day, Russell R. presented (1986). Meta-analysis procedures were applied to the results of 70 managerial training (MT) studies. The meta-analysis results for 34 distributions of MT effects representing 6 training-content areas, 7 training methods, and 4 types of criteria (subjective learning, objective learning, subjective behavior, and objective results) indicated that MT was moderately effective. For 12 of the 17 MT method distributions, the 90% lower-bound credibility values were positive, and thus the effectiveness of these training methods, at least minimally, can be generalized to new situations.

Richard E. Boyatzis, Elizabeth C. Stubbs, and Scott N. Taylor indicated a major challenge to MBA education is to develop the ability to use management knowledge. Entering and graduating data from six full-time and three part-time cohorts taking an MBA program designed to develop these competencies is analyzed and compared to baseline data on two full-time and two part-time cohorts. Results show that cognitive and emotional intelligence competencies can be developed in MBA students, but not with a typical MBA curriculum.

Clinton O. Longenecker and Sonny S. Ariss (2002) discusses how organizations can use management education to create competitive advantage by an article titled —Creating competitive advantage through effective management education and concludes that management education and development is essential in order for an organization to remain competitive.

Roger Bennett and Vicky Langford (1980) underlying assumption of all management education has been that exposure to the theories, concepts and techniques of the various disciplines and functions of management will help managers do their work better. In short, the result should be more effective managerial practices.

Judy D. Olian , Cathy C. Durham , Amy L. Kristoff , Kenneth G. Brown , Richard M. Pierce , Linda Kunder (1998) focuses on strategically aligned training and development systems that advance and sustain the organization's competitive position in its market. 98 Traditionally, T&D systems were relegated to narrowly defined support roles, where individuals were trained around current job-based deficiencies or predicted knowledge and skill needs. A few exemplary organizations, however, view a workforce with superior skills as a primary source of sustainable competitive advantage.

Edward E. Lawler (1994) examines the relationship between education, management style, and organizational effectiveness. The increasing education level in the society is pointed to as a strong force toward a more participative management style. However, it is stressed that much of the education which is taking place in the United States may not equip people to participate effectively in a more democratically managed workplace. Finally, a model of a new more participative management style is presented and its relationship to education and skills is explicated.

III. OBJECTIVES OF THE PRESENT PAPER ARE

- To examine the global challenges in management education
- To understand the need for shift from TQM to Process reengineering in management education

IV. METHODOLOGY

In order to accomplish the above objectives, secondary sources, available literature, reports and data have been used. The data has been obtained from various journals, reports, magazines and websites. The data pertaining to the study has been analyzed and interpretation of data is based on rigorous exercises aiming at the achievement of the study objectives and findings of the existing studies and it is more on qualitative than on quantitative terms.

V. GLOBAL CHALLENGES IN MANAGEMENT EDUCATION

1. Growth:

All the indicators point to continuing increases in the demand for management education. Driven by demographics, economic trends, business expectations, and initiatives that expand access to higher education, future demands will come not only from traditional college-age populations, but also from working professionals who need to retool and reinvigorate their careers. Through strategic investments and accreditation, many schools have achieved higher levels of quality. Aspiring business schools in many countries have found it increasingly difficult to build and maintain faculties with both academic qualifications and
professional experience who are capable of conducting advanced research and teaching effectively. Similarly, government financial support for business education hasn’t kept pace with growing demands, leaving some business schools to seek higher tuition fees to compete internationally.

2. **Balancing Global Aspirations and Local Needs:**

   The powerful forces of globalization, advances in information and communication technology, and further liberalization of services, trade will not only demand more from management education, but also enable us to achieve local and regional goals and objectives. For example, international alliances and exchanges of faculties and students create opportunities to build banks of localized case studies, which can be shared worldwide through electronic channels. Expanding global footprints of individual schools give rise not only to globally savvy graduates, but also represent an investment in local economies.

3. **Quality Assurance**

   As management education grows and students, graduates, and faculties become more mobile, we must be increasingly concerned about the maintenance and assurance of quality. Unfortunately, growing demand and competition can increase the incentive for schools to exaggerate promises, leaving their graduates with unmet expectations. In this environment we described above, with doctoral faculty becoming more scarce and with shrinking financial support from governments, there are tremendous pressures to cut corners, promise more, and deliver less. It is thus noteworthy that few global structures currently exist primarily to inform and protect students and employers against the hazard of implausible claims. Business school rankings publish data and information about programs and claim to play a role in holding programs and schools accountable for meeting student and employer expectations. However, they, too, cover only a tiny fraction of the programs offered worldwide, and educators have questioned their methodology and accuracy.

4. **Sustaining Scholarship**

   For many schools, the challenge is to recruit faculty with doctorates to support missions that include research and scholarly approaches to teaching. Clearly, the demand for doctoral faculty has been outstripping production, leading to concerns about the ability of some of these schools to introduce or sustain an emphasis on scholarship. However, a greater sense of urgency arises when we consider the challenge in light of the growing demand for management education, rising costs, lack of quality assurance, and the integral role that management education and talent play in fostering innovation. Meeting this challenge will require efforts to bolster doctoral production around the globe through regionally targeted investments, cooperation and collaboration, and innovation to develop and expand doctoral programs. Or, it will require new models for organizing faculties, developing and delivering curricula, and conducting research. Most likely, it will require both. In the end, the goal is to maintain or increase the quality of management education as demand continues to expand.

5. **Aligning with the Future Needs of Organizations**

   Two obstacles make this challenge particularly difficult to overcome. First, there are few substantial industry-level collaborations between businesses and business schools to discuss, debate, and jointly-define the future of management and management education. Many business schools have strong relationships with practicing managers and leading businesses and are constantly monitoring the business environment and making projections to refine and revise curricula. Business leaders and management educators do offer their opinions to one another, but these opinions often seem disconnected and idiosyncratic, because they are informed mostly by personal experiences, rather than broader discussion and analyses. Second, we have seen that decision-making autonomy has, in some cases around the globe, been only slowly delegated to the institutions that deliver management education. For example, although demographers have shown that the students of the millennial generation are more interested in social responsibility relative to money than the previous generation, some schools are reluctant to adapt their curricula and programs accordingly for fear that their reputation will suffer from the lower salaries their graduates would earn.

   These are the five pressing challenges for management education. Each is important independent of the others, but they converge in ways that signal a sense of urgency. Management education is, by no means, facing a “perfect storm.” The challenges are not insurmountable. But, management education leaders must be proactive. In the next section, we present five recommendations that, if implemented, hold great potential for helping business schools and the people, organizations, and societies they serve to navigate the difficult terrain ahead.

**VI. FACTORS RESPONSIBLE FOR POOR QUALITY IN MANAGEMENT EDUCATION**

Some of the common factors identified for poor quality of the management/business education courses are -
- Poor coverage of Indian business & socio-economic environment with less global perspective.
- More emphasis on theoretical aspects.
- Use of out-dated case-material.
- Least institute-industry linkage.
- Lack of research base.
- Poor admission procedure.
- Inadequacy of resources & infrastructure.
- Old pedagogy.
- Traditional evaluation system.
Hence there is a need to re-engineer the management education at higher education institutions so as to keep pace with the growing needs of the society.

VII. **PROCESS RE-ENGINEERING OF MANAGEMENT EDUCATION: A FORCE TO REVITALIZE HIGHER EDUCATIONAL INSTITUTIONS**

Educational institutions in general and higher educational institutions in particular have been experiencing a number of major developments. This has caused a series of complex situations among educators and users. It is now the HEI administrator’s job to figure out how to provide quality service to its clientele. In the business world, there are tools such as re-engineering, outsourcing and downsizing that have been successfully used to overcome organisational distress and make profits. The same tools can be used in the context of HEI.

The existing scenario and the challenges we are going through the current management education system need a shift from total quality management to process re-engineering the present management education system.

VIII. **EDUCATION PROCESS RE-ENGINEERING (EPR)**

Education process reengineering (EPR), the buzzword in the educational world is the process of relooking at the “core processes” and questioning whether they should be continued, reinvented or discarded.

Hammer and Chamy (1993) define reengineering as “the fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical contemporary measures of performance, such as cost, quality, service and speed”. The rethinking is fundamental because it assumes nothing; it asks ‘why’ and ‘what should be’ not ‘what is’. ‘Process’ refers to making a map of steps used to complete any routine job in the business. ‘Reengineering’ refers to changing those routine work steps to increase job speed and productivity.

IX. **PROCESS RE-ENGINEERING MANAGEMENT EDUCATION - THREAT AREAS**

Management Education should not just equip a student with technical skills and expertise, but also develop in him the right attitude. For instance Japan is considering a new legislation, where intellectual property can be considered as a security against loan and if we want to emerge as an economic power, we will have to do so through instilling quality in our management education. It should be our endeavor to produce world class technical & management personnel who would be sought globally.

Process Reengineering of management education should be inducted to make the management education effective. BPR is a style of management that has worked for several decades overseas and is receiving growing attention in the United States. Now some colleges and universities are beginning to recognize that BPR values are more compatible with higher education than many existing management systems. Process Re-engineering in Management Education is needed in the following areas-

1. **Course Curriculum:**
   There is a need to improvise our curriculum in the way to make it applicable & realistic. Syllabi should be revised & updated regularly. It is the need of today to make the arrangements for the easy process, by which student who is deprived of the latest knowledge can get the benefit. In short it can be said that research orientation in curriculum is required. The content of the curriculum should be such that there is similarity between the rationality that is taught in the classroom and the ground reality, which a student has to actually face. Projects assigned should be more practical and students should go back to the same organisations to study various departments like HR, finance and marketing, in order to get a holistic understanding.

2. **Faculty Development:**
   Faculty members being the most crucial factor in the management education process, it is a stupendous task to meet the faculty needs of the rapidly expanding management institution system. There is an acute shortage of high quality management teachers, particularly in the functional areas like marketing, finance & also integrative subjects like strategic management. Faculty selection should be made on merit only and compromises should not be the part of selection. Full time permanent faculty should be encouraged, so that they can devote full-time for the organization. Faculty should also be involved in the administration role. This is an urgent need to plan a crash program to train management teachers at selected management institution, & also to limit the expansion of the system to what is sustainable without sacrificing the faculty quality. The quality of faculty is going down as more and more institutes mushroom with the aim of making money rather than enhancing the quality of education. And today most of the people take up the profession out of chance and not by choice.

3. **Development of teaching materials & case studies:**
   Very few institutions in the country have been able to develop adequate teaching materials including case in terms of Indian ethics in management. So there is a need to venture wide-spread management research including case research & publications indigenously.

4. **Institute- Industry linkages:**
   It is now essential to make the changes according to changing environment to meet the challenges of globalization and liberalization. It is the need of the hour to minimise the gap between theory and practice. Therefore it is necessary for the
management institutions to have linkages between business and industry to understand their requirement and reorient teaching, training consultancy and research activities. Institutes should involve senior executives as faculty for exposing the students to real problems & exposures of industry. Also interaction of faculty and executives should be made possible by organizing symposiums/seminars/conferences. The present system of business interaction (six-eight weeks) is quite inadequate. It is necessary to have longer summer trainings, perhaps even extended up to one full term. Assessment should also be based on internship.

5. **Government role:**

A quality improvement by transparency in the management education is possible only with the help of government right from selection of experts on the monitoring panel based on certain qualitative parameters or criteria. Taking into consideration their professional background should carefully draw the panel and admirable achievements, the appointment should not be on the basis of position government role should be more monitoring then controlling and the relationship between government and institutions should be based on trust not on distrust. More liberty should be provided to private institutions, with some qualitative directors. University system itself needs to be revamped and restructured in the light of present dynamic environment.

6. **Placement:**

The provision of placement is an activity which is reducing the identity of educational institutional as place of academic centres. These institutions should create opportunity for students for getting exposed to the relatives of job market, it should facilitate in sensitizing the student to be down to earth to know where he stands. So placement should be de-linked from academic institutions in the sense that placement cell or the institution should not be treated as an employment bureau.

7. **Pedagogy:**

The central concern in all the pedagogy is interaction between traders, student & content which is basically dynamic and triadic in nature. The 21st century has opened new hopes for re-engineering our approach to pedagogical producers at all levels of education in the new domain of information technology. Needless to observe that the main focus of pedagogy still remains the art of disseminating and relating knowledge to the needs and mental equipment of the educated now it is the need that pedagogy should be more learner centred than trainer centred, more case input than lecture method more remainder workshops to envelope deep thinking on the subject, more exposure to realities of industries and work environment, project method should be cased to promote discovery learning, more emphasis on simulation role playing, socio-drama etc.

8. **Values:**

Future managers should know the practical aspects of work ethics, like how ethics can be developed, how they can be managed at workplace, how individual makes his/her values, what are the contents of ethics which can be utilized to motivate human resources at work place since "organizations are not having ethics only people have. There is some mismatch between recruiters' expectations and Indian B-school graduates, as the recruiters look for completely dependable graduates on whom the company or the organisation can rely. But no management institute can produce such students, as this is not a value, but a skill. An institute can only enhance existing values/skills, but can't create them. So is the case with creativity. Business ethics is something that shouldn't be compromised. Developing values that enable decision-making in grey areas characterised by inadequate information or conflicts (like profit vs integrity) is a tricky issue. Thereby the managers should be exposed to such issues and ensure that it is solved without compromising with values.

9. **Governance:**

One important topic which was discussed at AIMA conference was the governance of institutions should be transparent. There should only be one body with norms specified for accreditation or ranking of B-schools. Government bodies should not interfere with ranking and accreditation issues. The government should only lay down the norms, rules and regulations or, in case of the curriculum, lay down the broad outlines. It should be mandatory for all the institutes to comply with the criteria, but they should still have autonomy in fields like selection of students, faculty, up-gradation of courses etc. This rating creates a feeling of competition and helps other institutes set benchmarks for them.

**X. Conclusion**

So, it can be concluded that the existence of an institution shall depend upon the quality of education and training offered. The principle of Darwin holds well even today that fittest that would survive. The existing education in management is mainly large industry oriented to meet the domestic needs of manufacturing sector. Now there is the need to make it as per the demand for managers for international Business, Information Technology, medium and small scale industries and for service sector, because in future fittest will survive for which quality product service will be the key aspect. To ensure quality in management education, inclusion of BPR, IDR & ISO9000 and ISO1000 etc. can be utilized.

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