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**Abstract**

The central question this article addresses is whether the emergent shift in knowledge production can transform higher education in South Africa to the extent that it becomes socially more relevant. It is my contention that higher education transformation in South Africa can become socially more relevant if guided by the idea of a reflexive praxis which allows for the integration of ``Mode 1" and ``Mode 2" forms of knowledge production. I argue that Mode 1 or disciplinary knowledge should be supplemented by Mode 2 socially distributed knowledge which would cause academics to engender community service which integrates their research at universities and its application in the broader community. In other words, a reflexive praxis needs to be charted out on the part of academics which would not cause their service to be disengaged from the real problems in society, but rather, opens up possibilities for greater social relevance ? a matter of ``Mode 2" supplementing ``Mode 1". (HRK / Abstract übernommen) Waghid, Yusef, E-mail: yw@maties.sun.ac.za