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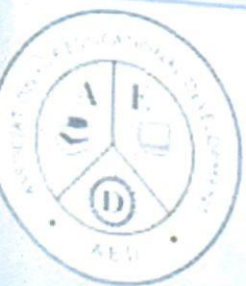
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communication and technical skills of students in 21st century. Now, teacher is considered as orchestrator, who turns information into knowledge and knowledge into wisdom. To make them engage and disciplined, after school programs based on soft skills, entrepreneurship and job placement training may be organized by government funded agencies.

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HIGHER EDUCATION REFORM IN INDIA: ISSUE OF UNIFORMITY IN DIVERSITY

Janardan*

ABSTRACT : *Recently, the reform of higher education in India has generated intense debate in Indian academic world. The higher education reform emphasises on the adoption of Choice- Based Credit System (CBCS), common syllabi, common entrance test, centralised recruitment system, transfer of the faculties and students in the central universities. Primarily, the pressure from the UGC and MHRD on the central universities to introduce higher academic reform, is based on the merit and qualitative arguments i.e. there is need to make higher education more meritorious and qualitative so that central universities, institutions can produce the skills, entrepreneurs, good academics, brilliant scientists etc. The long term purpose of reform is to upgrade the standard of Indian universities so that they can make place in the list of World's top ranking Universities. But in reality, these education reforms are part of the Indian government's liberal economic reform agendas. Indian government has introduced reform in several sectors in order to follow the liberal economic policy in the post 1990s. The Higher education cannot remain untouched from the impact of liberal economic policies. Therefore, it is needed to look at and examine Indian government's higher education reform policy in the broader context. There is need to examine the purpose of higher education reform whether these educational reforms are going to make more meaningful and relevant the higher education or they are the part of government's liberal policy to fulfil the market's need through generating human resources and establish the centralised education system. The paper tries to examine the argument whether centralised uniform academic programmes are going to ensure the quality in higher education and promote the social interest or the decentralised education system is better promoting Indian central universities' creativity, diversity and autonomy, specifies ultimately fulfilling the social interests.]*

Keywords: 1. Centralised Education, 2. Uniformity, 3. CBCS, 4. Autonomy

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