1. Discuss the contribution of any two pioneers in the field of Alternative Education from International arena.

Ans: Herbert Kohl (educator)

Herbert R. Kohl (born August 22, 1937) is an educator best known for his advocacy of progressive alternative education and as the author of more than thirty books on education. He founded the 1960s Open School movement and is credited with coining the term "open classroom."

In 1967, 36 Children (New American Library, New York, 1967) was also published, and Kohl was drawn into national debates on the education of African American and other minority student and into conversations on school reform and the nature of teaching and learning. He is still engaged in them now having lived through cycles of reform and reaction, none of which succeeded in creating excellent education for the children of the poor. The problems persist, and he still believes that by hard, imaginative effort, they can be solved.

In 1968, Kohl moved to Berkeley, California, where his family lived for the next nine years. He was a Visiting Associate Professor, half time in the English Department and half in the School of Education, at the University of California, Berkeley during the spring semester of 1968. Then, he received a grant from the Carnegie Corporation of New York (September 1968 to June 1969) to work with Allan Kaprow, the "happener" who was a Professor of Art at the State University of New York, Stony Brook, on teacher education and the development of creative curriculum that crossed disciplinary and artistic boundaries. Working with Kaprow freed him to cross boundaries, work with students in theater, and experiment with interactive media. The unlikely marriage, made by Margaret Mahoney of Carnegie, had a profound influence on Kohl's teaching and thinking about learning.

An alternative high school, Other Ways emerged during that collaboration and it was supported, in 1969, by a grant from the Ford Foundation (September 1969 to June 1970). It was one of the first attempts to create a series of alternative educational options within public school systems and part of the free school movement.

In 1972, Kohl became co-director of the teacher education program at the Center for Open Learning and Teaching, and he taught a combined kindergarten—first grade at a Berkeley public elementary school while he was acting as a master teacher for its teacher education students. For ten years (1970 to 1982), he wrote a monthly column for Teacher Magazine, and he contributed many reviews and articles for publications such as The New York Times, The Times, The Times, The Nation, and the New York Review of Books. Kohl also wrote a number of books during that period including The Open Classroom, Golden Boy as Anthony Cool, Reading, How to, A Book of Puzzlements, Mathematical Puzzlements, On Teaching, Growing With Your Children, and Half the House.

Kohl's writing had significant influence on other education writers and theorists including John Holt, Jonathan Kozol, Richard Farson, Ivan Illich, Paul Goodman, George Dennison, James Herndon, Charles E. Silberman, John Taylor Gatto, Neil Postman and others.

In 1976, Herbert and Judith Kohl, his wife, wrote The View from the Oak, which won the 1978 National Book Award, Children's Literature.

In 1977, they moved to Point Arena, California, and established the Coastal Ridge Research and Education Center. Over the years, it has sponsored a summer camp, where he taught theater, and hosted a number of seminars on education and social justice. Such seminars have involved educators such as Myles Horton and Septum Clarke of the Highlander Center, Joseph and Helen Featherstone, William Ayers, Len Solt, Ira Glaser, Norm Fruchter, Asa Hilliard, Courtney Caden, Phillip Lopate, Cynthia Brown, and Ron Jones. The Center also worked with Amnesty International developing a curriculum on conscience and human rights and with the ACLU developing a Bill of Rights curriculum.

2. Explain the concept Education for All Development Index (EDI)? Discuss the four goals measured in the EDI and their corresponding indicators with examples.

Ans: The Education for All goals represent more than the sum of their individual parts. While each is important by its own, it is also useful to have a means of indicating achievement of Education for All as a whole. The EFA Development Index (EDI), a composite measure of progress across the whole EFA agenda, provides one way of doing so. Ideally, it should reflect all six Education for All goals but, due to data constraints, the standard index currently focuses only on the four most easily quantifiable goals: universal primary education, adult literacy, the quality of education and gender parity and equality. The remaining two goals, early childhood care and education (ECCE) and meeting learning needs of youth and adults are still excluded mainly because of data limitations and conceptual reasons in particular for the latter goal. However, the development of an ECCE index since last year is particularly promising, allowing the EDI to be broadened to five goals in the future if the data coverage is improved. The goal on learning needs of youth and adults remains difficult to grasp and progress towards it is still not easy to measure and monitor.

The EDI captures four goals of the six:

- Universal primary education (Goal 2), measured by the primary adjusted net enrolment ratio (ANER);
- Adult literacy (Part of Goal 4: achieving a 50% improvement in adult literacy by 2015), measured by the literacy rate for those aged 15 and above;
- Gender. Parity and Equality (Goal 5), measured by the gender-specific EFA index (GEI), an average of the gender parity indexes of the primary and secondary gross enrolment ratios and the adult literacy rate;
- Quality of Education (Goal 6), measured by the survival rate to grade 5;

The EDI value for a given country is the arithmetic mean of indicators measuring each of its components. The EDI falls between 0 and 1, with 1 representing full achievement of Education for All across the four goals.

3. Critically examine the role of any education institution from your state in the field of alternative education.

Ans: Home Schooling in India is a form of alternative education in which education is provided to children at home by parents or by tutors rather than in public or private schools. This conforms to the prevalence of similar homeschooling option for parents in many countries. But it does not conform to the same approaches, attitude, practices, and trends found elsewhere in the world. The highlight of this article is as such directed towards home education or home-based learning in India. Home education in India is offered by various agencies enabling an increase in the resources for imparting and promoting education. Some of these are in the form of associations, education providers, support groups forums etc. Most of these are active on the internet and that is why they remain largely unknown to the common people. Moreover, homeschooling is more