

NCERT Solutions for Class 11 English Snapshots Chapter 4 Albert Einstein at School

Question 1.

What do you understand of Einstein's nature from his conversations with his history teacher, his mathematics teacher and the head teacher?

Answer:

Coining events cast their shadow before is aptly proved in the case of Albert Einstein. His conversation with the history teacher Mr. Braun proved that neither Albert hesitated to admit his own shortcomings nor he felt reluctance in pointing out the shortcomings in the then education-system.

He preferred ideas rather than cramming of dates or datas like a parrot. Moreover his conversation with Mr. Braun proved that he was not firm on his stand and quite honestly straight forward. He never cowed down unnecessarily before others even if they were his teachers.

His conversation with mathematics teacher Mr Koch proved that he was very sincere. He got well versed in school level maths even before graduation. His maths teacher was all praise for him. He was quite indifferent in school against Einstein.

He gave him a very glowing recommendation letter in praise of Albert's ability and skill in maths. Albert finally, met his head teacher while leaving school. The meeting was short. The teacher offered him to leave school rather than be expelled which Albert did willingly.

Here also he wanted to prove his rebellion and outspoken nature, but perhaps the awe for the authorities kept him tight-lipped. But as he was dismissed, he just came out of the room proudly, banging the door, avoiding the head teacher's order to shut the door behind. To conclude with, we can say that his history teacher and his head teacher failed to understand him. Neither he could be guided to respect or hate anybody. He paid due regards to the people whom he found worthy of it, like Mr Koch.

Question 2.

The school system often curbs individual talents. Discuss.

Answer:

The statement that the school system often curbs individual talents collects mixed reactions. I myself don't fully agree. Had there been so, there won't have been any school, institutes or colleges. But as we see even in modern day society, when the computers are available in almost every third home, schools mushroom. Still in case of Sachin Tendulkar, Thomas Elva Edison and Albert Einstein the said statement proves quite apt.

Our education system is such that schools have to care for the quantity. There are certain subjects which are imposed on students irrespective of their individual capability, craving or liking. No matter what or which the individual likes to do, that is regarded secondary here. In schools, every student is expected to qualify the basic subjects otherwise he will be awarded 'failed'.

So to the students like Albert Einstein schools become the most hateful place, who turn rebel against one and all. It is their personal/individual talent which drives them to get success, name and fame. Schools leave no stone unturned to curb their talents. Every individual has his own talent.

Some may excel in Maths, others in geology and while others are fit to cram just history. But school system imposes them to learn by heart all the subjects. That's why, some students like Albert turn rebel and simply walk out of school to harness their own talent in their own way.

Question 3.

How do you distinguish between information gathering and insight information?

Answer:

Both the terms or phrases i.e. 'information gathering' and 'insight formation' have quite different meanings. We shall deal with them elaborately and separately. First let's talk about 'information gathering'. It simply means 'collecting information' as the news reporters do to create a news, article or news story. Without going behind the screen, they just present what they see on the screen.

At Albert's German school he was also supposed just to gather information, according to the school system. His cousin Elsa also asserted that she knew many students who were more stupid than Albert, but they also got through after learning some facts. This is called really information gathering i.e. to learn the facts and dates by heart without caring to understand them.

On the other hand, 'insight information' means creating or forming insight or understanding. This is what was realised much later on by our educationists. But Albert felt the need in his early studenthood. He felt that learning facts is not important but search the reason is really important. Learning the dates of battles is not important but to probe into the reason so that the basis could be rooted out later on is really important.

Albert felt for the first time the importance of 'insight building', which his school system failed to understand and he had to leave school before completing his diploma. Actually, education really means the development of personality and it can't be done by imposing or inducing facts. Students are not sacks in which anything can be filled. They are the most creative beings and must be created likewise individual talent must get recognition at school level.

