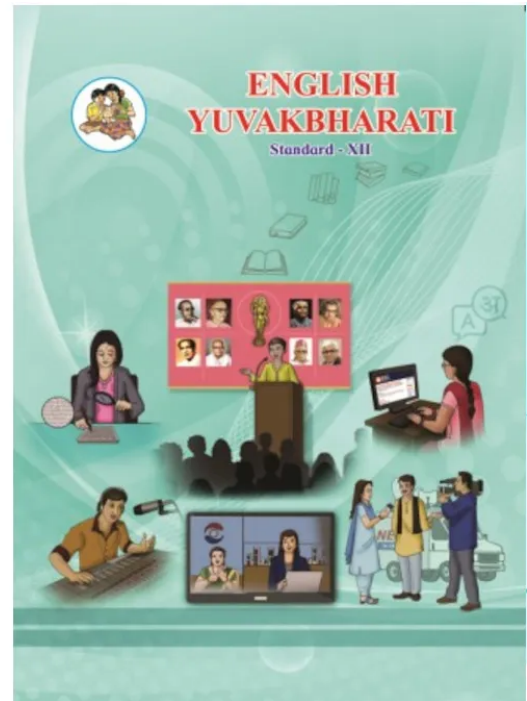


Maharashtra Board Solutions Class 12-English Yuvakbharati (Writing Skills): Chapter 2- Do Schools Really Kill Creativity?

Class 12 - Chapter 1 Do Schools Really Kill Creativity?



For any clarifications or questions you can write to info@indcareer.com

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Maharashtra Board Solutions Class 12-English Yuvakbharati (Writing Skills): Chapter 2- Do Schools Really Kill Creativity?

Class 12: English Yuvakbharati (Writing Skills) Chapter 2 solutions. Complete Class 12 English Yuvakbharati (Writing Skills) Chapter 2 Notes.

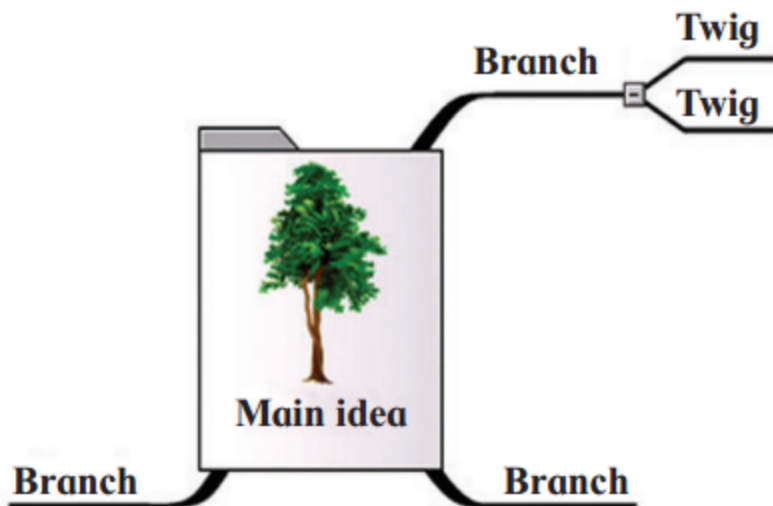
Maharashtra Board Solutions Class 12-English Yuvakbharati (Writing Skills): Chapter 2- Do Schools Really Kill Creativity?

Maharashtra Board 12th English Yuvakbharati (Writing Skills) Chapter 2, Class 12 English Yuvakbharati (Writing Skills) Chapter 2 solutions

Question 1.

Observe the given figure and complete the activities that follow:

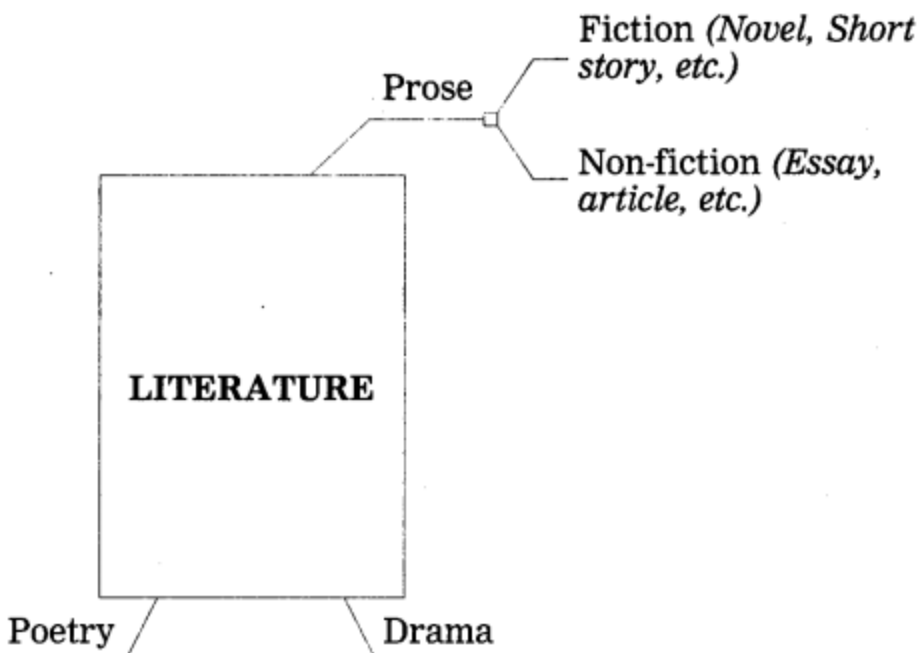
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- (a) Replace the 'main idea' by any other thought or title of your own.
- (b) Add three supporting ideas to the main idea as their branches.
- (c) Add two ideas to one of the branches that explains the meaning of the branch.

Answer:

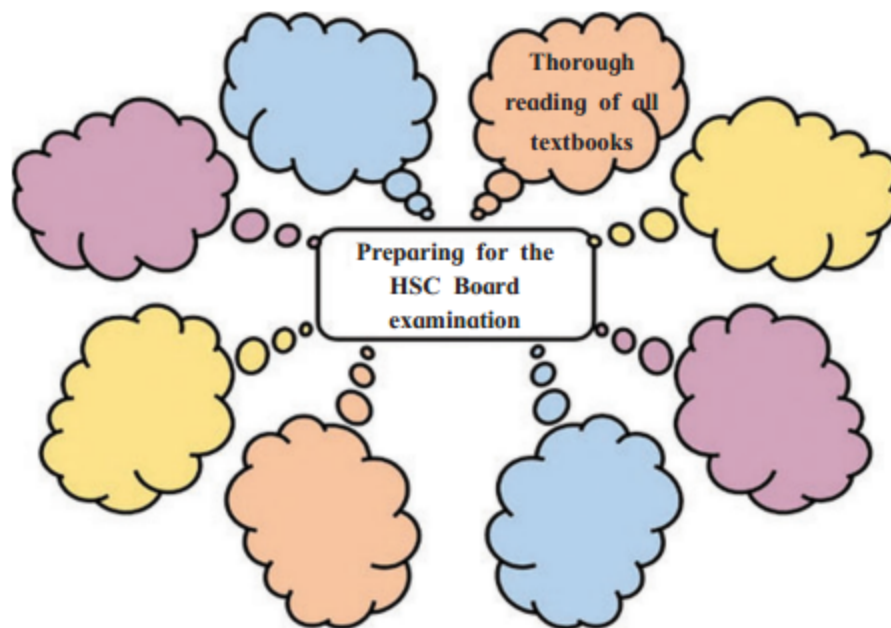
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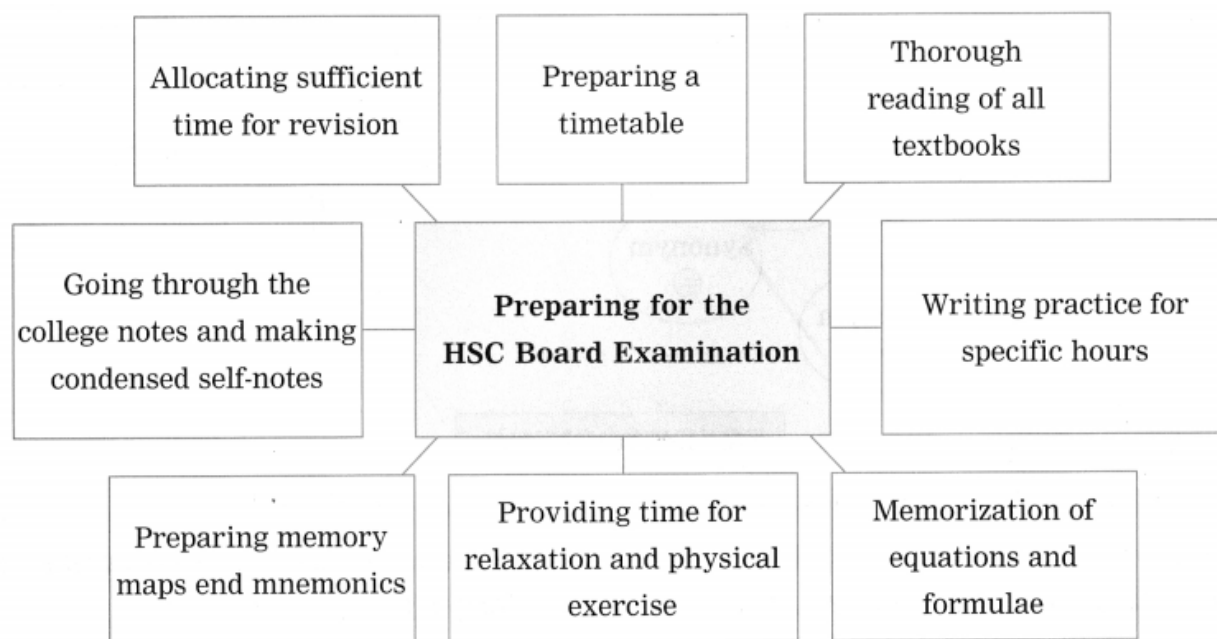
Question 2.

Complete the given blank spaces/balloons with your ideas in the figure that describes your basic preparation for the HSC Board Examination. Also complete the activities that follows:

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Answer:



Activity:

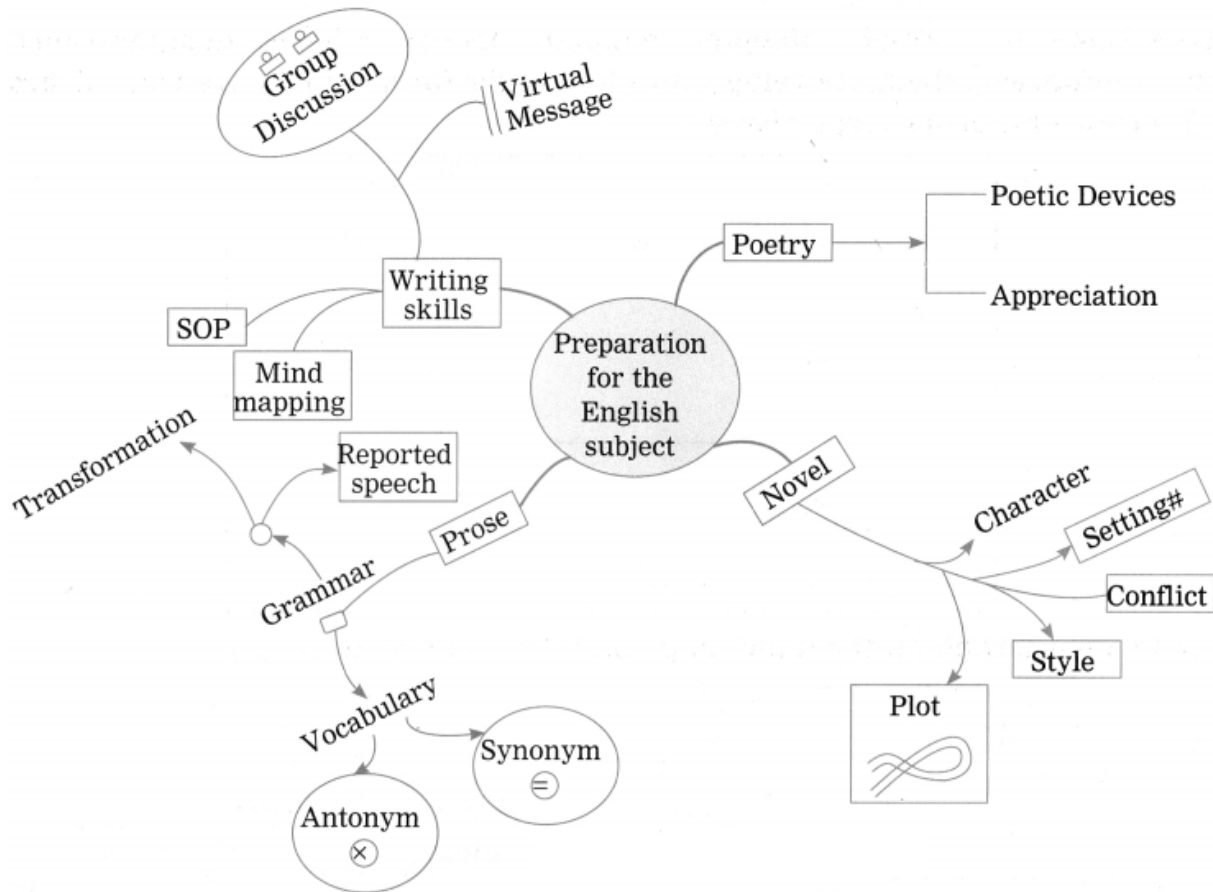
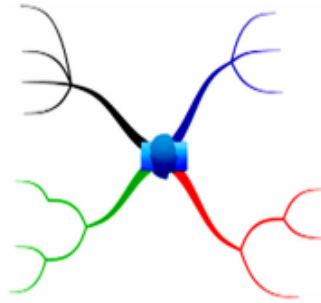
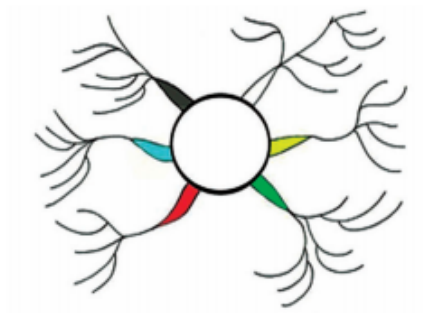
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Complete a similar type of detailed graphical figure in your own style showing the thoughts/ ideas/concepts that keep on generating in your mind and then you choose a particular style/design or a graphical representation to describe the same idea/facts/situations – then this type of presentation can be called ‘Mind – Mapping.’

Use different shapes, arrows, lines, connectors, balloons, boxes, curved arrows, callouts, scribbles, scrolls, explosions, etc. to describe your point of view.

For example:

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(A1)

Question 1.

Study the tabular column given on page 141 of the Textbook. In pairs, tell your partner the importance of each one: (The first one is given here as an

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example. Students may attempt 2 to 8 on their own in a manner akin to the one given below.) Enhance activities with Mind-Mapping.

Enhance Activities with Mind Mapping		
1	Explore new ideas and concepts	Help students get a better understanding of new ideas by having them create a mind map. A mind map can assist with understanding because it conveys hierarchy and relationships, allowing students to see the big picture.
2	Brainstorm	Get creative juices flowing with mind mapping. Mind maps are a great brainstorming tool and can help students let their thoughts flow freely while making important connections between ideas and concepts.
3	Take Notes	Encourage students to engage in active thinking instead of transcription by using mind maps for note taking. Mind maps encourage students to focus on keywords and ideas instead of just writing down what the teacher says.
4	Write essays	Students can create an essay outline, gather arguments and quotes or brainstorm ideas for your essays with mind maps.
5	Memorize information	Mind maps activate many levels of brain activity and are a great tool to help with memorization — from vocabulary words to a foreign language.
6	Create presentations	Have students use mind maps to present information in an interesting and engaging way with mind maps. Students can use mind mapping software to create a presentation in advance or create one on the spot during a live presentation.
7	Study for an assessment	Mind maps are a great way for students to gather all the information that may be covered on an examination including class notes, textbook chapters and reading lists.
8	Execute group projects	By using a mind map, students can visualize what needs to be done and who needs to do it. Using an online mind mapping programme is best for group projects so students can easily share it.

Answer:

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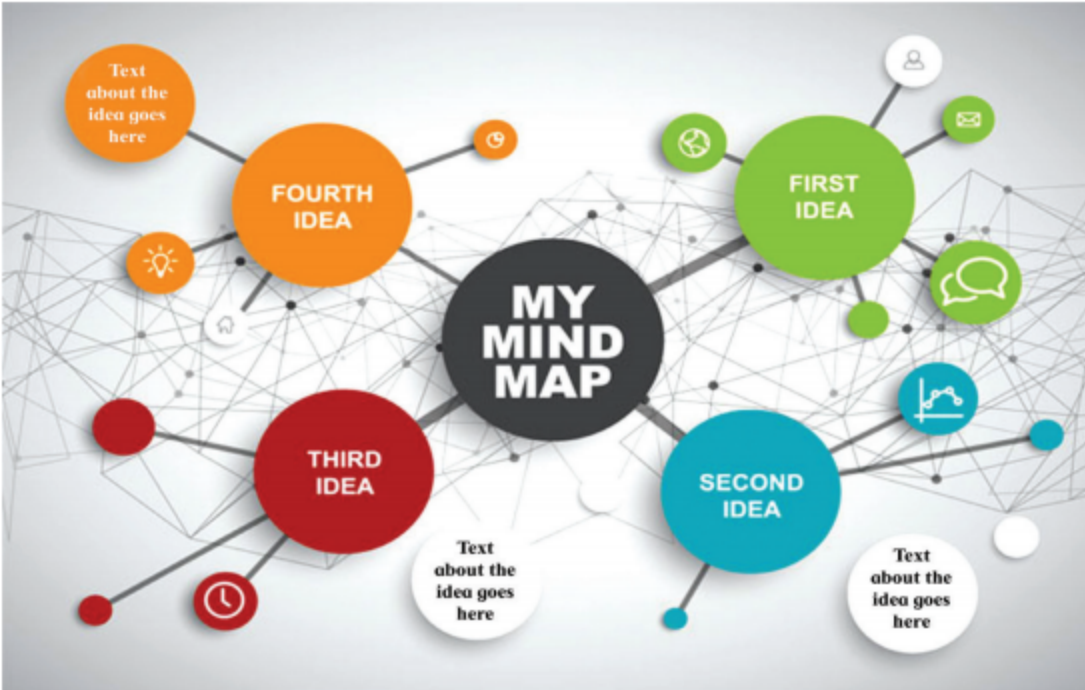
- Student A: How does mind – mapping help us?
- Student B: It helps us see an overall picture.
- Student A: Would you kindly explain it a bit more?
- Student B: See, as one would expect, mind – mapping conveys the whole idea through hierarchy and relationships.
- Student A: By the way, what is ‘hierarchy’?
- Student B: Hierarchy is a system in which classes, status, authority, etc. are ranked one above the other.
- Student A: I think I’ve got it. With the help of mind – mapping we ‘maps out’ the points beginning from the more important ones and going on to the less important ones.
- Student B: Exactly! It is a sort of branching out. What I find exciting is that the ‘mapping out’ originates from our brain quite spontaneously.
- Student A: Being the creators we grasp it fully, don’t we?
- Student B: Yes, we do. Now you got it fully right!

(A2)

Question 1.

Given below is a ‘Mind – Mapping’ template. Use your ideas/thoughts/concepts to illustrate/develop them. (Develop your ideas in the form of main branch, sub-branches and tertiary branches respectively).

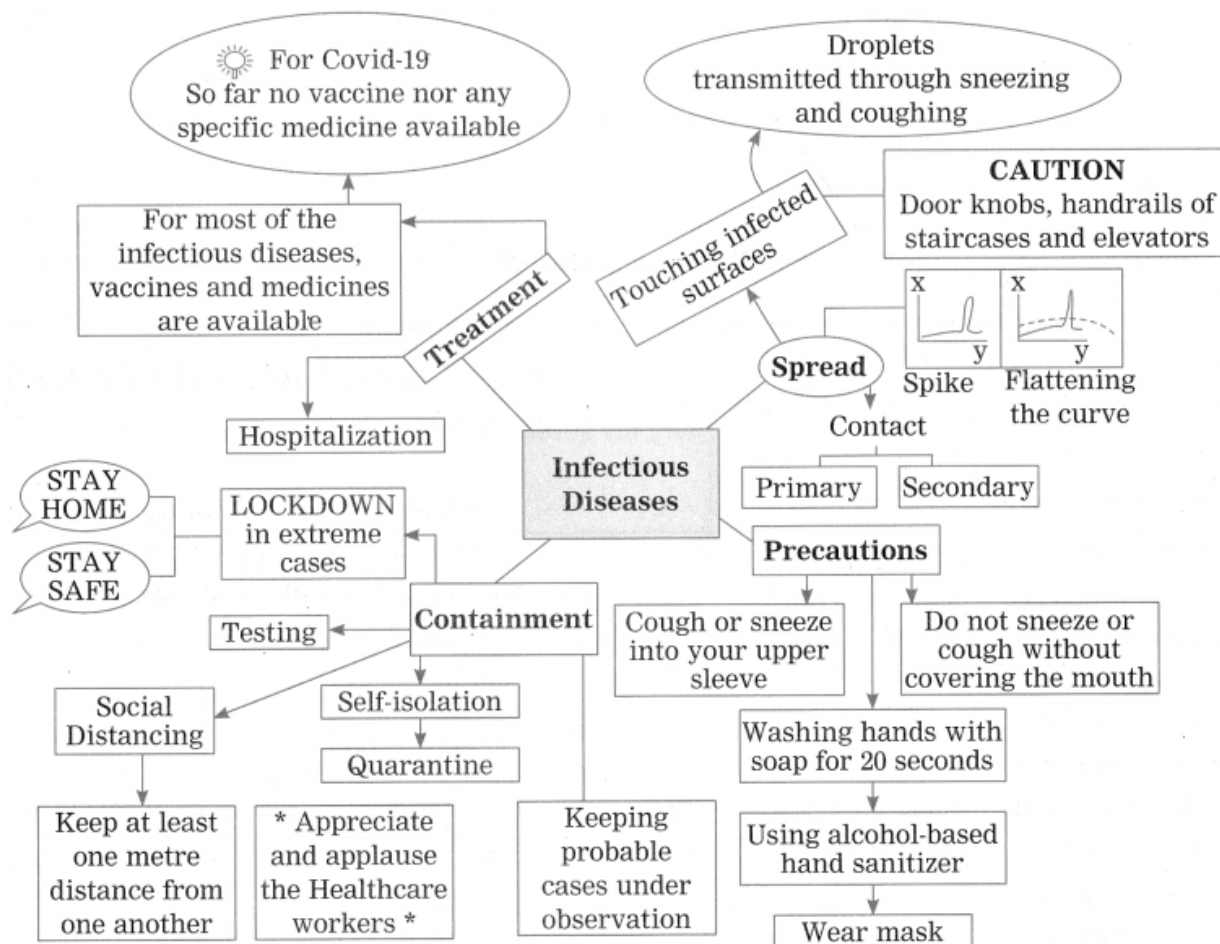
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Also, write a paragraph on the mind map you have completed.

Answer:

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The above given figure is my Mind Map about infectious diseases. The four main ideas are the Spread, Precautions, Treatment and Containment of such infectious diseases. The best way to check the spread of infection is the practice of personal hygiene and social distancing. Maintenance of proper civic sense is called upon from each citizen. Containing the disease becomes a challenge when diseases like COVID-19 breaks out. Lack of vaccine or specific medicine makes the situation very grave. Self-isolation, quarantine, and in extreme situations, Lockdown, etc. are practised to curtail the community spread of the contagion.

A sudden spike in the cases put great strain on the health care system. Authorities try to circumvent the spike by flattening the curve of the spike. Whenever there is a pandemic, it is the duty of the citizens to help the authorities by obeying all the directives.

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(A3)

Question 1.

Develop a ‘Mind – Mapping’ frame/design to show the development in your personality seen with yourself in the last 5 years. You can take the help of the following points in order to develop each of them into further branches:

(Development in Physique, Self-learning Process, Communication Skills, Social Awareness, Family Responsibility)

Answer:

Development in physique	Self-learning process	Communication skills	Social awareness	Family responsibility
A sense of parting with childhood	Began to assess the children around me critically	An awareness of what I speak and how I speak	Still confined to my small world of family and friends	Took everything for granted and never bothered about the resources of my family
An earnest desire to join the club of grown-ups	A great quest to know more about the world around me	Censure of incorrect and impolite utterances	Exposure to print and electronic media opened up a new world	Slow realisation of the hardships of my parents in educating me
A surge in physical energy	An enhanced sense of body ownership	An earnest desire to impress others with my speech	Exploration of the world around me and my place in it	Sibling rivalry to my younger sister gave way to a sense of protective care

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Interest in sports which are aggressive and dangerous	A sense of bonding with society	Started diary writing and found my skills wanting	Realization that I am not an island floating in the ocean of humanity	Resolved to do well in academics
Realization of the passing of adolescence and being an adult	A yearning to invent or discover something new	Level-headed effort to improve my speaking and writing skills	Still trying to figure out the nature of my social commitment	Hope to take great care of my parents in their old age

(A4)

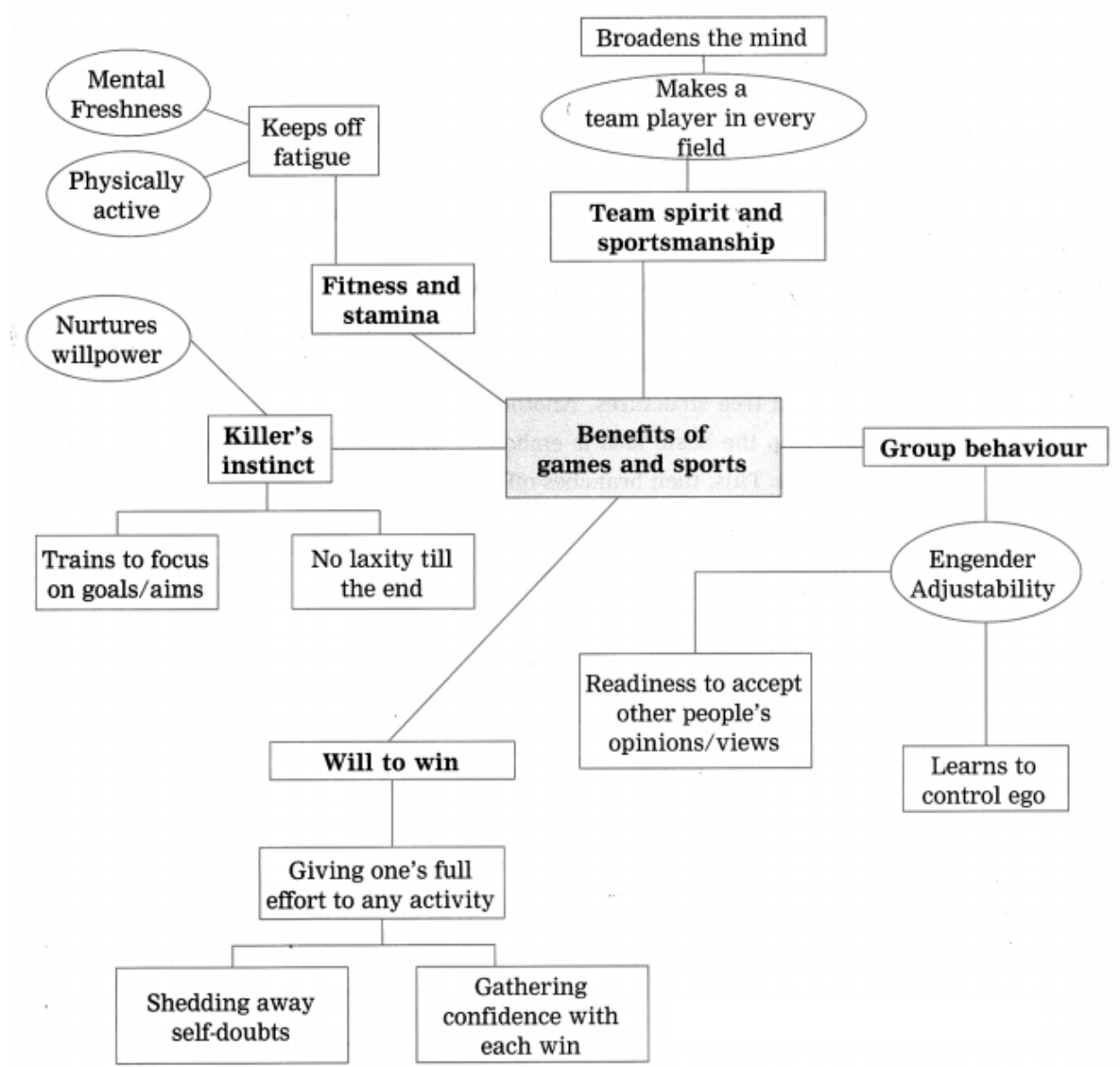
Question 1.

Develop a ‘Mind – Mapping’ frame/design to show the ‘Benefits of games and sports’ to the students. You can take the help of the following points in order to develop each of them into further branches:

(Fitness and stamina, team spirit and sportsmanship, group behaviour, killer’s instinct, will to win)

Answer:

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(A5)

Browse the internet to know the following:

Question 1.

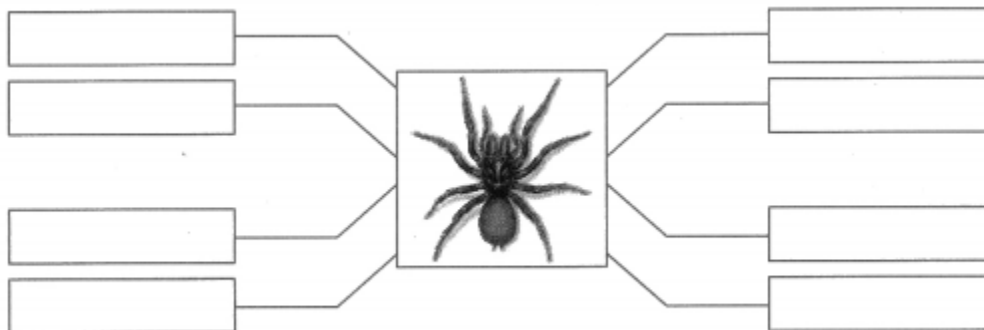
Different Frames/Designs on Mind – Mapping :

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(One example is given below. Students may browse the internet to find more.)

Answer:

Spidergram.



Question 2.

Benefits of Mind – Mapping:

Answer:

Mind – Mapping is an effective tool that helps us capture the logical thinking process that goes on in our mind. It enables us to put pieces of information in the proper slots. The gathered pieces of information then assume a compact and condensed format which can be committed to memory with vividness and clarity. Mind – Mapping also helps generate a stream of creative ideas. The speed and spontaneity of Mind – Mapping proves to be a great advantage during brainstorming sessions.

Question 3.

Uses of Mind – Mapping in note-taking:

Answer:

Mind – Mapping is a creative way of note-taking. We do not remain just passive listeners noting down points mechanically. On the contrary, Mind – Mapping helps us put our creative selves in the process. Thus, we become the co-producers of the

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information. Using Mind – Mapping in note-taking also enables us to structure the information to suit our natural inclinations of arrangement.

Question 4.

Difference between Mind – Mapping and Concept Mapping:

Answer:

A Concept map is a diagram that shows the suggested relationships among concepts. Concept maps, unlike the Mind maps, allow more divergence due to their multiple hubs and clusters. Mind maps are often restricted to radial hierarchies and tree structures. Another feature that distinguishes Mind map from a Concept map is that in a Mind map the basic idea is embodied in the centre image and the main themes radiate from the centre as branches. This, then branches off further as twigs.



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Maharashtra Board Solutions

Class 12 English Yuvakbharati

(Writing Skills)

- Chapter 1- Summary Writing
- Chapter 2- Do Schools Really Kill Creativity?
- Chapter 3- Note-Making
- Chapter 4- Statement of Purpose
- Chapter 5- Drafting a Virtual Message
- Chapter 6- Group Discussion

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About About Maharashtra State Board (MSBSHSE)

The Maharashtra State Board of Secondary and Higher Secondary Education or MSBSHSE (Marathi: महाराष्ट्र राज्य माध्यमिक आणि उच्च माध्यमिक शिक्षण मंडळ), is an **autonomous and statutory body established in 1965**. The board was amended in the year 1977 under the provisions of the Maharashtra Act No. 41 of 1965.

The Maharashtra State Board of Secondary & Higher Secondary Education (MSBSHSE), Pune is an independent body of the Maharashtra Government. There are more than 1.4 million students that appear in the examination every year. The Maha State Board conducts the board examination twice a year. This board conducts the examination for SSC and HSC.

The Maharashtra government established the Maharashtra State Bureau of Textbook Production and Curriculum Research, also commonly referred to as Ebalbharati, in 1967 to take up the responsibility of providing quality textbooks to students from all classes studying under the Maharashtra State Board. MSBHSE prepares and updates the curriculum to provide holistic development for students. It is designed to tackle the difficulty in understanding the concepts with simple language with simple illustrations. Every year around 10 lakh students are enrolled in schools that are affiliated with the Maharashtra State Board.

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FAQs

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As of now, the MSCERT and Balbharti are responsible for the syllabus and textbooks of Classes 1 to 8, while Classes 9 and 10 are under the Maharashtra State Board of Secondary and Higher Secondary Education (MSBSHSE).

How many state boards are there in Maharashtra?

The Maharashtra State Board of Secondary & Higher Secondary Education, conducts the HSC and SSC Examinations in the state of Maharashtra through its nine Divisional Boards located at Pune, Mumbai, Aurangabad, Nasik, Kolhapur, Amravati, Latur, Nagpur and Ratnagiri.

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