



**UNIVERSITY OF NORTH BENGAL**  
General Part-III Examination, 2020

**ALTERNATIVE ENGLISH**

**PAPER-ALEM (Revised New Syllabus)**

Time Allotted: 1 Hour

Full Marks: 25

*The figures in the margin indicate full marks.*

*The word limit mentioned below against each question to be strictly followed by the students:  
5 marks-100 words / 10 marks-300 words.*

**GROUP-A**

1. Answer any **one** question of the following: 10×1=10
- (a) Discuss the Synge's *Riders to the Sea* as a One-Act play.
  - (b) Do you consider Maurya as a tragic figure? Argue your answer.
  - (c) Evaluate Gatsby's character in Fitzgerald's novel.
  - (d) Bring out Fitzgerald's moral concern underlying *The Great Gatsby*.
  - (e) Justify the appropriateness of the title of *The Man-Eater of Malgudi*.
  - (f) Discuss *The Man-Eater of Malgudi* as a regional novel.
2. Answer any **one** question of the following: 5×1 =5
- (a) Describe the circumstances of Bartley's death in *Riders to the Sea*.
  - (b) Who are the riders in *Riders to the Sea*?
  - (c) Discuss the role of Nora in *Riders to the Sea*.
  - (d) Compare and contrast the districts of West Egg and East Egg. — Discuss.
  - (e) Comment on the character of Myrtle Wilson.
  - (f) Does Gatsby deserve to be called 'great'?
  - (g) What role does Rangji play in *The Man-Eater of Malgudi*?
  - (h) How was Nataraj proved innocent?
  - (i) How has Narayan projected / presented the theme of good and evil in the novel *The Man-Eater of Malgudi*?

**GROUP-B**

**Answer any *one* question of the following**

10

3. Write an essay on any *one* of the following:
  - (a) Joy of Reading
  - (b) Climate change
  - (c) Gender Equality
  - (d) Participation of students in politics
  - (e) Social media and youths.
  
4. Write a report on any *one* of the following:
  - (a) Recent Book Fair organized in your college.
  - (b) Celebration of World Environment Day in your locality.
  
5. Write a precis of the following and add a suitable title to it:

Democracy must have common sense from the common man; and common sense may be found in the man who cannot read and write, just as it may be lacking in the man who can read and write in all the tongues of men and angels. But this does not mean that man is likely to be wise because he cannot read or write. The probability is that he will be all the wiser if he has the opportunity of enlarging his knowledge and developing the muscles of his mind. All democratic systems, therefore, lay emphasis on education, with as wide an extension as possible over all classes of society, and with opportunities of advancement for those who show capacity above the average. Education cannot, of itself alone, make a good man or a wise man; but it is a reasonable assumption that the spread of knowledge and the discipline of the intelligence will improve the capacity of the average citizen for his fractional share in self-government.

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