

Items for Assessment of Learning Outcomes

English Class 5



राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SECTOR-32 UT CHANDIGARH



CHAPTER 1
Topic: Ice-cream Man

Learning Objectives:

- Recite the poem with proper rhythm and intonation.
- Identify the rhyming words.
- Name the different flavors and variety of ice-creams.
- Write a report on ice creams available in their area or on food.

Learning Outcomes:

- Recites and shares English songs, poems, games, riddles, stories, tongue twisters etc., recites and shares with peers and family members.

QUESTIONS:

1. The poem ‘Ice- cream Man’ has many words that rhyme together. Identify the rhyming words given in the options below:

- a) do-so
- b) city – cart
- c) sight- flight
- d) bowl-doll

2. Read the following lines of the poem:

The Ice-cream Man with his little cart
Goes trundling down the street.
Beneath his round umbrella,
Oh, what a joyful sight,
To see him fill the cones with mounds
Of cooling brown and white:

These lines show how everyone is happy when the Ice cream man comes.

Kulfi is another form of ice cream popular in North India. Kulfi is served in combination with:

- a) Butter b) Sauce c) Falooda d) Khichddi

3. Read the given lines from the poem. These lines talk about the different flavours of ice cream.

Vanilla, chocolate, strawberry,

Or chilly things to drink

Which is a popular ice cream brand in India:

- a) Amul
b) Lays
c) Dettol
d) Parle G

ANSWERS: 1. (c) 2.(c) 3.(a)

CHAPTER 1
Topic: Wonderful Waste

Learning Objectives:

- Read the passage with proper intonation, stress and pronunciation.
- Discuss about the food in the different regions of India.
- Language - learn to use different words and phrases in different contexts and enhance vocabulary through them.

Learning Outcomes:

- Appreciates verbally and in writing, the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc.

QUESTIONS:

1. Ingredients are the _____.

- a) vegetable scraps left after cutting
- b) things that are used to make a dish
- c) combination of spices in a dish
- d) decoration done on a dish

2. List of step by step directions to prepare a dish is called:

- a) Garnishing b) Recipe c) Feast d) Scraps

3. Makki Roti and Saag is a popular dish of which state?

- a) Goa b) Orissa c) Karnataka d) Punjab

ANSWERS: 1. (b) 2. (b) 3. (d)

CHAPTER 2
Topic: Team Work

Learning Objectives:

- Learn to recite the poem with proper intonation and correct pronunciation.
- Read the second stanza of the poem and relate to the main idea of the poem.
- Describe about the chapter and team work in their own words.

Learning Outcomes:

- Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.

QUESTIONS:

- 1. The poem “Teamwork” talks about the importance of working together to achieve our goal. According to a popular saying/proverb, Unity is _____.**
 - a) Moral
 - b) Strength
 - c) Work
 - d) Battle

- 2. Which sport requires a strong teamwork?**
 - a) Swimming
 - b) Football
 - c) Wrestling
 - d) Boxing

- 3. While making a film which team members are needed?**
 - a) Principal, teachers, peons
 - b) Director, actor, cameramen
 - c) Bowlers, batsmen, fielders
 - d) Manager, accountant, clerk

ANSWERS: 1. (b) 2. (b) 3. (b)

CHAPTER 2
Topic: Flying Together

Learning Objectives:

- Demonstrate an appreciation of the story through group discussion and written analysis.

Learning Outcomes:

- Uses meaningful sentences to describe and narrate incidents; and for framing questions in order to demonstrate correctness of grammar usage.

QUESTIONS:

Fill in the blanks with appropriate prepositions to make meaningful sentences:

1. **You must finish your work _____ fifteen minutes.**
a) into b) in c) on d) to

2. **The monkey climbed _____ the tree.**
a) into b) in c) on d) up

3. **He went to the office _____ his motorbike.**
a) on b) off c) with d) into

4. **Complete the following sentence:**

The doctor advised the patient _____.

- a) to drive fast
- b) to take complete rest
- c) to buy a big house
- d) to add lot of salt to water.

ANSWERS: 1. (b) 2. (d) 3. (a) 4. (b)

Topic: Flying Together

Learning Objectives:

- Speaking - make a speech on importance of team work.
- Comprehend the text and answers questions based on comprehension and inference.
- Frame and write the answers on their own in the notebooks based on the discussion.

Learning Outcomes:

- Takes dictation for different purposes, such as lists, paragraphs, dialogues, informal letters, stories, leave application, notice etc. in order to differentiate between the different forms of writing.

QUESTIONS:

Read the passage given below and answer the given questions:

Bharatpur Park is the bird-watchers delight. It is best known for the Siberian cranes. They arrive in December and stay till March every year.

- 1. The Siberian cranes come to Bharatpur Park in _____ season.**
a) winter b) summer c) spring d) autumn
- 2. For how many months do they stay there?**
a) seven b) two c) one d) four
- 3. Ankur Senior Secondary Model School is organizing a dance competition. As the head of the cultural committee, you need to create a notice to inform all the students regarding this event. Which of the following will be least suitable to include in the notice?**
a) Date: 2nd November 2020
b) Ankur Senior Secondary Model School
c) Urgent!
d) Vikram Awasthy
 Head-Cultural Committee

ANSWERS: 1. (a) 2. (d) 3. (c)

CHAPTER 3
Topic: My Shadow

Learning Objectives:

- Practice reading aloud with pause, rhythm and intonation.
- Learn about the shadow and discuss about the other shadows like shadow of the trees and school building.

Learning Outcomes:

- Uses meaningful sentences to describe and narrate incidents; and for framing questions in order to demonstrate correctness of grammar usage.

QUESTIONS:

Fill in the blanks with appropriate words to make meaningful sentences:

1. _____ is playing basketball in the park?

- a) What b) Where c) Which d) Who

2. _____ would you like to have? Tea or coffee?

- a) Which b) Whom c) What d) Where

3. _____ is your birthday?

- a) When b) Whose c) Where d) What

ANSWERS: 1. (d) 2.(c) 3.(a)

CHAPTER 3

Topic: Robinson Crusoe Discover a footprint

Learning Objectives:

- Learn to use different words and phrases in different contexts and enhance vocabulary through the exercise given in the text.
- Write a story on Strange Footprint.

Learning Outcomes:

- Uses synonyms such as ‘big/large’, shut/close’, and antonyms like inside/outside, light/dark from clues in context in speech and writing.

QUESTIONS:

Read the lines from the text and answer the questions given along with them:

1. **“When I came to my cave (which I called my castle), I ran inside it, as if I was being chased.”** What is the synonym of the word chase?
a) beat b) Follow c) advance d) complete
2. **“But even now as I went forward, I looked behind me frequently, because I was still very frightened.”** The antonym of the word forward is:
a) toward b) downward c) inward d) backward
3. **“I looked around me; I could neither hear nor see anything.”**
What is the meaning of the phrase - look around?
a) talk b) search c) surrender d) give

ANSWERS: 1. (b) 2.(d) 3.(b)

Topic: Robinson Crusoe Discover a footprint

Learning Objectives:

- Comprehend the text and answers questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion.

Learning Outcomes:

- Reads familiar and unfamiliar texts - adventure stories, travelogues, folk/ fairy tales etc. -, locates details and sequence of events in order to demonstrate comprehension skills.

QUESTIONS:

Read the passage given below and answer the given questions:

The lion family also came out of their cave. It was a small family the lion, the lioness and their two lovely cubs. The lion climbed on to a rock. He looked around and gave a loud roar. The cubs began to play with each other. The lioness watched them frolicking for some time and then she called them.

1. **The lion family lived in a_____.**
a) burrow b) cave c) nest d) house
2. **The lion climbed on a _____.**
a) ladder b) table c) rock d) stairs
3. **Frolicking means_____.**
a) running b) playing c) eating d) drinking

ANSWERS: 1. (b) 2. (c) 3. (b)

CHAPTER 4

Topic: Crying

Learning Objectives:

- Recite the poem with proper rhythm and intonation.
- Demonstrate an appreciation of the rhyme , rhythm and style of the poem.
- Language - learn to use different action words and phrases in different contexts and enhance vocabulary through the exercise given in the text.

Learning Outcomes:

- Attempts to write stories, poems, posters, letters, dialogues, etc. in order to demonstrate creativity and individualized articulation.

QUESTIONS:

- 1. Read the poem given below and complete the lines with an appropriate word keeping in mind the rhyme scheme.**

Said the bunny to the squirrel,
Are you a boy or a _____?

- a) pearl
- b) toy
- c) girl
- d) twirl

- 2. Read the conversation below and answer the question:**

Customer: Good morning! Is there a flight to Manchester in the afternoon?

Travel Agent: I am afraid not, Madam.

Customer: Well, what about Edinburgh?

Travel Agent: Yes Madam, there is one today.

What does the customer want from the travel agent?

- a) Play tickets
- b) Training schedule
- c) Air tickets
- d) Movie tickets

3. Which action word is depicted in the picture below:



- a) Playing
- b) Talking
- c) Running
- d) Chopping

ANSWERS: 1. (c) 2. (c) 3. (d)

CHAPTER 4
Topic: My Elder Brother

Learning Objectives:

- Writing: recognise and produce the format of letter writing.
- Speaking -read aloud the parts of story that show the qualities of Munna's brother.
- Evaluate literary works using appropriate vocabulary.
- Develop the habit of reading books.

Learning Outcomes:

- Writes informal letters, messages and e-mails in order to distinguish between the different formats of correspondence.

QUESTIONS:

1. In E-mail, E stands for :

- a) Electrical b) Electronic c) Elective d) Electoral

2. The informal letters are:

- a) personal letters
b) business letters
c) official correspondence
d) none of the above

3. Imagine you are the Head Boy of St. John School. Your principal has asked you to inform the school students about the Sports Day which is on October 27, 20xx.

What will you write to inform the students:

- a) Leave application b) Notice c) An informal letter d) Dialogue

ANSWERS: 1. (b) 2. (a) 3. (b)

CHAPTER 5
Topic: Rip Van Winkle

Learning Objectives:

- Write a notice about a missing person.
- Comprehend the text and answers questions based on comprehension and inference.
- Frame and write the answers on their own in the notebooks based on the discussion.

Learning Outcomes:

- Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.

QUESTIONS:

Read the passage given below and answer the questions:

Washing machines clean clothing by forcing a water and detergent mixture through clothes. The detergent reacts with dirt and loosens its grip. Thus, dirt and stains are separated from the clothes. In olden days, people would beat wet clothes against a stone-slab to loosen the dirt. The mechanical system includes the motor, transmission, clutch, inner and outer wash tubs, agitator, pumps, water valve and a bell.

1. The functioning of which appliance is described here?

- a) Mixer
- b) Microwave
- c) Washing machine
- d) Drill machine

2. What is forced through clothes to clean them?

- a) Mixture of salt and detergent
- b) Mixture of water and fertiliser
- c) Mixture of water and detergent
- d) Mixture of detergent and soap

3. In olden days, people would beat wet clothes against a stone-slab _____.

- a) to separate dirt and stains from the clothes.
- b) to mix the water and detergent properly.
- c) to let the mechanical system work properly.
- d) to give the clothes a new look.

ANSWERS: 1. (c) 2. (c) 3. (a)

CHAPTER 6
Topic: Class Discussion

Learning Objectives:

- Use new words and phrases in their own language and express themselves in grammatically correct language.
- Identify that a prefix is a group of letters that comes before a root or base word.
- Narrate events in simple past tense.

Learning Outcomes:

- Uses grammar in context and in an integrated manner, by identifying kinds of nouns, adverbs; differentiating between simple past and simple present verbs.

QUESTIONS:

1. Identify the common nouns in the following sentence:

My brother plays the piano very well.

- a) brother, My b) plays, brother c) brother, piano d) piano, well

2. Identify the adverb in the sentence: The patient walked slowly.

- a) the b) patient c) walked d) slowly

3. Read the following sentence: You do not look happy to see me.

What would be the past tense of the given sentence?

- a) You do not looked happy to see me.
- b) You did look happy to see me.
- c) You looked happy to see me.
- d) You did not look happy to see me.

ANSWERS: 1. (c) 2.(d) 3.(d)

CHAPTER 6
Topic: The Talkative Barber

Learning Objectives:

- Write one story of bravery about a child.
- Learn word-meanings with the help of the exercises given in the text.

Learning Outcomes:

- Use meaningful sentences to describe and narrate incidents; and for framing questions in order to demonstrate correctness of grammar usage.

QUESTIONS:

1. What prefix should be used to write the opposite of the word ‘satisfied’ in the sentence - The boss was satisfied with his work.

- a) dis b) un c) im d) ir

Fill in the blanks to make meaningful sentences:

2. Ridhima likes painting hates reading.

- a) but b) so c) and d) for

3. Do you like cricketfootball?

- a) unless b) or c) and d) but

ANSWERS: 1. (a) 2. (a) 3. (b)

CHAPTER 7
Topic: Topsy-turvy Land

Learning Objectives:

- Learn to recite the poem with proper intonation and correct pronunciation.
- Relate to the thought and imagination contained in poem.
- Develop the students' power of imagination.

Learning Outcomes:

- Attempts to write stories, poems, posters, letters, dialogues, etc. in order to demonstrate creativity and individualised articulation.

QUESTIONS:

1. Read the given lines of the poem:

With a long tail and wings,
See how my kite swings!
Holding its thread in my hand,
I feel so happy and grand.

Tell the mood of the poet as depicted in these lines:

- a) jealous
- b) sad
- c) angry
- d) happy

2. Look at the following poster and answer the given question:



What is shown in the poster?

- a) Fire safety symbols
- b) Sale of fire extinguishers
- c) Place to buy crackers
- d) Running as the best exercise

3. What is the theme of the given poster?



- a) Unity in Diversity
- b) Say no to Drugs
- c) Save environment Save Earth
- d) Cleanliness is godliness

ANSWERS: 1. (d) 2. (a) 3. (c)

CHAPTER 7

Topic: Gulliver's Travels

Learning Objectives:

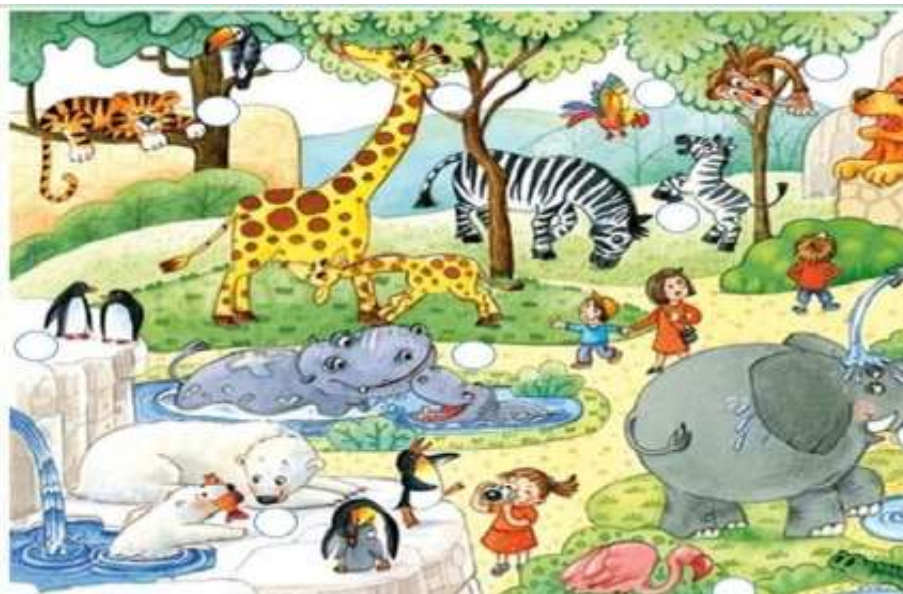
- Writing – write a paragraph on land of dwarfs.
- Language - learn to use degrees of comparison and phrases in different contexts and enhance vocabulary through the exercise given in the text.

Learning Outcomes:

- Writes paragraphs in English from verbal, visual clues, such as cartoons/ pictures/comic strips with or without words with appropriate punctuation marks and linkers (such as 'Then', 'After that', etc.) in order to demonstrate creative and appropriate use of the language.

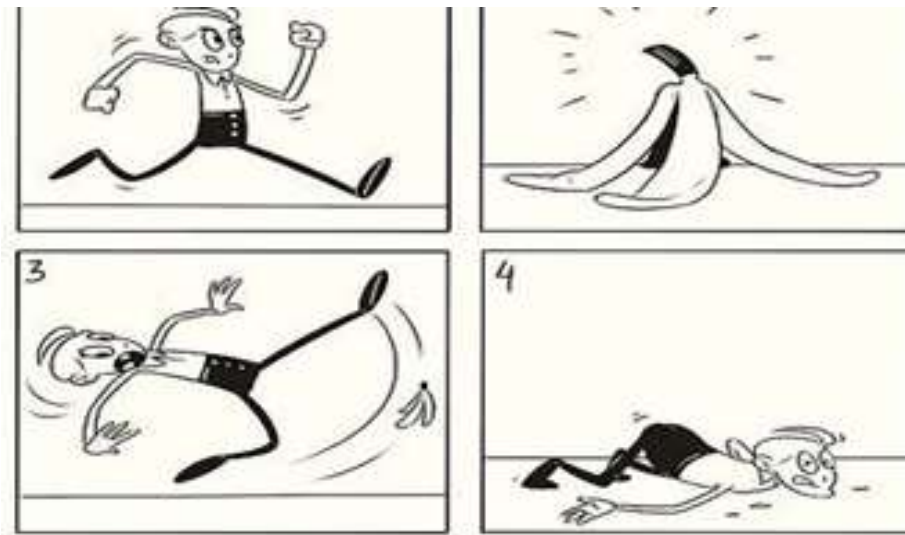
QUESTIONS:

1. The teacher gave the students the following picture and asked to write a paragraph using the details given in the image. According to you what could be the title of the paragraph?



- a) A scene at the Railway station
- b) Follow the traffic Rules
- c) A visit to the Fish Market
- d) A visit to the Zoo

2. Look at the given Comic strip and answer the following question:



What happened to the character shown in the comic strip?

- a) He fell down on the road as he was running very fast.
- b) He slipped and fell down because of the banana peel lying on the road.
- c) He was running on the road and slipped.
- d) He ran on the road towards the banana peel.

3. Fill in the blanks with suitable sentence linker:

The lights went out I was reading.

- a) till
- b) so
- c) after
- d) when

ANSWERS: 1. (d) 2. (b) 3. (d)

CHAPTER 8

Topic: Nobody's Friend

Learning Objectives:

- Use correct pronunciation to recite poems individually/in groups in order to demonstrate understanding of the words, rhythm, melody and the emotions.
- Use word-meanings given in the text.
- Present a speech on the qualities you look for in your friend.

Learning Outcomes:

- Connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences in order demonstrate skills of logical reasoning and to have a meaningful reading experience/

QUESTIONS:

Read the following passage and answer the following questions:

Horses are mammals. Mammals are animals that have hair or fur, are warm-blooded, and usually give birth to young ones. The mother horse generally has one baby in the spring, and feeds the baby milk.

Young horses that are one year old or younger are called foals. A young female horse is called a filly, and a young male horse is called a colt. After 4 years, a horse is considered an adult. Many people think that a pony is a young horse, but that is incorrect. A pony is a type of horse that does not grow very large.

Horses can live up to 25 years. Sometimes people can tell how old a horse is by looking at its teeth! They generally sleep standing up, so that if a predator approaches, they can run away quickly. Horses only need about 3 hours of sleep per day!

1. **What are mammals?**
 - a) Animals that give birth to young ones.
 - b) Animals that are warm blooded.
 - c) Animals having hair on their body.
 - d) All the above.

2. **Foal means**
 - a) a pony
 - b) Young horses
 - c) a young female horse
 - d) an old horse

3. **How many hours of sleep is required by the horse?**
 - a) 3
 - b) 8
 - c) 12
 - d) 14

ANSWERS: 1. (d) 2. (b) 3. (a)

CHAPTER 8

Topic: The Little Bully

Learning Objectives:

- Read aloud the parts of story that show the qualities of Hari.
- Use different words and phrases in different contexts and enhance vocabulary through the exercise given in the text.
- Apply word-meanings given in the text.

Learning Outcomes:

- Uses crossword puzzles, word chain, scrabble, etc. to demonstrate efforts to enrich vocabulary through them.

QUESTIONS:

Give one word for the following definitions:

1. **The condition of being unable to read and write:**
a) negativity b) reliability c) sadness d) illiteracy
2. **Easily damaged; delicate:**
a) naughty b) fragile c) soft d) ill-mannered
3. **To turn from liquid into vapor; pass away in the form of vapour:**
a) nurture b) run c) evaporate d) consume

ANSWERS: 1. (d) 2. (b) 3. (c)

CHAPTER 9
Topic: Song of people

Learning Objectives:

- Recite the poem with proper intonation and correct pronunciation.
- Develop an understanding of how to take interview

Learning Outcomes:

- Conducts short interviews of people around him e.g. interviewing grandparents, teachers, school librarian, gardener etc. in order to demonstrate information gathering skills and effective questioning skills.

QUESTIONS:

Read the sentences. Then choose the word that describes how the person is acting.

1. **Give me that cookie or I will beat you up!**

- a) aggressive
- b) helpful
- c) hearty
- d) anxious

2. **I'll take care of it. You can count on me.**

- a) negative
- b) reliable
- c) sluggish
- d) sad

3. **Kindly bring the book to me.**

- a) ordering
- b) requesting
- c) criticizing
- d) cooperating

4. **Read the short interview of a boy with a gardener and answer the given question.**

Boy: Hello uncle, what are you doing?

Gardner: Nothing son, I am just giving water to the plants.

Boy: That's great! But why you give water to plants?

Gardner: As we know that we need food to live, plants also need food. Water, sunlight and fertilisers are the basic needs of the plants.

According to the gardener, what is required by the plants for their survival?

- a) water, sunlight, food
- b) water, sunlight, fertilisers
- c) water, sunlight, plants
- d) water and sunlight

ANSWERS: 1. (a) 2. (b) 3. (b) 4. (b)

CHAPTER 9

Topic: Day by day I Float my Paper Boat

Learning Objectives:

- Demonstrate understanding of the words, rhythm, melody and the emotions.

Learning Outcomes:

- Uses meaningful sentences to describe and narrate incidents; and for framing questions in order to demonstrate correctness of grammar usage.

QUESTIONS:

Choose a suitable option to make a meaningful sentence:

1. A flock of sheep was attacked _____.

- | | |
|------------------|----------------|
| a) with a tiger. | b) by a tiger. |
| c) from a tiger. | d) at a tiger. |

Choose the correct group names for the blanks given below:

2. A of bees chased me up the street.

- | | |
|----------|-----------|
| a) swarm | b) gaggle |
| c) pack | d) band |

3. A large of puppies was playing with the little children.

- | | |
|----------|-----------|
| a) heap | b) swarm |
| c) bunch | d) litter |

ANSWERS: 1. (b) 2. (a) 3. (d)

CHAPTER 10

Topic: Malu Bhalu

Learning Objectives:

- Recite the poem with proper intonation and correct pronunciation.
- Name the different kinds of bears.
- Write about polar bear.

Learning Outcomes:

- Reads familiar and unfamiliar texts - adventure stories, travelogues, folk/ fairy tales etc. -, locates details and sequence of events in order to demonstrate comprehension skills.

QUESTIONS:

1. Read the folktale given below and answer the questions that follow:

A poor man named Jake was out one day cutting wood. As he was about to chop down a big oak tree, an elf jumped out from the tree. The little man begged Jake not to chop down the tree. He said that he lived inside of it. Jake felt sorry for him, and said he would not cut down his tree. The elf was so happy that he told Jake he could have three wishes.

Jake ran home and told his wife about the elf and the three wishes. They tried to decide what they should wish for. They could not make up their minds. The wife fixed lunch for them while they were thinking about it. When she served the food, it was the same thing they always had for lunch. Without thinking, Jake said, "I wish I had a big sausage for lunch." In a flash, his wish was granted. A big long sausage was on his plate.

Jake's wife was so mad that she screamed at him and jumped up and down. Once again, he did not think about what he was saying. He looked at her and said, "I wish this sausage was on the end of your nose." In an instant, there she was, with a long sausage on the end of her nose. She began to cry.

Jake did not know what to do. He had used two of his wishes, and all he had was a wife with a sausage on her nose. After a long time, Jake knew what his third wish had to be. He went to his wife and said, "I wish that the sausage was gone from your nose." In a flash, his wife was the same as she used to be. They had used all of their wishes and not gained anything. Jake went back to the forest many times. But he could never again find the tree where the elf lived.

1. Why didn't Jake cut down the tree?

- a) Jake felt sorry for the elf and spared his tree home.
- b) Jake was extremely tired.
- c) Jake had enough wood for his home.
- d) His wife felt sympathetic towards the elf.

2. Why did Jake wish for a sausage?

- a) Jake's wife served the same thing in the lunch every day, so he accidentally wished for a sausage to eat
- b) Jake wanted to surprise his wife by serving her a sausage for lunch
- c) Jake wanted to check the wish granted by the elf
- d) Jake wished to serve the sausage to the elf.

3. What was the result (effect) of Jack using his wishes foolishly?

- a) Jake was left with a big sausage on his plates
- b) Jake and his wife had nothing to eat.
- c) Jake and his wife gained nothing from the three wishes
- d) Jake landed up into a big trouble by the elf

ANSWERS: 1. (a) 2. (a) 3. (c)

CHAPTER 10

Topic: Who will be Ningthou?

Learning Objectives:

- Develop sensitivity towards the environment.
- Develop the concept of gender equality.
- Write a paragraph on gender equality.

Learning Outcomes:

- Writes and speaks on peace, equality etc. in order to suggest personal views

QUESTIONS:

Read the following poem carefully:

Each One, reach One
Each one, Teach one.
Let this be our slogan
Let us spread the light.

Of learning, across the nation.
The gift of knowledge, they say
It is the loveliest gift of all.
Let us offer this gift.

1. What is the poet's concern in the above lines?

- a) to establish peace
- b) to promote literacy
- c) to help the poor
- d) to fight corruption

Read the passage given below and answer the questions that follow:

Gender inequality is a very big social issue that is present in India for centuries. Even to date, in some parts of India, the birth of a girl child is unacceptable.

Gender inequality is a major reason behind India's vast population because boys and girls are not treated equally. Girls are not allowed to go to school. They are not given equal opportunities like the boys and have no say in such a patriarchal society.

Due to Gender inequality, the economy of the country is also affected. Gender inequality is evil, and we should try our best to remove it from our society.

2. What do you mean by Gender Inequality?

- a) It means not treating boys and girls equally
- b) It means contributing to the economy of the country
- c) It means highlighting the girls achievements
- d) It means giving jobs to boys only

3. The major reason for India's vast population as described in the passage is

- a) illiteracy
- b) pollution
- c) lack of knowledge and corruption
- d) gender inequality

ANSWERS: 1. (b) 2. (a) 3. (d)

Contributor

- **Ms. Smriti Sharma (ARP, English)**
Education Department
UT Chandigarh

Reviewer

- **Ms. Sonia Pruthy Sood**
TGT
SCERT UT Chandigarh

Co-ordinator

- **Dr. Deepika Gupta**
Assistant Professor
SCERT UT Chandigarh

*“Live as if you were to die
tomorrow. Learn as if you were
to live forever”*

- Mahatma Gandhi

2021



राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

SECTOR-32 UT CHANDIGARH

