

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Senior School Certificate Examination, 2025
SUBJECT NAME GEOGRAPHY (Theory) (Q.P. CODE 64/5/3)

General Instructions: -

1	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
2	“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in Newspaper/Website, etc. may invite action under various rules of the Board and IPC.”
3	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-XII, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.
4	The Marking Scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
5	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
6	Evaluators will mark(✓) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put RIGHT (✓)while evaluating which gives an impression that answer is correct and no marks are awarded. This is most common mistake which evaluators are committing.
7	If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.

8	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
9	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note “ Extra Question ”.
10	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
11	A full scale of marks 70 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
13	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> ● Leaving answer or part thereof unassessed in an answer book. ● Giving more marks for an answer than assigned to it. ● Wrong totaling of marks awarded on an answer. ● Wrong transfer of marks from the inside pages of the answer book to the title page. ● Wrong question wise totaling on the title page. ● Wrong totaling of marks of the two columns on the title page. ● Wrong grand total. ● Marks in words and figures not tallying/not same. ● Wrong transfer of marks from the answer book to online award list. ● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.) ● Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
14	While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0)Marks.
15	Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
16	The Examiners should acquaint themselves with the guidelines given in the “ Guidelines for Spot Evaluation ” before starting the actual evaluation.
17	Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
18	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

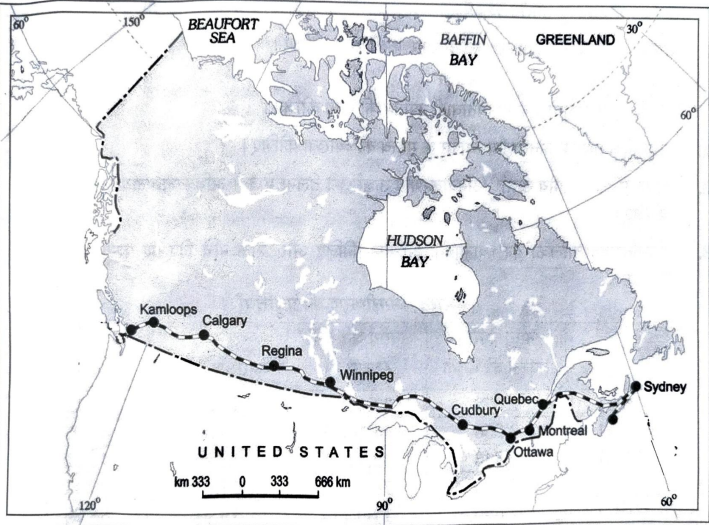
MARKING SCHEME
Main Examination, 2025
SUBJECT- GEOGRAPHY (029) (Theory)

PAPER CODE-Set 64/5/3

SET-3

MM-70

Q No	EXPECTED ANSWERS/VALUE POINTS	Page no in TB	Distribution of marks
	SECTION -A Question no. 1-17 are Multiple Choice Questions		17x1=17
1	(B) Dumping of domestic waste	Pg 96 TB-II	1
2	(C) I, III and IV are correct.	Pg 22-23 TB-I	1
3	(C) Wholesale Trading constitutes bulk business through numerous intermediary merchants and supply houses.	Pg 48 TB-I	1
4	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).	Pg 86 TB-II	1
5	(A) Inland Ports	Pg 75 TB-I	1
6	(A) IV, III, II, I	Pg 57 TB-II	1
7	(A) Both Assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of Assertion (A).	Pg 38 TB-I	1
8	(B) To construct roads for connecting capitals of states	Pg 76 TB-II	1
9	(C) Gujarat, Uttar Pradesh, Bihar	Pg 42 TB-II	1
10	(D) Only I, III and IV are correct.	Pg 100 TB-II	1
11	(B) Only I, II and IV are correct.	Pg 103 TB-II	1
12	(C) Between San Francisco and New York	Pg 75 TB-I	1
13	(A) To monitor industrial effluents	Pg 97 TB-II	1

14	(D) Hepatitis, Diarrhoea and Intestinal worms	Pg 97 TB-II	1																											
	<p>Study the following table carefully and answer the questions from 15 to 17 :</p> <p style="text-align: center;">Human Development Index (2021)</p> <table border="1" data-bbox="320 387 1034 741"> <thead> <tr> <th>S. No.</th> <th>Country's name</th> <th>HDI Value (2021)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Israel</td> <td>0.919</td> </tr> <tr> <td>2.</td> <td>Mexico</td> <td>0.758</td> </tr> <tr> <td>3.</td> <td>Switzerland</td> <td>0.962</td> </tr> <tr> <td>4.</td> <td>Singapore</td> <td>0.939</td> </tr> <tr> <td>5.</td> <td>Cuba</td> <td>0.764</td> </tr> <tr> <td>6.</td> <td>Austria</td> <td>0.916</td> </tr> <tr> <td>7.</td> <td>Germany</td> <td>0.942</td> </tr> <tr> <td>8.</td> <td>Chile</td> <td>0.855</td> </tr> </tbody> </table>	S. No.	Country's name	HDI Value (2021)	1.	Israel	0.919	2.	Mexico	0.758	3.	Switzerland	0.962	4.	Singapore	0.939	5.	Cuba	0.764	6.	Austria	0.916	7.	Germany	0.942	8.	Chile	0.855		
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15	<p>The maximum number of countries given in the table belong to which one of the following continents?</p> <p>(C) Europe</p>		1																											
16	<p>Arrange the following countries from low to high order of human development index value and choose the correct option.</p> <p>(B) III, IV, I, II</p>		1																											
17	<p>Choose the correctly matched pair.</p> <p>(A) Austria – Europe</p>		1																											
	<p>SECTION B</p> <p>Question No. 18 and 19 are source-based Questions</p>		2x3=6																											
18	<p>Study the given map carefully and answer the questions that follow:</p> 																													

	<p>(18.1) Mention the names of the terminal stations of the given railway line.</p> <p>(i) Halifax (ii) Vancouver ½+½</p> <p>(18.2) Mention the names of the oceans lying in the East and West directions of this railway line.</p> <p>In the East – Atlantic Ocean, In the West – Pacific Ocean ½+½</p> <p>(18.3) Explain the economic importance of this railway line.</p> <p>(i) It connects the Quebec-Montreal Industrial Region with wheat belt of the Prairie Region.</p> <p>(ii) It connects the Coniferous Forest region in the north.</p> <p>(iii) A loop line from Winnipeg to Thunder Bay (Lake Superior) connects this rail-line with one of the important waterways of the world.</p> <p>(iv) This line is the economic artery of Canada.</p> <p>(v) Wheat and meat are the important exports on this route.</p> <p>(vi) Any other relevant point</p> <p style="text-align: center;">(Any one point to be explained) 1</p> <p>Note: For <i>Visually Impaired Candidates</i> Only in lieu of Q. No. 18</p> <p>Describe any three characteristics of Trans Canadian Railways.</p>		3x1=3
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	<p>(i) This is 7050 km long rail-line in Canada.</p> <p>(ii) It runs from Halifax to Vancouver.</p> <p>(iii) It was constructed in 1886.</p> <p>(iv) It connects the Quebec-Montreal Industrial Region with the Prairie Region.</p> <p>(v) A loop line from Winnipeg to Thunder Bay (Lake Superior) connects this rail-line with one of the important waterways of the world.</p> <p>(vi) It is the economic artery of Canada.</p> <p>(vii) Wheat and meat are the important exports on this route.</p> <p>(viii) Any other relevant point.</p> <p>(Any Three points to be described)</p>	<p>Pg 59-60 TB-I</p>	<p>3x1=3</p>
<p>19</p>	<p>Read the given passage carefully and answer the questions that follow</p> <p>There are many professionals who provide their services against payment of their fee. Thus, all types of services are special skills provided in exchange of payments. Health, education, law, governance and recreation etc. require professional skills. These services require other theoretical knowledge and practical training. Tertiary activities are related to the service sector. Manpower is an important component of the service sector as most of the tertiary activities are performed by skilled labour, professionally trained experts and consultants. In the initial stages of economic development, larger proportion of people worked in the primary sector. In a developed economy, the majority of workers get employment in tertiary activity and a moderate proportion is employed in the secondary sector.</p>		

	<p>(19.1) How can a person avail services of a professional? After making payment of their fee. 1</p> <p>(19.2) Explain any one difference between secondary and tertiary sectors. (i) The Secondary sector is related to manufacturing, while the tertiary provides services. (ii) Tertiary activities are based on the specialised skills, experience and knowledge of the workers while secondary activities involve the production techniques, machinery and factory processes. (iii) Tertiary activities involve the commercial output of services, while in secondary activities tangible goods are produced. (iv) Any other relevant point. 1</p> <p>(Any one difference to be explained.)</p> <p>(19.3) Describe any one example of the relationship between primary and secondary sectors. (i) The primary sector provides iron ore to the secondary sector while the secondary sector provides agricultural machinery and tools to the primary sector. (ii) Any other relevant point. (Any one example to be described.) 1</p>		3x1=3
	<p align="center">SECTION-C</p> <p>Question No. 20 to 23 are Short Answer Type Questions.</p>		4x3=12

<p>20</p>	<p>Why does ‘solar thermal energy’ have greater advantage over ‘non-renewable energy’ in India? Explain.</p> <p>(i) Sun rays tapped in photovoltaic cells can be converted into energy known as solar energy.</p> <p>(ii) It is cost competitive.</p> <p>(iii) Environment friendly.</p> <p>(iv) Easy to construct a solar plant.</p> <p>(v) It is more effective than other sources of energy like coal, oil and nuclear-based plants.</p> <p>(vi) It is an inexhaustible source of energy</p> <p>(vii) Any other relevant point.</p> <p>(Any three points to be explained.)</p>	<p>Pg 61 TB-II</p>	<p>3x1=3</p>
<p>21</p>	<p>“The speed at which the electronic network has spread is unprecedented in human history.”Analyse the statement.</p> <p>(i) There were less than 50 million internet users in 1995.</p> <p>(ii) About 400 million in 2000 AD and over two billion in 2010.</p> <p>(iii) In the last few years there has been a shift among the global users from the USA to the developing countries.</p> <p>(iv) The percentage share of USA has dropped.</p> <p>(v) Now the majority of the world’s users are in USA, UK, Japan, China and India.</p>	<p>Pg 68 TB-I</p>	<p>3x1=3</p>

	<p>(vi) Any other relevant point.</p> <p>(Any three points to be analysed.)</p>		
22	<p>(a) Examine the concept of naturalisation of humans.</p> <p>(i) In early stages of their interaction with their natural environment, humans were greatly influenced by it.</p> <p>(ii) They adapted to the dictates of nature.</p> <p>(iii) Human beings used to live in complete harmony with their natural environment.</p> <p>(iv) Human beings are directly dependent on nature for their sustenance.</p> <p>(v) The level of technology was very low, and the stage of human's social development was primitive.</p> <p>(vi) The interaction between primitive human society and strong forces of nature is called environmental determinism.</p> <p>(vi) Human being listened to Nature and was completely naturalised.</p> <p>(vii) Human being was afraid of nature's fury and worshipped it.</p> <p>(viii) Nature is considered as a powerful force, worshipped, revered and conserved.</p> <p>(ix) Any other relevant point</p> <p>(Any three points to be examined.)</p> <p style="text-align: center;">OR</p> <p>(b) Examine the humanistic approach of human geography.</p> <p>(i) It is also known as the welfare school of thought.</p>	<p>Pg 2-3 TB-I</p>	<p>3x1=3</p>

	<p>(ii) This new school emerged in the 1970s as a result of discontentment with the quantitative revolution.</p> <p>(iii) It was mainly concerned with the different aspects of social well-being of the people.</p> <p>(iv) Housing, health and education are its main aspects.</p> <p>(v) It is taught at Postgraduate level as Geography of Social well-being.</p> <p>(vi) Any other relevant point.</p> <p>(Any three points to be examined.)</p>	<p>Pg 4-5 TB-I</p>	<p>3x1=3</p>
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23 Study the following table carefully and answer the questions that follow:

Year	Number of Towns/UAs	Urban Population (in Thousands)	% of Total Population	Decennial Growth (%)
1931	2,072	33,456.0	11.99	19.12
1941	2,250	44,153.3	13.86	31.97
1951	2,843	62,443.7	17.29	41.42
1961	2,365	78,936.6	17.97	26.41
1971	2,590	1,09,114	19.91	38.23
1981	3,378	1,59,463	23.34	46.14
1991	4,689	2,17,611	25.71	36.47
2001	5,161	2,85,355	27.78	31.13

(23.1) Mention the increase in the number of towns/UAs in 1991 in comparison to 1941.

2439 Towns/UAs 1

(23.2) In which decade is the minimum increase in the percentage of urban population recorded?

1951 - 1961 1

(23.3) Describe the decennial growth of urbanisation.

The decennial growth of urban population showed an increasing rate from 1931 to 1951, it declined in 1961. After that, the growth again picked up till 1981. The declining trend is again seen after 1981. 1

3x1=3

SECTION -D

Question No. 24 to 28 are Long Answer Type Questions.

5x5=25

24

How is migration an important component of population change? Distinguish between push and pull factors of migration.

(i) Apart from birth and death, migration is another component by which population size changes.

	<p>(ii) When people move from one place to another, the place they move from is called the Place of Origin and the place they move to is called the Place of Destination.</p> <p>(iii) The place of origin shows a decrease in population while the place of destination shows an increase in population.</p> <p>(iv) Migration may be interpreted as a spontaneous effort to achieve a better balance between population and resources.</p> <p>(v) Any other relevant point</p> <p>(Any three need to be assessed) 3</p> <p>Distinction between push and pull factors of migration.</p> <p>Push Factors: These factors make the place of origin less attractive.</p> <p>Examples: unemployment, poor living conditions, political turmoil, unpleasant climate, natural disasters, epidemics, socio-economic backwardness</p> <p>Pull Factors: These factors make the place of destination more attractive than the place of origin.</p> <p>Examples: better job opportunities, better living conditions, peace and stability, security of life and property, pleasant climate.</p> <p>Any other relevant point.</p> <p>(Any two points of difference to be given) 2</p>	<p>Pg. 9-10 TB-I</p>	<p>3+2=5</p>
<p>25</p>	<p>(a) How does personal communication system enable the user to establish contact with the world of knowledge and</p>		

	<p>information? Analyse.</p> <ul style="list-style-type: none"> (i) Among all the personal communication systems, the Internet is the most effective and advanced. (ii) It is widely used in urban areas. (iii) It enables the user to establish direct contact through e-mail to get access to world knowledge and information. (iv) It is increasingly used for e-commerce and carrying out money transactions. (v) The internet is like a huge central warehouse of data, with detailed information on various items. (vi) The internet and e-mail provide efficient access to information at a comparatively low cost. (vii) It enables people for direct communication. (viii) Any other relevant point <p style="text-align: center;">(Any five points to be analysed)</p> <p style="text-align: center;">OR</p> <p>(b) Analyse the changing patterns of imports in India.</p> <ul style="list-style-type: none"> (i) In 1950 and 1960, the major items of import were food grain, capital goods, machinery and equipment. (ii) Initially the balance of payment was adverse as imports were more than exports. (iii) After 1970 food grain import was discontinued due to the green revolution. (iv) The energy crisis in 1973 pushed up the prices of petroleum resulting in a rise in the import budget. (v) Fertilizers and petroleum replaced food grain imports. 	<p>Pg-83 TB-II</p>	<p>5x1=5</p>
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	<p>(vi) Machine and equipment, special steel, edible oil and chemicals largely make the import basket.</p> <p>(vii) Import of food and allied products declined.</p> <p>(viii) Other major items of import include pearls, precious and semi-precious stones, gold and silver.</p> <p>(ix) Any other relevant point</p> <p>(Any five points to be analysed)</p>	<p>Pg-87- 88 TB-II</p>	<p>5x1=5</p>
<p>26</p>	<p>(a) Define the concept of common property resources. Explain any four characteristics of Common Property Resources in India.</p> <p>The Common property resources (CPRs) are owned by the state. These are the community's natural resources, where every member has the right of access and usage. 1</p> <p>Characteristics</p> <p>(i) In rural areas, such lands are of particular relevance for the livelihood of landless and marginal farmers and other weaker sections.</p> <p>(ii) These provide fodder for the livestock and fuel for the households.</p> <p>(iii) These provide minor forest products like fruits, nuts, fibre, medicinal plants, etc.</p> <p>(iv) These are important for women as most of the fodder and fuel collection is done by them in rural areas.</p> <p>(v) Examples: community forests, pasture lands, village water bodies, etc.</p>	<p>Pg-24</p>	<p>1+4=5</p>

<p>(vi) Any other relevant point (Any four points to be explained) 4</p> <p style="text-align: center;">OR</p> <p>(b) Distinguish between “ irrigated” and “rainfed agriculture” in India with examples.</p> <p>(i) Based on the main source of moisture for crops, farming can be classified as irrigated and rainfed.</p> <p>(ii) Irrigated farming is of two types: protective and productive.</p> <p>(iii) The objective of protective irrigation is to protect the crops from the adverse effects of soil moisture deficiency.</p> <p>(iv) The objective of productive irrigation is to provide sufficient soil moisture in the cropping season to achieve high productivity.</p> <p>(v) Rainfed farming is classified on the basis of adequacy of soil moisture during cropping season into dryland and wetland farming.</p> <p>(vi) The dryland farming is largely confined to the regions having annual rainfall less than 75 cm.</p> <p>(vii) These regions grow hardy and drought resistant crops such as ragi, bajra, moong, gram and guar (fodder crops).</p> <p>(viii) Dryland regions practice various measures of soil moisture conservation and rain water harvesting.</p> <p>(ix) In wetland farming, the rainfall is more than the soil moisture requirement of plants during the rainy season.</p>	TB-II	
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	<p>(x) These areas grow various water-intensive crops such as rice, jute and sugarcane.</p> <p>(xi) Any other relevant points.</p> <p>(Any five points of distinction)</p>	Pg-25- 26 TB-II	5x1=5
27	<p>(a) “Rearing of animals in ranches is organised on the scientific basis.” Examine the statement.</p> <p>(i) It is a capital-intensive activity.</p> <p>(ii) Commercial livestock ranching is practised on large permanent ranches.</p> <p>(iii) These ranches cover large areas and are divided into parcels which are fenced to regulate the grazing.</p> <p>(iv) The number of animals in a pasture is kept according to the carrying capacity of the pasture.</p> <p>(v) Only one type of animal is reared. Important animals include sheep, cattle, goats and horses.</p> <p>(vi) Products such as meat, wool, hides and skin are processed and packed scientifically and exported to different world markets.</p> <p>(vii) The main emphasis is on breeding, genetic improvement, disease control and health care of the animals.</p> <p>(viii) New Zealand, Australia, Argentina, Uruguay and the United States of America are important countries where commercial livestock rearing is practised.</p> <p>(ix) Any other relevant point.</p> <p>(Any five points to be examined.)</p>		5x1=5
		Pg-24-25	

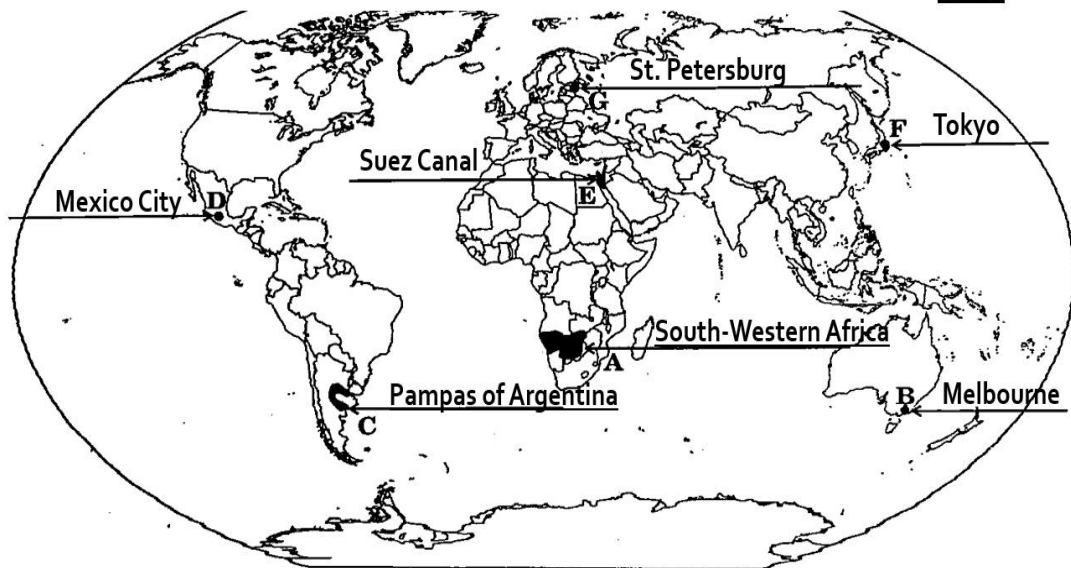
<p>28</p>	<p>(a)“ The distribution of rural population is not uniform throughout the country.” Evaluate the statement with suitable examples.</p> <p>(i) There is a significant variations in rural population distribution across India.</p> <p>(ii) States like Himachal Pradesh and Bihar have a very high percentage of rural population.</p> <p>(iii) Goa and Mizoram have only a little over half of their total population residing in villages.</p> <p>(iv) Union Territories generally have a smaller proportion of rural population, except Dadra and Nagar Haveli.</p> <p>(v) The population size of villages also varies considerably. In the hill states of northeastern India, Western Rajasthan, and the Rann of Kuchchh, it is less than 200 persons.</p> <p>(vi) In Kerala and parts of Maharashtra, the population size of villages is as high as 17,000 persons.</p> <p>(vi) Any other relevant point.</p> <p>(Any five points to be evaluated.)</p> <p style="text-align: center;">OR</p> <p>(b) “There is widely spatial variation in different sectors of work participation in India.” Evaluate the statement with suitable examples.</p> <p>(i) The proportion of working population shows a variation from about 29.1 per cent in Lakshadweep to about 51.9 per cent in Himachal Pradesh.</p> <p>(ii) Himachal Pradesh, Sikkim, Chhattisgarh,</p>	<p>Pg-8-9 TB-II</p>	<p>5x1=5</p>
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	<p>Andhra Pradesh, Karnataka, Arunachal Pradesh, Nagaland, Manipur and Meghalaya have higher work participation rates.</p> <p>(iii) Among the Union Territories, Dadra and Nagar Haveli and Daman and Diu have a higher participation rate.</p> <p>(iv) The work participation rate is higher in the areas of lower levels of economic development.</p> <p>(v) The male workers out-number female workers in all three sectors.</p> <p>(vi) The number of female workers is relatively high in the primary sector.</p> <p>(vii) The participation rate of females in the secondary and tertiary sectors is increasing.</p> <p>(viii) Any other relevant point.</p> <p>(Any five points to be evaluated.)</p>	<p>Pg-11-12 TB-II</p>	<p>5x1=5</p>
	<p align="center">SECTION -E</p> <p align="center">No. 29 to 30 are Map Based Questions.</p>		<p>2x5=10</p>

29 See Map

Q.No.29 MAP FOR SET No. 64/5/1, 64/5/2 & 64/5/3 (Any 5 to be identified)

5X1=5



For *Visually Impaired Candidates* Only in lieu of Q. No. 29

Attempt any **five**

- (29.1) South-west Africa
- (29.2) Sydney/Melbourne
- (29.3) Pampas(Argentina)
- (29.4) Mexico city
- (29.5) Suez Canal
- (29.6) Tokyo/Osaka
- (29.7) St.petersburg

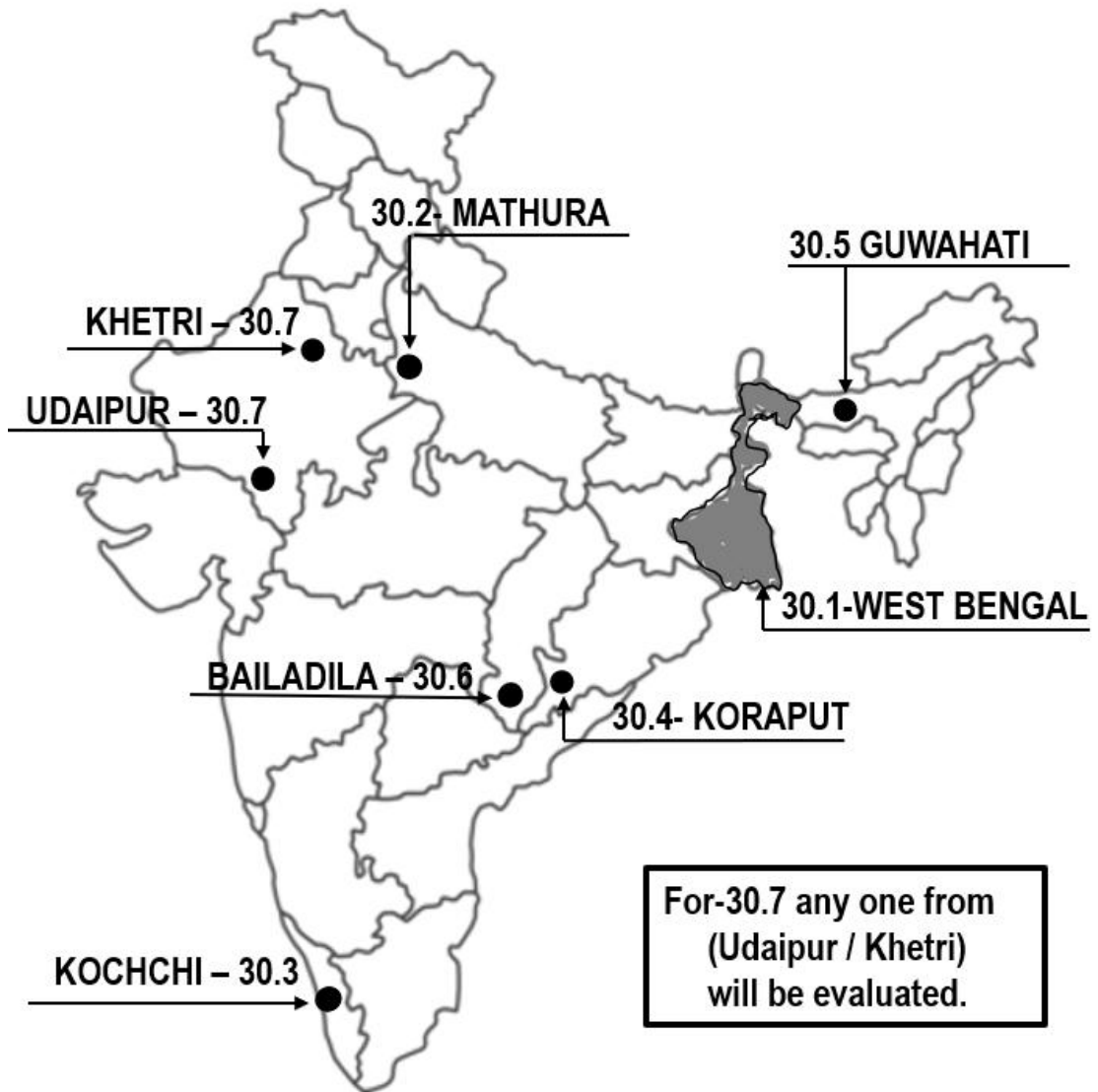
5x1=5

30

See Map

Q.No.30 MAP FOR SET No. 64/5/1, 64/5/2 & 64/5/3

(Any 5 items to be located and labelled) 5X1=5



For *Visually Impaired Candidates* Only in lieu of Q. No. 30

Attempt any five

- (30.1) West Bengal
- (30.2) Mathura
- (30.3) Kochi
- (30.4) Koraput
- (30.5) Guwahati
- (30.6) Bailadila
- (30.7) Khetri/Udaipur

5x1=5

