

Marking Scheme Strictly Confidential (For Internal and Restricted use only) Senior Secondary School Supplementary Examination, 2026 (XII) SUBJECT NAME: Geography (029) (Q.P. CODE /Set No 64/7/2)	
<u>General Instructions: -</u>	
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 <u>70</u> (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	Ensure that you do not make the following common types of errors committed by the Examiner in the past :- • 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.

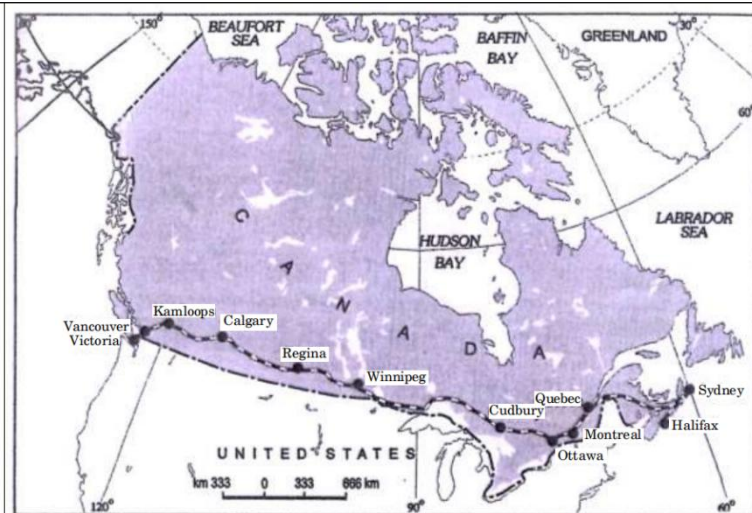
MARKING SCHEME
SUPPLEMENTARY EXAMINATION, 2026
SUBJECT- GEOGRAPHY (029)
QUESTION PAPER CODE- (64/7/2)

SET-2

MM-70

Q No	EXPECTED ANSWERS/VALUE POINTS	Page no in TB	Distribution of marks
	SECTION -A Question no. 1-17 are MCQs		17x1=17
1.	(C) Naharkatia oil fields to Baruani	Pg-82 TB-II	1
2	(B) Karnataka, Maharashtra, Goa	Pg-80 TB-II	1
3	(C) Only I, III and IV are correct.	Pg-48 TB-II	1
4	(B) Constructing structures for water harvesting	Pg-47 TB-II	1
5	(D) Cotton Shirt	Pg-42 TB-I	1
6	(B) Jowar, Bajra, Maize	Pg-25 TB-II	1
7	(D) a-iii, b-iv, c-ii, d-i	Pg-112 TB-II	1
8	(D) Both (A) and (R) are true, but (R) is not the correct explanation of (A) .	Pg-8 TB-II	1
9	(A) Meghalaya, Assam, West Bengal	Pg-10 TB-II	1
10	(C) II, IV, I, III	Pg-58 TB-II	1
11	(C) Number of live births in a year ÷ Estimated midyear population x 1000	Pg-9 TB-I	1
12	(C) Only I, III and IV are correct.	Pg-38 TB-I	1

13	(A) North -Western European Region	Pg-30 TB-I	1																																																
14	(B) Both (A) and (R) are true, but (R) is not the correct explanation of (A) .	Pg-8 TB-I	1																																																
15	Study the given table carefully and answer the questions no, 15 to 17. India : Decadal Birth Rate, Death Rate and Rate of Natural Increase, 1901 – 2011 <table border="1"> <thead> <tr> <th><i>Decades</i></th><th><i>Crude Birth Rate Per 1000</i></th><th><i>Crude Death Rate Per 1000</i></th><th><i>Rate of Natural Increase (Per 1000)</i></th></tr> </thead> <tbody> <tr><td>1901 – 1911</td><td>49·2</td><td>42·6</td><td>6·6</td></tr> <tr><td>1911 – 1921</td><td>48·1</td><td>47·2</td><td>0·9</td></tr> <tr><td>1921 – 1931</td><td>46·4</td><td>36·2</td><td>10·2</td></tr> <tr><td>1931 – 1941</td><td>45·9</td><td>37·2</td><td>8·7</td></tr> <tr><td>1941 – 1951</td><td>39·9</td><td>27·4</td><td>12·5</td></tr> <tr><td>1951 – 1961</td><td>41·7</td><td>22·8</td><td>18·9</td></tr> <tr><td>1961 – 1971</td><td>41·1</td><td>19·0</td><td>22·1</td></tr> <tr><td>1971 – 1981</td><td>37·2</td><td>15·0</td><td>22·2</td></tr> <tr><td>1981 – 1991</td><td>29·5</td><td>9·8</td><td>19·7</td></tr> <tr><td>1991 – 2001</td><td>25·4</td><td>8·4</td><td>17·0</td></tr> <tr><td>2001 – 2011</td><td>21·8</td><td>7·1</td><td>14·7</td></tr> </tbody> </table> Which one of the following phases of population growth in India is known as the population explosion? (C) Phase III	<i>Decades</i>	<i>Crude Birth Rate Per 1000</i>	<i>Crude Death Rate Per 1000</i>	<i>Rate of Natural Increase (Per 1000)</i>	1901 – 1911	49·2	42·6	6·6	1911 – 1921	48·1	47·2	0·9	1921 – 1931	46·4	36·2	10·2	1931 – 1941	45·9	37·2	8·7	1941 – 1951	39·9	27·4	12·5	1951 – 1961	41·7	22·8	18·9	1961 – 1971	41·1	19·0	22·1	1971 – 1981	37·2	15·0	22·2	1981 – 1991	29·5	9·8	19·7	1991 – 2001	25·4	8·4	17·0	2001 – 2011	21·8	7·1	14·7		1
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16	Choose the correct option related to the time interval of Phase I of population growth in India. (B) 1901 to 1921		1																																																
17	Choose the correct option related to the natural growth of population. (A) Births - Deaths		1																																																
	SECTION B Questions no. 18 and 19 are Source-based Questions.		2x3=6																																																
18	Study the given map carefully and answer the question that follow:		3x1=3																																																



(18.1) Which two oceans does the Trans-Canadian Railway connect?

- i. Pacific Ocean
- ii. Atlantic Ocean

$\frac{1}{2} + \frac{1}{2} = 1$

(18.2) Name an industrial region located along this railway.

Qubec-Montreal industrial region.

1

(18.3) Why is this route called the economic artery of Canada?

- i. It connects the Qubec-Montreal industrial region with wheat belt of the Prairie region.
- ii. Wheat and meat are the important export items of this route.

iii. Any other relevant point.

1

(Any one point to be explained)

Note: For Visually Impaired Candidates Only in lieu of Q.No 18

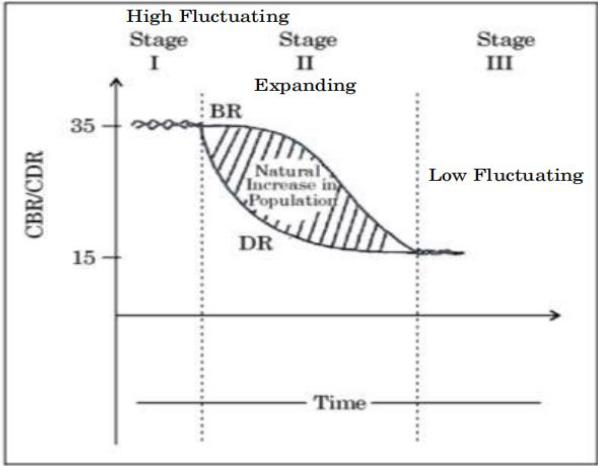
Explain the economic significance of the Trans- Canadian Railway.

- i. It passes through the Qubec-Montreal industrial region.
- ii. It connects industrial region to wheat producing Prairie region.
- iii. A loop line from Winnipeg to Thunder Bay connects this rail line with one of the important

	water ways of the world. iv. Wheat and meat are the important export items of this route. v. Any other relevant point. (Any three points to be explained)	Pg-59 TB-I	3x1=3
19	Read the given passage carefully and answer the questions that follow. Balance of Trade Balance of trade records the volume of goods and services imported as well as exported by a country to other countries. If the value of imports is more than the values of a country's exports, the country has negative or unfavourable balance of trade. If the value of exports is more than the value of imports, then the country has a positive or favourable balance of trade. Balance of trade and balance of payments have serious implications for a country's economy. A negative balance would mean that the country spends more on buying goods than it can earn by selling its goods. This would ultimately lead to exhaustion of its financial reserves. (19.1) Explain the concept of a positive balance of trade. If the value of export is more than the value of import, then the country has positive or favourable balance of trade. 1 (19.2) Explain the impacts of a positive trade balance on the economies of developed countries. i. High Gross Domestic Production. ii. High Per Capital Income. iii. Better standard of living. iv. Any other relevant point. 1 (Any one point to be explained) (19.3) Explain the impacts of a negative trade balance on developing countries.		3x1=3

	i. Exhaustion of its financial reserves . ii. Problem of unemployment in these countries. iii. Any other relevant point. 1 (Any one point to be explained)		
	SECTION-C Questions no. 20 to 23 are Short Answer Type Questions.		4x3=12
20	“Human beings can conquer nature by obeying it.” Justify the statement with examples. i. This concept reflects a middle path between environmental determinism and possibilism. It means that human beings can conquer nature by obeying it. ii. Humans have to respond to the red signals and can proceed in their pursuit of development when nature permits the modifications. iii. Possibilities can be created within the limits, which do not damage the environment. iv. The free run which the developed economies attempted to take has resulted in the greenhouse effect, ozone layer depletion, receding glaciers, and degrading land. v. Any other relevant point. (Any three points to be explained.)	Pg-4 TB-I	3x1=3
21	(a) Explain the main characteristics of ‘welfare approach’ to human development. i. This approach looks at human beings as beneficiaries or targets of all development activities. ii. The approach argues for higher government expenditure on education health, social secondary and amenities. iii. People are not participants in development but only passive recipients. iv. The government is responsible for increasing the levels of human development by maximizing the expenditure own welfare.	Pg-17 TB-I	3x1=3

	v. Any other relevant point (Three points to be explained) OR (b) Explain the main characteristics of ‘basic needs approach’ to human development. i. This approach was initially proposed by the International Labour Organisation (ILO). ii. Based on basic needs of the human beings. iii. Six basic needs are - health, education, food, water supply, sanitation and housing. iv. The question of human choices is ignored and emphasis is on provision of basic needs. v. Any other relevant point (Any three points to be explained)	Pg-17 TB-I	3x1=3
22	Explain the factors affecting the types of rural settlements in India with examples. The factors affecting types of rural settlements in India- i. Physical features- nature of terrain, altitude, climate, availability of water. ii. Cultural and ethnic factors - Social Structure, caste, and religion. iii. Security factor - Defence against thefts, and robberies. iv. Any other relevant point. (Any three points to be explained.)	Pg-16 TB-II	3x1=3
23	Study the given diagram carefully and answer the question that follow:		

	Demographic Transition Theory  Analyse the second stage of the ‘Demographic Transition Theory’ on the basis of birth rate, death rate and population growth with example. Birth Rate: Fertility remain high in beginning but it decline in time. 1 Death Rate: Decline in mortality rate due to improvement in sanitation and health conditions. 1 Population Growth: Net addition to population is high. 1 Eg. Peru, Sri Lanka, Kenya. Note: For Visually Impaired Candidates Only in lieu of Question No. 23. Analyse the ‘Demographic Transition Theory’ in the World. - Demographic transition theory can be used to describe and predict the future population of any area. - The theory tells up that population of any region changes from high births and high deaths to low births and low deaths.	Pg-11 TB-I	3x1=3
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	iii. Society progresses from rural agrarian and illiterate to urban industrial and literate society. iv. It is expressed in three-staged model. v. Any other relevant point. (Any three points to be analyzed)	Pg-10,11 TB-I	3x1=3
	SECTION -D Questions no. 24 to 28 are Long Answer Type Questions.		5x5=25
24	Explain the main causes of noise pollution and suggest measures to reduce this problem. Main causes of noise pollution are- i. Industrial activities. ii. Mechanized construction and demolition work. iii. Automobile and aircraft iv. Use of sirens and loudspeakers during community activities . v. Traffic such as aircrafts, vehicles and trains. vi. Loading and unloading activities in port areas. vii. Any other relevant point. 2x1=2 (Any two points to be explained.) Measures to reduce noise pollution- i. Industries should setup far from human settlement. ii. Machinery can be redesigned to increase energy efficiency and reduce noise. iii. Traffic laws should strictly followed. iv. Sound decibels should be fixed and strictly followed. v. Use of silencers in machines and automobiles. vi. Social awareness vii. Any other relevant point. 3x1=3 (Any three points to be explained.)	Pg-98 TB-II	2+3=5

25	(a) “Gathering and hunting are the oldest economic activities known.” Support the statement with examples. - The earliest human being dependent on their immediate environment for their sustenance. - They subsisted on animals which they hunted and the edible plants which they gathered from forest in the vicinity. - People located in very cold and extremely hot climate survived on hunting. - People in the coastal areas survived on fish through fishing. - These are carried out at different levels with different orientations in different parts of the world. - Gathering is practiced in regions with harsh climatic conditions. - It often involves primitive societies, who extract, both plants and animals to satisfy their needs for food, shelter and clothing. - It is practised in high and low latitudes in N. Canada, Eurasia, Amazon Basin, and Africa respectively. - Any other relevant point. (Any five points to be explained.) OR (b) “Mediterranean agriculture is highly specialized commercial agriculture.” Support the statement with examples. - It is practised in countries on either side of Mediterranean sea in Europe and North Africa etc. - Viticulture or grape cultivation is a speciality of the Mediterranean region. - This region also produces olives, figs and citrus fruits. - The advantage of Mediterranean agriculture is that more valuable crops such as fruits and vegetables are grown in winter.	Pg-23,24 TB-I Pg-31 TB-I	5x1=5 5x1=5
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	v. Mediterranean agriculture is market oriented. vi. Any other relevant point. (Any five points to be explained.)		
26	(a) Analyse the role of seaports in India's international trade. i. India is surrounded by sea from three sides and is bestowed with a long coastline and has many ports ii. Indian ports are handling large volumes of overseas trade. iii. The cargo handling capacity of Indian ports increased manifold from 1951 to 2016. iv. Some ports are specially designed to receive large quantities of cargo and petroleum. v. Western ports have international trade with S.W Asia, Africa, Middle East, Mediterranean Countries, North America & Europe. vi. Eastern ports are well connected with East Asia (China, Japan, Korea) & Australia. vii. Any other relevant point. (Any five points to be analysed) OR (b) Analyse the role of air transportation in India's international trade. Air transport played an important role in international trade. i. It promotes international tourism especially medical tourism. ii. It has the advantage of taking the least time. iii. Very high value goods are transported at	Pg-90,92 TB-II	5x1=5

	international level. iv. Perishable goods are transported quickly over long distances. v. There are 25 major airports functioning, which connect India with all continents. vi. Any other relevant point (Any five points to be analysed)	Pg-92 TB-II	5x1=5
27	(a) Define the term ‘target area planning’. Describe the achievements in the Bharmaur region under the ‘Integrated Tribal Development Project’. ‘Target area planning’- The planning process has to take special care of those areas which have remained economically backward. 1 Major Achievements in Bhamaur region- i. Development of infrastructure. ii. Improvement in school education and literacy rate. iii. Improvement in health care facilities. iv. Increase the availability of Potable water. v. Improvement in electricity supply. vi. Improvement in roads and communication. vii. Improvement in sex ratio viii. Any other relevant point 4x1=4 (Any four points to be described.) OR (b) Define the term ‘sustainable development’. Describe the measures to promote sustainable development in the Indira Gandhi Canal command area.	Pg- 69 TB-II	1+4=5

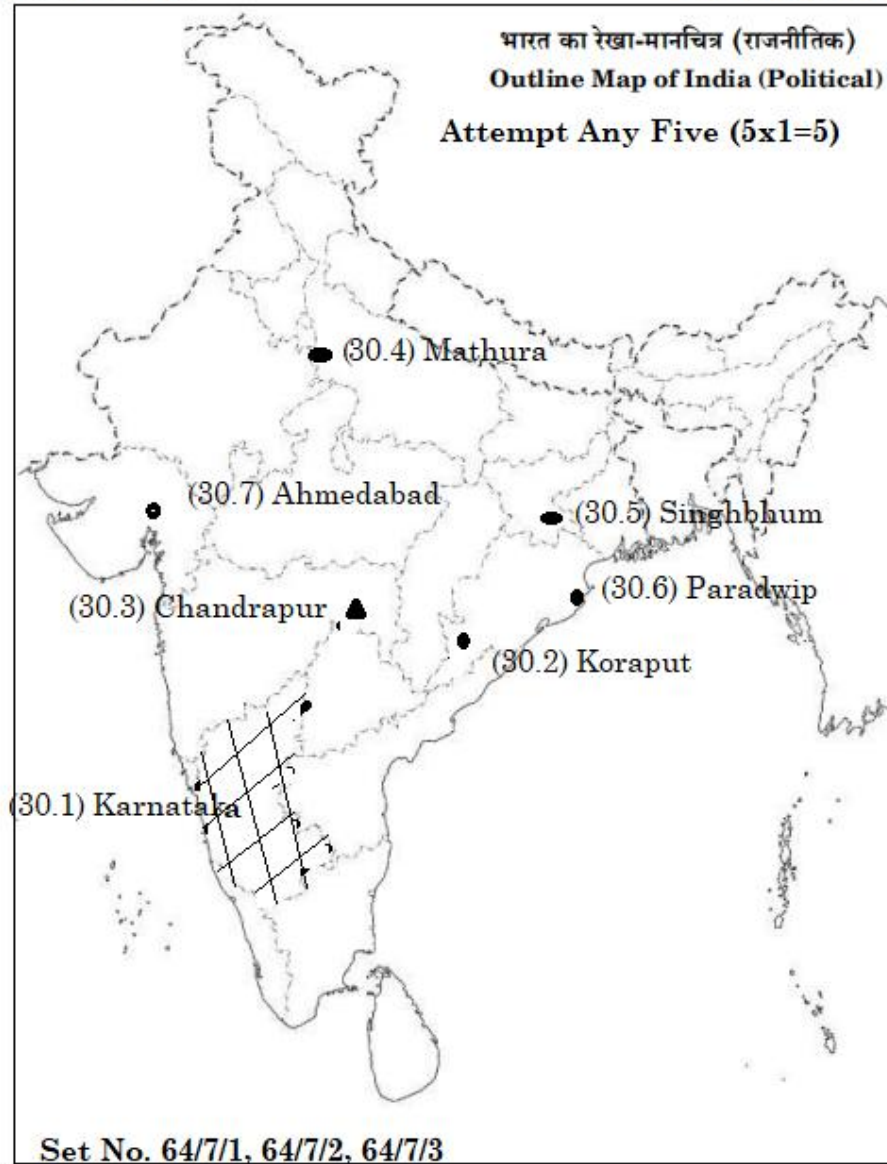
	‘Sustainable development’- Development that meets the needs of the present without compromising the ability of future generation to meet their own needs. 1 Measures to promote sustainable development in the Indira Gandhi Canal command area- i. The first requirement is strict implementation of water management policy. The canal project envisages protective irrigation in Stage-I and extensive irrigation of crops and pasture development in Stage-II. ii. In general, the cropping pattern shall not include water intensive crops. It shall be adhered to and people shall be encouraged to grow plantation crops such as citrus fruits. iii. The CAD programmes such as lining of water courses, land development and levelling and <i>warabandi</i> system (equal distribution of canal water in the command area of outlet) shall be effectively implemented to reduce the conveyance loss of water. iv. The areas affected by water logging and soil salinity shall be reclaimed. v. The eco-development through afforestation, shelterbelt plantation and pasture development is necessary particularly in the fragile environment of Stage-II. vi. The social sustainability in the region can be achieved only if the land allottees having poor economic background are provided adequate financial and institutional support for cultivation of land.		
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	vii. The economic sustainability in the region cannot be attained only through development of agriculture and animal husbandry. The agricultural and allied activities have to develop along with other sectors of economy. This shall lead to diversification of economic base and establishment of functional linkages between basic villages, agro-service centres and market centres. viii. Any other relevant point. 4x1=4 (Any four points to be described.)	Pg-70,73 TB-II	1+4=5																
28	(a) Explain the difference between rural and urban marketing centres with examples. <table> <tr> <th>Rural marketing centre</th> <th>Urban marketing centre</th> </tr> <tr> <td>i. Cater to nearby settlements.</td> <td>i. They are more widely spread.</td> </tr> <tr> <td>ii. These are quasi-urban centres.</td> <td>ii. They provide specialised urban services.</td> </tr> <tr> <td>iii. They serve as trading centres of most rudimentary type.</td> <td>iii. They provide ordinary goods and services as well as many specialised goods and services.</td> </tr> <tr> <td>iv. Personal and professional services are not well developed.</td> <td>iv. Urban centres offer manufactured goods as well as many specialised markets.</td> </tr> <tr> <td>v. These form local collection and distributing centres.</td> <td>v. Services of educational institutions and professionals such as teachers, lawyers, consultants, etc.</td> </tr> <tr> <td>vi. Rural markets are periodic.</td> <td>vi. Urban markets are regular.</td> </tr> <tr> <td>vii. Any other relevant point.</td> <td>vii. Any other relevant point.</td> </tr> </table>	Rural marketing centre	Urban marketing centre	i. Cater to nearby settlements.	i. They are more widely spread.	ii. These are quasi-urban centres.	ii. They provide specialised urban services.	iii. They serve as trading centres of most rudimentary type.	iii. They provide ordinary goods and services as well as many specialised goods and services.	iv. Personal and professional services are not well developed.	iv. Urban centres offer manufactured goods as well as many specialised markets.	v. These form local collection and distributing centres.	v. Services of educational institutions and professionals such as teachers, lawyers, consultants, etc.	vi. Rural markets are periodic.	vi. Urban markets are regular.	vii. Any other relevant point.	vii. Any other relevant point.	Pg-47 TB-I	5x1=5
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	(Any five points of differences to be explained.) OR (b) Explain the difference between retail and wholesale trading with examples. <table border="1"> <tr> <th>Retail Trading</th> <th>Wholesale Trading</th> </tr> <tr> <td> i. This is the business activity concerned with the sale of goods directly to the consumer. ii. Most of retail trading takes place in fixed establishment or store and some are street peddling, handcarts. iii. Online market is also a type of retail market. iv. They provide door to door service. v. They often use the wholesaler's capital. vi. Any other relevant point. </td> <td> i. It is a type of bulk business. ii. It involves numerous intermediary merchants and they do not sell directly to the consumers. iii. They buy directly from manufacturer. iv. Supply chain is also a type of wholesale marketing system. v. They operate on a large capital. vi. Any other relevant point. </td> </tr> </table> (Any five points of differences to be explained.)	Retail Trading	Wholesale Trading	i. This is the business activity concerned with the sale of goods directly to the consumer. ii. Most of retail trading takes place in fixed establishment or store and some are street peddling, handcarts. iii. Online market is also a type of retail market. iv. They provide door to door service. v. They often use the wholesaler's capital. vi. Any other relevant point.	i. It is a type of bulk business. ii. It involves numerous intermediary merchants and they do not sell directly to the consumers. iii. They buy directly from manufacturer. iv. Supply chain is also a type of wholesale marketing system. v. They operate on a large capital. vi. Any other relevant point.	Pg-47,48 TB-I 5x1=5	
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	SECTION -E Question nos. 29 and 30 are Map-based Questions.		2x5=10				
29.	Please See Attached Map:-		5x1=5				

प्रश्न संख्या 30 के लिए

For question no. 30



**Note : For Visually Impaired Candidates only in lieu of Q. No 30.
Attempt any five.**

5x1=5

- (30.1) Karnataka
- (30.2) Koraput
- (30.3) Chandrapur
- (30.4) Mathura
- (30.5) Singhbhum
- (30.6) Paradwip
- (30.7) Ahmedabad