



PSYCHOLOGICAL RESILIENCE AND EMOTIONAL ADJUSTMENT AMONG STUDENTS FROM HILL AND PLAIN REGIONS OF UTTARAKHAND: A COMPARATIVE EMPIRICAL STUDY

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ABSTRACT

The present study examines psychological resilience and emotional adjustment among students from hill and plain regions of Uttarakhand. A quantitative comparative framework was developed using an illustrative dataset of 200 students, comprising 100 from hill regions and 100 from plain regions. The simulated analysis employed descriptive statistics, independent-samples t-tests, Pearson correlation, and multiple regression. Results showed that plain-region students had higher mean psychological resilience scores (3.39) than hill-region students (3.13). Similarly, emotional adjustment scores were higher among plain-region students (4.89) compared with hill-region students (4.49). A significant positive correlation was observed between psychological resilience and emotional adjustment ($r = 0.655$, $p < 0.001$). The regression model explained 45.5% of variation in emotional adjustment ($R^2 = 0.455$). These illustrative findings highlight the potential importance of resilience-building initiatives, counselling services, and inclusive educational support. Actual field data are required to validate regional differences.

KEYWORDS: Psychological Resilience, Emotional Adjustment, Hill and Plain Regions, University Students, Uttarakhand

1. INTRODUCTION

Psychological resilience and emotional adjustment are important components of students' mental health, academic performance, and overall personality development. Psychological resilience refers to an individual's ability to recover from stressful situations, overcome challenges, and adapt to difficult circumstances, while emotional adjustment represents the capacity to regulate emotions, maintain psychological stability, and respond effectively to changing educational and social environments. University students frequently experience academic pressure, financial uncertainty, social adjustment difficulties, and career-related stress, which may influence their emotional well-being. Smith et al. (2008) developed the Brief Resilience Scale (BRS) to assess individuals' ability to recover from stress,

establishing an important foundation for understanding resilience in educational and psychological research.

Uttarakhand provides a distinctive geographical and educational environment for examining psychological resilience and emotional adjustment because the state includes mountainous hill regions and relatively accessible plain regions. Students from hill districts such as Chamoli, Rudrapur, Uttarkashi, Bageshwar, and Pithoragarh may encounter challenges related to geographical isolation, transportation, educational accessibility, and migration for higher education. In contrast, students from the plains of Haridwar, Udham Singh Nagar, and parts of Dehradun may experience different educational opportunities, social environments, and competitive pressures. According to the Census of India (2011),

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approximately 69.8% of Uttarakhand's population lived in rural areas, reflecting the importance of geographical and socioeconomic diversity in the state. Although rural residence is not equivalent to hill residence, this demographic context highlights the need to investigate regional differences in students' psychological experiences.

The COVID-19 pandemic created additional psychological and educational challenges for students across India between 2020 and 2022, with possible continuing effects in subsequent years. The sudden transition to online education, limited social interaction, examination uncertainty, and reduced opportunities for academic participation affected students' everyday experiences. The World Health Organization (2022) reported an approximately 25% global increase in the prevalence of anxiety and depression during the first year of the pandemic. These findings emphasize the importance of studying psychological resilience and emotional adjustment among university students, particularly those living in geographically diverse areas where access to educational and psychological support may differ.

According to the All India Survey on Higher Education (AISHE) 2021–22, India's total higher education enrolment reached approximately 4.33 crore students, compared with 4.14 crore in 2020–21. The national Gross Enrolment Ratio (GER) was 28.4%, while Uttarakhand recorded a considerably higher GER of 41.8%. More recent Ministry of Education figures reported Uttarakhand's provisional GER at 43.3% for 2022–23. These figures reflect substantial participation in higher education within the state and emphasize the importance of student well-being, psychological adjustment, and equitable access to institutional support services. However, enrolment figures do not directly measure psychological resilience or emotional adjustment (Ministry of Education, 2024, 2026).

Recent Indian research provides further evidence of the relationship between coping abilities and emotional adjustment among university students. Pandit et al. (2025) investigated emotional health during the reopening of Indian university systems following COVID-19, using responses from 430 students. The researchers found that overall adjustment was

significantly associated with students' personal strengths and ability to manage academic challenges. The study also identified difficulties sharing feelings with family members, perceived social exclusion, and the absence of supportive relationships as important predictors of psychological distress. These findings suggest that emotional adjustment is influenced by both individual coping resources and the social environment, making them particularly relevant for students who relocate from Uttarakhand's hill regions to pursue higher education in the plains.

A recent study conducted in Rishikesh, Uttarakhand, further highlights the importance of examining youth well-being within the state's educational environment. The study, titled *Youth Wellness Beyond Mental Health: A Multidimensional Survey in Rishikesh, Uttarakhand* (2025), examined 418 young people aged 15–26 years recruited from educational institutions. Among respondents, 59.1% were female, 58.6% belonged to low-income groups, and 45.7% were undergraduate students. The researchers reported that 62% experienced good sleep, 50.5% engaged in physical exercise, and 31.8% reported thoughts of self-harm. These findings demonstrate the importance of comprehensive psychological support and socioeconomic considerations in youth wellness research. However, the study did not directly compare students from hill and plain regions.

The World Health Organization (2025), in its report *World Mental Health Today: Latest Data*, estimated that more than one billion people worldwide were living with mental disorders. The organization also reported that approximately one in seven adolescents aged 10–19 years experienced a mental health condition. Although these estimates are not specific to university students, they demonstrate the continuing global importance of psychological well-being, emotional regulation, and access to mental health services. The WHO further emphasizes that supportive family relationships, educational environments, social connections, and effective coping skills are important for healthy psychological development (World Health Organization, 2025).

2. REVIEW OF LITERATURE

Smith et al. (2008) examined psychological resilience through the development and validation of the Brief

Resilience Scale (BRS), which measures an individual's ability to recover from stressful circumstances. Their findings demonstrated that resilience was negatively associated with anxiety, depression, and negative emotional experiences. The study established that psychological resilience is an important component of adaptive functioning and psychological well-being. Although conducted before the review period, this foundational research provides a theoretical basis for examining how students from hill and plain regions of Uttarakhand respond to academic challenges, geographical transitions, and emotional difficulties.

Baker and Siryk (1984) investigated students' adjustment to college and developed a multidimensional framework encompassing academic, social, personal-emotional, and institutional adjustment. Their study involving 734 first-year students established that adjustment to higher education includes both psychological and environmental dimensions. The findings suggest that emotional adjustment should be examined in relation to academic expectations, social relationships, and students' ability to adapt to unfamiliar educational environments. This framework is relevant for students from hill regions who relocate to universities in the plains, although it does not establish that such students necessarily experience greater adjustment difficulties.

Ghogare et al. (2022) investigated depression, anxiety, stress, and resilience among 381 undergraduate health sciences students at a rural tertiary healthcare centre in Maharashtra. The researchers reported that 42.0% of respondents demonstrated low resilience, 56.7% normal resilience, and 1.3% high resilience. Depression was reported in 7.6% of students, anxiety in 6.3%, and stress in 1.0%. The study highlights the importance of psychological resilience during periods of educational disruption. However, because the research was conducted within a single institutional setting, its findings cannot be generalized directly to students from Uttarakhand's hill and plain regions. Son et al. (2020) examined the psychological impact of COVID-19 among 195 university students in the United States. Their findings revealed that 71% reported increased stress and anxiety, 89% experienced difficulty concentrating, and 86% reported disrupted sleeping patterns. Furthermore,

82% expressed increased concerns about academic performance. These results demonstrate that academic uncertainty and disruptions to everyday routines were important factors associated with students' emotional well-being. The findings are relevant to understanding the adjustment challenges faced by students during educational transitions, although they do not directly measure regional differences in emotional adjustment.

Cao et al. (2020) conducted a study involving 7,143 college students in China to examine anxiety during the COVID-19 epidemic. The researchers found that 24.9% of respondents experienced anxiety symptoms. Urban residence was associated with lower odds of anxiety (OR = 0.810), while stable family income (OR = 0.726) and living with parents (OR = 0.752) were also associated with lower odds. These findings indicate that socioeconomic circumstances, residential background, and family environment may be relevant to students' psychological well-being. However, rural-urban classifications used in this study should not be treated as equivalent to the hill-plain geographical distinction in Uttarakhand.

Wathelet et al. (2020) investigated mental health outcomes among 69,054 university students in France during the COVID-19 lockdown. The study reported severe depressive symptoms in 16.1% of respondents, high anxiety in 27.5%, and severe psychological distress in 22.4%. Financial insecurity, limited social support, and unfavourable living circumstances were associated with poorer mental health outcomes. These findings highlight the importance of social relationships and socioeconomic conditions in understanding students' emotional well-being. They also suggest that comparative studies should consider family support and financial circumstances rather than attributing psychological differences solely to geographical background.

Pandit et al. (2025) investigated distress, coping, and emotional health during the gradual reopening of university systems in India following COVID-19. The study involved 430 university students and examined psychological adjustment in relation to academic challenges, coping resources, and interpersonal relationships. The researchers identified personal strengths, difficulties communicating emotions with

family members, perceived social exclusion, and the availability of supportive relationships as relevant factors associated with emotional health. The findings suggest that students' psychological adjustment depends on both individual coping characteristics and their social environments. This research is particularly relevant to students relocating from hill regions to educational centres in the plains.

A study published in the Indian Journal of Community Health (2025), titled Youth Wellness Beyond Mental Health: A Multidimensional Survey in Rishikesh, Uttarakhand, examined 418 young people aged 15–26 years from educational institutions. The study reported that 59.1% of respondents were female, 58.6% belonged to low-income groups, and 45.7% were undergraduate students. In addition, 62% reported good sleep, 50.5% participated in physical exercise, and 31.8% reported thoughts of self-harm. These findings highlight the relevance of psychological wellness research in Uttarakhand and the need for accessible student support services. However, the study did not directly compare psychological resilience or emotional adjustment between students from hill and plain regions.

The Ministry of Education (2024), through the All India Survey on Higher Education (AISHE) 2021–22, reported approximately 4.33 crore students enrolled in higher education across India, with a national Gross Enrolment Ratio (GER) of 28.4%. Uttarakhand recorded a GER of 41.8%, indicating relatively high participation in higher education compared with the national average. Official provisional figures for 2022–23 subsequently placed Uttarakhand's GER at approximately 43.3%. These statistics demonstrate the scale of higher education participation and provide demographic context for examining students' psychological experiences. However, GER figures do not measure resilience, emotional adjustment, or differences between hill and plain students.

The World Health Organization (2025), in World Mental Health Today: Latest Data, estimated that more than one billion people worldwide were living with mental disorders. The WHO also reported that approximately one in seven adolescents aged 10–19 years experienced a mental health condition. These global findings emphasize the importance

of psychological well-being, coping resources, and access to mental health support. Although these statistics do not directly describe university students in Uttarakhand, they establish the broader public health relevance of investigating resilience and emotional adjustment among young people.

3. RESEARCH METHODOLOGY

3.1 Research Design

The present study proposes a quantitative, descriptive, and comparative research design to examine psychological resilience and emotional adjustment among students belonging to the hill and plain regions of Uttarakhand. The research focuses on identifying differences in students' psychological characteristics and investigating the relationship between resilience and emotional adjustment. The study also considers geographical background, family income, academic pressure, educational accessibility, and social support as potential influences on psychological well-being. A comparative approach is appropriate for examining variations between students originating from different geographical and socioeconomic environments.

3.2 Objectives of the Study

The following three objectives have been formulated for the present research:

1. To compare the levels of psychological resilience and emotional adjustment among university students from hill and plain regions of Uttarakhand.
2. To examine the relationship between psychological resilience and emotional adjustment among university students in Uttarakhand.
3. To analyse the influence of demographic, socioeconomic, and educational factors on psychological resilience and emotional adjustment among students from hill and plain regions of Uttarakhand.

3.3 Research Hypotheses

The following hypotheses have been developed in accordance with the research objectives.

Hypothesis	Null hypothesis (H_0)	Alternative hypothesis (H_1)
H_{01} / H_{11}	There is no statistically significant difference in psychological resilience or emotional adjustment between students from hill and plain regions of Uttarakhand.	There is a statistically significant difference in at least one of these variables between hill and plain students.
H_{02} / H_{12}	There is no statistically significant relationship between psychological resilience and emotional adjustment among university students.	There is a statistically significant relationship between psychological resilience and emotional adjustment among university students.
H_{03} / H_{13}	Demographic, socioeconomic, and educational factors have no statistically significant association with psychological resilience or emotional adjustment.	At least one demographic, socioeconomic, or educational factor has a statistically significant association with psychological resilience or emotional adjustment.

The hypotheses will be tested at the 5% level of significance ($\alpha = 0.05$) using appropriate statistical techniques.

3.4 Population and Sample Size

The target population comprises undergraduate and postgraduate students studying at recognized universities and higher educational institutions in Uttarakhand. Students originating from hill districts such as Chamoli, Rudraprayag, Uttarkashi, Pithoragarh, and Bageshwar, and from plain areas such as Haridwar, Udham Singh Nagar, and parts of Dehradun, will be considered for the study.

A sample size of 200 students is, comprising 100 students from hill regions and 100 students from plain regions. The balanced sample allocation will facilitate comparative analysis of psychological resilience and emotional adjustment. A statistical power calculation should be performed to confirm the adequacy of the sample.

Table 1: Distribution of Respondents

Geographical region	Respondents	Percentage
Hill regions	200	50.00%
Plain regions	200	50.00%
Total	400	100.00%

Source: Research sampling framework. These are planned sample allocations, not collected observations.

3.5 Sampling Technique

The study proposes a multistage stratified sampling technique to ensure representation of students from hill and plain regions. In the first stage, selected universities and higher educational institutions will be identified across Uttarakhand. In the second stage, students will be classified according to their permanent residential background before university enrolment. In the third stage, eligible respondents will be selected across undergraduate and postgraduate programmes using random sampling wherever feasible.

The classification of hill and plain regions will be based on a consistent geographical definition rather than district names alone, because some districts contain both mountainous and plain areas. This approach will help improve the validity of regional comparisons.

3.6 Data Analysis and Interpretation

Sample Size: 200 Students (100 Hill Region + 100 Plain Region)

3.6.1 Sample Distribution

Table 1: Geographical Distribution

Geographical region	Respondents	Percentage
Hill region	100	50.0%
Plain region	100	50.0%
Total	200	100.0%

Source: Balanced sample design for the illustrative analysis.

The sample is equally divided between students from hill and plain regions, with 100 respondents in each group. This balanced allocation allows the researcher to compare psychological resilience and emotional adjustment across geographical backgrounds without unequal sample sizes dominating the comparison. The regional categories should be defined using

students' permanent residential locations before enrolment.

3.6.2 Demographic Characteristics of Respondents

Table 2: Gender-wise Distribution (Illustrative Dataset)

Gender	Hill	Plain	Total	Percentage
Male	56	53	109	54.5%
Female	44	47	91	45.5%
Total	100	100	200	100%

Source: Synthetic dataset analysed using Python.

The illustrative sample contains 109 male respondents (54.5%) and 91 female respondents (45.5%). The hill group contains 56 male and 44 female students, while the plain group contains 53 male and 47 female students. These characteristics provide a basis for examining whether gender is associated with psychological resilience and emotional adjustment.

3.6.3 Socioeconomic Characteristics

Table 3: Family Income Categories

Family income category	Hill	Plain	Total	Percentage
Low	29	38	67	33.5%
Middle	50	40	90	45.0%
High	21	22	43	21.5%
Total	100	100	200	100%

Source: Synthetic dataset analysed using Python.

The illustrative data show that 45.0% of respondents belong to the middle-income category, followed by 33.5% in the low-income category and 21.5% in the high-income category. Family income is included because financial resources may influence educational opportunities, accommodation, access to counselling, and emotional adjustment. Income thresholds should be defined before collecting real survey responses.

3.6.4 Comparative Analysis of Psychological Resilience

Psychological resilience is measured using the Brief Resilience Scale developed by Smith et al. (2008). The scale consists of six items, with scores ranging from 1 to 5. Items 2, 4, and 6 are reverse-scored before calculating the mean. Higher scores indicate greater resilience.

Table 4: Psychological Resilience Scores

Region	N	Mean BRS score	Standard deviation
Hill	100	3.131	0.607
Plain	100	3.394	0.641
Overall	200	3.263	—

Source: Synthetic data; Python statistical analysis.

The simulated results indicate a mean resilience score of 3.131 among hill students and 3.394 among plain students, representing a difference of approximately 0.263 points. A Welch independent-samples t-test produced $t = -2.976$ and $p = .0033$. Thus, the regional difference is statistically significant within this artificial dataset. This result is not evidence that plain-region students in Uttarakhand are actually more resilient.

3.6.5 Comparative Analysis of Emotional Adjustment

Emotional adjustment can be assessed using the personal-emotional subscale of the Student Adaptation to College Questionnaire (SACQ). Published applications of the SACQ use a nine-point response scale, with appropriately scored subscale results reflecting students' adaptation to college life. For this demonstration, emotional adjustment is represented by a simulated score ranging from 1 to 9. These values are not derived from completed SACQ questionnaires.

Table 5: Emotional Adjustment Scores

Region	N	Mean score	Standard deviation
Hill	100	4.489	1.146
Plain	100	4.889	1.206
Overall	200	4.689	—

Source: Synthetic data; Python statistical analysis.

The mean emotional adjustment score is 4.489 for hill students and 4.889 for plain students in the simulated dataset. The difference of approximately 0.400 points suggests relatively higher adjustment scores among the simulated plain-region group. Welch's t-test produced $t = -2.404$ and $p = .0171$, indicating a statistically significant difference in this demonstration.

3.6.6 Relationship between Psychological Resilience and Emotional Adjustment

Pearson's correlation coefficient was calculated to examine the association between psychological resilience and emotional adjustment.

$$r = \frac{\sum(X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum(X_i - \bar{X})^2 \sum(Y_i - \bar{Y})^2}}$$

Table 6: Pearson Correlation Analysis

Variables	Pearson's r	p-value	Interpretation
Psychological resilience and emotional adjustment	0.655	< .001	Positive association

Source: Synthetic dataset; Pearson correlation calculated using Python SciPy.

The illustrative correlation coefficient of 0.655 indicates a moderately strong positive relationship between resilience and emotional adjustment. In this simulated sample, students with higher resilience scores generally demonstrate higher emotional adjustment scores. The association is statistically significant, but it does not establish causation or represent a finding from actual Uttarakhand respondents.

3.6.7 Multiple Regression Analysis

Multiple linear regression was used to illustrate how emotional adjustment could be examined in relation to resilience, geographical region, income, age, and gender.

Table 7: Regression Analysis of Emotional Adjustment

Predictor	Regression coefficient (B)	p-value
Psychological resilience	1.160	< .001
Plain region (vs. hill)	0.136	.299
Low income (vs. high)	-0.296	.098
Middle income (vs. high)	-0.054	.749
Male (vs. female)	0.143	.267
Age	-0.056	.042

Model $R^2 = 0.455$.

Source: Python statsmodels analysis of synthetic data.

The simulated regression model explains approximately 45.5% of the variation in emotional adjustment scores. Psychological resilience has a positive coefficient of 1.160 ($p < .001$), suggesting that higher resilience is associated with better emotional adjustment after accounting for the included characteristics. Interestingly, the regional coefficient is no longer statistically significant after adjustment ($p = .299$). This illustrates why socioeconomic and individual characteristics should be considered before drawing conclusions about geographical differences.

3.6.8 Hypothesis Testing

Table 8: Objective-wise Hypothesis Testing

Hypothesis	Statistical method	Illustrative result
H ₀₁ : No regional difference	Welch's t-tests	Rejected for both psychological scores
H ₀₂ : No resilience-adjustment relationship	Pearson correlation	Rejected
H ₀₃ : No demographic or socioeconomic associations	Multiple regression	Rejected for at least one predictor

Source: Simulated statistical results only.

The hypothesis-testing demonstration shows how the research objectives can be evaluated using inferential statistics. Regional differences were significant in the unadjusted comparisons, while resilience and age were significant predictors in the regression model. These decisions apply only to the synthetic dataset; all three hypotheses must be tested again using authentic survey data.

Figure 1: Psychological Resilience among Hill and Plain Students

The graph shows that students from plain regions have a higher mean psychological resilience score of 3.39, compared with 3.13 among students from hill regions. The difference of 0.26 points suggests relatively greater resilience among the simulated plain-region group. The illustrative analysis indicates a statistically significant difference ($p = 0.0033$), highlighting the importance of examining geographical background in relation to students' psychological resilience.

Figure 2: Emotional Adjustment among Hill and Plain Students

The graph illustrates differences in emotional adjustment between the two geographical groups. Students from plain regions recorded a mean emotional adjustment score of 4.89, while students from hill regions recorded 4.49, representing a difference of 0.40 points. The simulated results indicate a statistically significant difference ($p = 0.0171$), suggesting relatively better emotional adjustment among the plain-region group in this dataset.

Figure 3: Relationship between Psychological Resilience and Emotional Adjustment

The graph demonstrates a positive relationship between psychological resilience and emotional adjustment among the 200 simulated respondents. Pearson's correlation coefficient of $r = 0.655$ ($p < 0.001$) indicates that students with higher resilience scores generally demonstrate better emotional adjustment. This relationship suggests that resilience may be an important factor associated with students' emotional well-being and their ability to adapt to academic and social challenges.

Figure 4: Family Income Distribution among Students

The graph presents the socioeconomic distribution of the 200 simulated students. Approximately 45.0% belong to middle-income families, followed by 33.5% from low-income families and 21.5% from high-income families. Among hill-region students, 29% belong to low-income families, compared with 38% among plain-region students. The findings illustrate differences in the income composition of the two groups and provide a basis for examining socioeconomic factors in psychological resilience and emotional adjustment.

4. FINDINGS OF THE STUDY

• Psychological Resilience among Students

The illustrative analysis indicates that students from plain regions recorded a higher mean psychological resilience score of 3.39, compared with 3.13 among hill-region students. The difference of 0.26 points was statistically significant ($p = 0.0033$). These simulated findings suggest a potential regional difference in resilience that requires verification through actual

field data.

• Emotional Adjustment among Students

The analysis shows that the mean emotional adjustment score was 4.89 among plain-region students and 4.49 among hill-region students, representing a difference of 0.40 points. The simulated difference was statistically significant ($p = 0.0171$), indicating relatively higher emotional adjustment scores among the plain-region group in the illustrative dataset.

• Relationship between Psychological Resilience and Emotional Adjustment

The correlation analysis demonstrated a positive relationship between psychological resilience and emotional adjustment, with a Pearson correlation coefficient of $r = 0.655$ ($p < 0.001$). This suggests that students with higher resilience scores tended to demonstrate better emotional adjustment in the simulated sample, supporting the relevance of resilience as a variable for further empirical investigation.

• Socioeconomic Characteristics of Respondents

The illustrative dataset indicates that 45.0% of respondents belonged to middle-income families, followed by 33.5% from low-income families and 21.5% from high-income families. Among the hill-region group, 29% belonged to low-income families, compared with 38% among plain-region students. These distributions provide a basis for examining whether socioeconomic circumstances are associated with psychological well-being.

• Influence of Psychological Resilience on Emotional Adjustment

Multiple regression analysis showed that psychological resilience was positively associated with emotional adjustment ($B = 1.160$, $p < 0.001$). The illustrative regression model explained approximately 45.5% of the variation in emotional adjustment scores ($R^2 = 0.455$). After controlling for resilience and demographic characteristics, the regional coefficient was not statistically significant ($p = 0.299$), suggesting that geographical differences should be examined alongside individual and socioeconomic factors.

• Findings Related to Research Objectives and Hypotheses

The simulated results demonstrated statistically significant unadjusted differences in psychological resilience and emotional adjustment between hill and plain students, leading to rejection of the first null hypothesis in the illustrative analysis. The positive correlation between resilience and emotional adjustment supported rejection of the second null hypothesis. The regression analysis identified resilience and age as statistically significant predictors, supporting rejection of the third null hypothesis in the simulated dataset.

5. CONCLUSION

The present study highlights the importance of psychological resilience and emotional adjustment among students from hill and plain regions of Uttarakhand. Based on an illustrative dataset of 200 students (100 hill and 100 plain), the mean psychological resilience score was 3.39 among plain-region students and 3.13 among hill-region students, while emotional adjustment scores were 4.89 and 4.49, respectively. A positive correlation was observed between psychological resilience and emotional adjustment ($r = 0.655$, $p < 0.001$), and the regression model explained 45.5% of the variation in emotional adjustment ($R^2 = 0.455$). These simulated results illustrate the potential importance of resilience, socioeconomic conditions, and educational support in students' psychological well-being. The study emphasizes the need for university counselling, resilience-building programmes, and inclusive student support services. However, these findings are based on synthetic data and require validation through actual field research before conclusions about Uttarakhand students can be established.

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