

# PEER TREASURE

Edition 5 | March 2026

FOR THE PEERS, BY THE PEERS



## EVOLVING MINDS AT LAVASA

At its heart, the Peer Treasure Magazine is a space of connection where individual voices come together to create a shared narrative of growth, resilience, and understanding. Each piece reflects not just a personal journey, but a collective commitment to listening, learning, and supporting one another. In these pages, we are reminded that even the smallest reflections can create meaningful impact when they are shared with honesty and care.

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PEER EDUCATION BATCH 6

## About Peer Treasure

Together, we make meaning.

GROWING THROUGH SHARED EXPERIENCES.

Peer Education becomes a meaningful developmental journey that moves from personal awareness to collective growth. For the Peer Educators of Batch 6, this journey unfolded through a 45-hour course carrying 3 academic credits, creating a structured space for learning, reflection, and engagement with important themes of mental health and well-being.

The learnings and experiences of the Peer Educators and facilitators are now preserved in digital form through the Peer Treasure Magazine. This magazine serves as a reflective platform that captures conversations around mental health and life experiences explored during the course. With courage and openness, the peer educators have engaged with topics that are often less discussed, reminding us that self-discovery and growth are never meant to happen in isolation.

Through poetry, essays, reflections, and creative expressions, the Peer Treasure Magazine brings together the voices of the Peer Educators and facilitators of Batch 6, presenting their most valuable contribution—their insights, experiences, and shared reflections.



# Message from the Editorial team



**Nandini Rawal**  
23111538

Being part of the proofreading committee gave me the chance to read some truly honest and thoughtful pieces by my fellow peer educators. Each submission carried a different voice, but all of them reflected real experiences and emotions. It was a meaningful experience to witness that kind of openness and expression

**Krish Shah.**  
24111511

My journey with Batch 6 of CCHS Peer Educators and as a part of the editorial team of the Peer Treasure magazine has been defined by growth and the wisdom to speak on "unspoken" truths. To me, Peer Education is a two-way bridge that stays strong as long as we engage with those around us. More than just technical training, this experience gave me the courage to address the elephant in the room when it matters most.

I will deeply cherish these lessons throughout my life, both inside and outside the university walls.



**Aanya Upadhyaya**  
24112308

Being a part of the Editorial Team in Peer Education, I worked on refining and reviewing content to ensure it was clear, accurate, and impactful. It felt meaningful to contribute to a cell that focuses on awareness and supporting peers. The experience helped me build attention to detail while being involved in something that genuinely benefits students.





# MESSAGE *from the* DEAN AND DIRECTOR

**“Education is not only about intellectual growth, but also about nurturing compassionate and responsible individuals.”**

It gives me great pleasure to witness the continued growth of the Peer Education Program, an initiative of the Centre for Counselling & Health Services (CCHS) at Christ University, pune Lavasa and to present their 5th Edition of the Peer Treasure Magazine.

At its core, this program develops a set of young leaders every year who can positively influence their peers in class for their growth and transformation. This is very significant today for all of us, especially for the youth as they are facing negative emotional, personal, and interpersonal challenges. The Peer Education Program encourages students not only to grow individually but also to support their peers with understanding and compassion.

The Peer Treasure Magazine captures these experiences through reflections, stories and creative expressions, offering a safe space for dialogue around mental health and self-growth. It serves as a reminder that every individual’s experience matters and deserves to be met with kindness.

I extend my heartfelt congratulations to all the Peer Educators of Batch 6 and commend the Centre for Counselling & Health Services for their continued dedication to this initiative.

May this program continue to inspire a culture of empathy, care, and shared responsibility within our community.

# MESSAGE

*From the*

# ACADEMIC COORDINATOR



**"Leadership is not about a position; it is about the ability to inspire, guide, and create a positive impact."**

The Peer Education Program marks another meaningful milestone as we celebrate the conclusion of Batch 6 and present the new edition of the Peer Treasure Magazine. This edition reflects the journey, learning, and insights gained by the Peer Educators during their time in the program.

The completion of Batch 6 is a celebration of dedication, growth, and shared learning. Throughout the program, these students have demonstrated empathy, responsibility, and leadership while preparing themselves to support and guide their peers on campus.

Peer education continues to be an important pillar in building a collaborative and inclusive academic environment. By listening, understanding, and standing beside their peers, Peer Educators help foster a culture of compassion, respect, and mutual growth within the campus community.

The Peer Treasure Magazine beautifully captures the voices, reflections, and creative expressions of our Peer Educators. It stands as a testament to their commitment and the meaningful experiences that have shaped their journey.

I extend my heartfelt congratulations to Batch 6 for successfully completing the program. May they continue to carry forward the values of empathy, leadership, and service, inspiring others through their actions and contributions.

My sincere appreciation also goes to the Centre for Counselling and Health Services (CCHS) and the entire team for their continuous guidance and dedication in nurturing this initiative.

# MESSAGE

## *From the* ASSOCIATE DEAN



Dear CCHS team and Students,

The most effective way to support the society is to equip individuals with the skills they need to succeed". I am proud to honour the work of our students and the entire CCHS team for their dedication to our student community.

At CHRIST (Deemed to be University) we strongly believe in guiding each student to discover their potential. Peer education is one of the most significant initiatives undertaken by the Centre for Counselling and Health Services (CCHS) in collaboration with the student community to support one another.

Peer education continues to be an important pillar in building a collaborative and inclusive academic environment. By listening, understanding, and standing beside their peers, Peer Educators help foster a culture of compassion, respect, and mutual growth within the campus community.

This initiative has resulted in positive changes in students' learning habits and is evident in their academic performance and participation in skill-based activities. A real transformation is evident through the peer learning process.

I appreciate the entire peer educators (students) and the CCHS team for their continued excellent work in enhancing our learning habits. The campus is witnessing the emergence of many capable student leaders who are taking on roles and responsibilities in clubs and other associations, a direct result of the peer learning initiatives. By teaching others, students develop leadership skills which is a mutual benefit evident on campus. I wish the entire team all the best and extend my congratulations to the students and the CCHS team on their continued success.

# MESSAGE *From The* CCHS COORDINATOR



**Dr. Alphonsa George**  
CCHS Coordinator

As we bring out this edition of Peer Treasure, I find myself reflecting on the quiet yet powerful journeys that have unfolded within our Peer Education Program. What began as a space for learning has grown into a community of empathy, courage, and shared responsibility.

Each of you, as peer educators, chose to step forward not because you had all the answers, but because you were willing to listen, to learn, and to stand beside others in moments that mattered. In a world that often rushes past emotions, you chose presence. In spaces where silence can feel heavy, you chose to create connection. That choice, simple as it may seem, holds immense value.

This magazine is a reflection of your voices, your insights, and your reflections. It carries stories of growth, vulnerability, resilience, and hope. As you graduate and move into new phases of life, I hope you carry forward this spirit of mindful engagement with yourselves and with the people around you. Remember, peer support is not confined to a role or a title. It is an approach to living—with kindness, awareness, and respect for the human experience.

The skills you have nurtured here—listening deeply, holding space, and responding with empathy are lifelong strengths.

I extend my heartfelt appreciation for your commitment and contribution. You have enriched this space in ways that will continue to ripple through the campus community. May you continue to be anchors of wellbeing, wherever life takes you."

# MESSAGE

*From counsellors*

# PEER EDUCATION ANCHORS



Ms. Munira Kachwala  
Counsellor, BBA



Ms. Kajal Dass  
Counsellor, Law

" Leadership is not about being in charge. It is about taking care of those in your charge."

By Simon Sinek

Dear Peer Educators,  
Your journey as peer educators does not end with the completion of training—it truly begins here. The knowledge, empathy, and listening skills you have developed now become tools to support others within the campus community. As you move forward, you will play an important role in creating spaces where students feel heard, respected, and understood. Each conversation you have and each person you support contributes to building a more caring and psychologically safe environment. Continue to grow, reflect, and lead with compassion. Your presence can make a meaningful difference in someone's life.

"In every shared story and every listening ear, peer education turns connection into growth and empathy into action."

The Peer Education Programme empowers students to grow personally and socially, engaging in meaningful conversations on self-awareness, well-being, resilience, and responsible choices. Through this journey, they build essential skills like communication, empathy, leadership, and teamwork.

Beyond classrooms, peer education fosters learning through shared experiences, encouraging students to support and inspire one another while nurturing a culture of care, respect, and collaboration.

# MESSAGE

## *From counsellors*



Ms. Victoria Abhilasha  
Counsellor, Commerce, MBA,  
MAEDH



Ms. Anasua Sikdar  
Counsellor, PG Second Years

Peer Education is a meaningful journey that brings students together to explore themes of well-being, resilience, and personal growth.

Through engaging conversations, experiential activities, and thoughtful mentoring, Peer Educators gain insights that extend beyond the classroom into their everyday lives. The program fosters a safe, open space where curiosity, reflection, and dialogue flourish. As students share experiences and learn from one another, they not only grow individually but also create a ripple of empathy, collaboration, and mutual support within the community.

“If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.” – John Quincy Adams

Being a peer educator means embracing responsibility with grace and empathy, walking a little further beside your peers. It is the quiet strength of offering a listening ear, a reassuring word, and a compassionate hand when someone seeks support. Through these thoughtful gestures, peer educators become guiding lights within their community. This enriching journey nurtures kindness, resilience, and wisdom, gradually shaping individuals into leaders who grow beyond themselves while uplifting others with hope, courage, and purpose.

# MESSAGE

## *From counsellors*



Ms. Lama Abbas  
Counsellor, BBA

Peer Education is a meaningful journey that brings students together to explore themes of well-being, resilience, and personal growth. Through engaging conversations, experiential activities, and thoughtful mentoring, Peer Educators gain insights that extend beyond the classroom into their everyday lives.

The program fosters a safe, open space where curiosity, reflection, and dialogue flourish. As students share experiences and learn from one another, they not only grow individually but also create a ripple of empathy, collaboration, and mutual support within the community.



Ms. Shristi Singh  
Counsellor, School of  
Sciences

“The greatest good you can do for another is not just to share your riches but to reveal to them their own.” – Benjamin Disraeli

. In a space where students listen, share, and learn together, knowledge becomes more than information; it becomes a connection. Peer educators embody empathy, openness, and responsibility, offering support that feels genuine and approachable.

Through meaningful conversations, thoughtful engagement, and shared experiences, peer educators help create an environment where individuals feel heard, valued, and encouraged to grow. In supporting one another, students become catalysts for positive change, strengthening a community where understanding and care flourish.

# MESSAGE

## *From counsellors*



Ms. Sanskriti Dubey  
Counsellor, Law

Peer Education is unique because it places students at the centre of the learning process, where they learn with and from one another in a supportive environment.

It encourages open dialogue, shared experiences, and collaborative learning, making discussions more relatable and meaningful. Unlike traditional methods, peer education promotes active participation, allowing individuals to express ideas, reflect, and grow together.

Through this approach, participants not only gain knowledge but also develop important skills such as confidence, empathy, communication, and leadership, helping build a more connected and supportive community.

# ASSERTIVENESS



Growing stronger through courage and  
clarity

# AN ASSERTIVE RESPONSE: THE POWER OF SAYING NO



We're often taught that being a "team player" means saying yes to every request that lands on our desk. But in reality, an over-eager "yes" is usually just a recipe for burnout and mediocre results.

The biggest mistake people make is over-explaining. As soon as you start making excuses, you're inviting a negotiation. You don't need a five-minute backstory to justify your boundaries. "I can't take that on right now" is a complete sentence. If someone pushes back, that's their problem, not yours.

Being assertive isn't about being a bad person, it's about self-valuation.

Your time and energy are finite resources. When you give them away to every "quick favor" or "urgent" interruption, you're telling the world that your priorities don't matter. A clean, firm "no" is the ultimate tool for self-respect.

People who can't say no eventually lose the power of their "yes." If you are available for everything, your time becomes a commodity rather than a resource. By being selective and firm, you teach others how to value your contribution.

Assertiveness is the bridge between being a "people pleaser" and being a leader. It's about realising that "No" is a complete sentence and often, it's the most honest one you can give.



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# ASSERTIVE COMMUNICATION IN PRACTICE

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At 11:00 pm in the university halls of residence, Priya, a 20-year-old law student, notices her flatmate Arjun sitting on the floor, staring blankly at his laptop. Having been withdrawn for several days after a disappointing moot court performance and increasing family pressure, Arjun appears visibly distressed. Drawing on her training as a peer educator, Priya approaches him gently, asking if she may sit with him.

Ensuring there are no immediate risks to his safety, she offers him the choice to talk or simply sit in silence. As Arjun begins to express feelings of failure and overwhelm, Priya listens attentively and without judgement, acknowledging the weight of his experience. She then attends to his immediate needs by encouraging him to have some water and gently normalises his emotions, reminding him that setbacks like moot court losses do not define his abilities. Rather than trying to solve the problem, Priya empowers Arjun by suggesting supportive options, including visiting the university counselling services or reaching out to a trusted family member.

Arjun chooses to seek professional support, and Priya follows up the next day to ensure he is able to do so. Through this compassionate intervention, Arjun feels heard and supported, allowing him to regain emotional stability and take a constructive step towards coping with his challenges.

AMITA YASHASWI  
24113006

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# ASSERTIVENESS: THE CONFIDENCE TO TALK WITH CONFIDENCE.

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In any campus corridor, students navigate a multitude of unspoken challenges: academic pressure, social anxieties, and the pursuit of self-identity, often masked by a smile. In such an environment, assertiveness emerges as a vital life skill. It is neither a form of aggression nor a commitment to silence; rather, it is the ability to articulate ideas, emotions, and needs clearly and respectfully, without disregarding the rights of others.

Students frequently conflate assertiveness with rudeness. In reality, true assertiveness is rooted in self-respect and empathy. It represents the essential middle ground between two behavioural extremes: passivity and aggression.

- **Passivity:** Individuals suppress their own needs to avoid conflict or perceived imposition on others.
- **Aggression:** Individuals seek to control or diminish others to ensure their own voice is heard.
- **Assertiveness:** This balanced approach acknowledges that "my voice is important, and yours is equally important."



**Practical Tools for Communication:** Effective communication can be transformed through simple yet powerful techniques, such as the use of "I" statements. Instead of resorting to accusatory language—for example, "You never listen"—one might say, "I feel unheard when I am interrupted." This shift significantly reduces defensiveness and fosters constructive dialogue.

**Impact on Mental Health and Well-being:** Assertiveness is fundamentally conducive to positive mental health. When individuals remain silent, stress and resentment inevitably accumulate. Conversely, speaking respectfully encourages emotional intelligence, the establishment of healthy boundaries, and the cultivation of improved interpersonal relationships.

**Conclusion**

Assertiveness empowers students to seek assistance, establish firm boundaries, and advocate for themselves in both academic and social settings. Ultimately, it fosters a campus culture defined by respect, understanding, and resilience, an environment where every voice is afforded the dignity of being heard.

Mitali Gour  
23113035



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# THE COURAGE TO SAY NO

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I've been chewing on this for a while, and honestly, why is it so hard to just say "no" anymore? We are living in this strange, hyper-connected era where "yes" has become the default setting for everything—career moves, side hustles, even grabbing a coffee you do not actually want. Somewhere along the line, maybe in school or just through the general culture around us, we started believing that refusing something is a character flaw. It feels like if you are not constantly available and accommodating, you somehow become the villain of the story.

But the truth is much simpler. "No" is a complete sentence. You do not always need a long explanation to justify why you cannot or do not want to do something.

## **The Exhaustion of Being a People Pleaser**

If you constantly filter your life through the thought, "What will they think of me?", you are essentially giving control of your peace of mind to people who, in reality, are probably not thinking about you nearly as much as you imagine. Living like that is exhausting.

Humans are naturally social, and we want to fit in. We want to be seen as cooperative and supportive. Nobody wants to be the person who makes things uncomfortable in a group. But there is an important difference between being kind and being someone who never sets boundaries.

Sometimes we say yes because we want approval. Sometimes we say yes because we are afraid of missing out. But the reality is that people often respect someone with clear boundaries far more than someone who agrees to everything and quietly feels overwhelmed or resentful.

## Protecting Your Energy

Think of your energy like a phone battery. Every time you agree to something just to avoid a short, awkward conversation, you are draining that battery on something that does not truly matter to you. By the time you reach the things that genuinely deserve your attention—your personal projects, your rest, or the people closest to you—you are already running on empty.

Saying no is not aggressive or rude. It is simply a way of managing your time and energy. It is about staying aligned with what you value rather than constantly performing for an audience that is barely paying attention.

Some of the most confident people I know are not the ones saying yes to everything. They are the ones who can sit in a room of hundreds of people, watch everyone else rush toward the same choice, and calmly decide that it is not for them. There is a quiet kind of strength in being comfortable enough to stand apart from the crowd.

At the end of the day, if your “yes” does not come from genuine willingness, it is not really honest. And honesty matters. Sometimes the most respectful thing you can do for yourself and for others—is to be clear and direct.

Sometimes the most honest answer is simply **no**.

Parth Singh Chouhan  
24111217

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# THE GENTLE STRENGTH OF SAYING “NO”: A PERSONAL REFLECTION ON SETTING BOUNDARIES

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In my first year of university, I used to be a very introverted person and believed that being a good person meant always being available for everyone. I thought that always saying yes would help me fit into groups, and I kept stretching myself thinner so that no one else would feel the discomfort I was feeling. If someone needed my help, I would take time away from my own important work to help them. I convinced myself that it wasn't worth mentioning about and I wore my exhaustion as a badge of honour, calling it kindness.

But when I was alone with myself, and those late-night obligations started to take a toll on me, I realized something very important, I wasn't being kind, at least not to myself and not really to others as well, I was just lacking boundaries, which created silent resentment within me.

The first time when my friend asked me for notes after spending the whole semester without putting much effort into class, I said no and set a boundary. It felt wrong and uncomfortable, and I expected a dramatic friendship breakup, disappointment, or conflict, but instead, she understood and nothing dramatic happened. Life went on without any negativity. That's exactly the point where I understood how important it is for us to have boundaries, and that creating boundaries wouldn't stop you from making new friends or fitting into groups. They aren't really walls but doors, which don't shut people out but help them enter your space respectfully.

Setting boundaries is not a personality trait of mine but a practice that requires effort, and after attending various peer education sessions, I realised I was not alone in this. Some days it's easier for me to create boundaries and say no, but other days I may slip back into my old habits. But I've learnt that creating boundaries protect my time and energy and doesn't make me selfish or a bad person, it makes me an honest person with self-esteem. And now I remind myself of something that I once didn't realise:

I matter too

Anoushka Banerjee  
23113013



# MIND-BODY CONNECTION AND DIGITAL WELLBEING

*Balancing screens and self, mind  
and body.*

# The Silent Dialogue Between Mind and Body

The mind and body are closely connected, and whenever I experience stress, my body reacts immediately. Stress usually begins in my thoughts, especially during exams, deadlines, or when I have many responsibilities at the same time. When I start overthinking, my body shows clear physical signs. I often feel tension in my shoulders and neck, which sometimes turns into headaches.

My heartbeat becomes faster, and my breathing feels shallow, especially before speaking in public or submitting important work. Stress also affects my stomach; I may lose my appetite or feel slight discomfort. Another common sign is fatigue. Even without doing heavy physical work, I feel tired because stress keeps my body in a constant state of alertness. My sleep is also disturbed when I am worried, as my mind keeps replaying situations or planning future tasks. Emotionally, I may become irritable or find it difficult to concentrate.

To manage stress, I try to use healthy coping strategies. Deep breathing exercises help me calm down when I feel anxious. Slowly inhaling and exhaling reduces my heart rate and makes me feel more relaxed. Physical activity, such as walking or stretching, helps release built-up tension in my body.

Time management also plays an important role; when I organise my tasks and break large assignments into smaller parts, I feel more in control. I also try to avoid perfectionism and remind myself that mistakes are part of learning. Talking to friends or family members helps reduce emotional pressure because sharing worries makes them feel lighter. Additionally, I take short breaks from digital devices to give my mind rest. Proper sleep, hydration, and balanced meals further support my ability to handle stress. Overall, I have learned that stress is a natural response, but by paying attention to my body's signals and taking timely action, I can manage it effectively and maintain both mental and physical well-being.

Vanshika  
24113050

# My Stress Signals

Stress is a normal part of student life, especially when managing academics, assignments, presentations, and personal responsibilities. However, understanding our own stress signals is important because it helps us recognize when we are feeling overwhelmed and take steps to manage it effectively.

One of the main stress signals I experience is physical discomfort, such as sweating, especially when I have to present something in front of the class. I sometimes feel my heart beating faster and my hands becoming slightly shaky. This usually happens when I feel nervous or worried about how others will judge my performance.

Another signal I notice is difficulty concentrating. When I am stressed about deadlines or exams, I find it harder to focus on studying or completing tasks. My mind keeps thinking about the pressure of finishing everything on time, which reduces my productivity.

I also experience overthinking, where I repeatedly think about possible mistakes or negative outcomes. For example, before presentations or important tasks, I sometimes imagine what could go wrong instead of focusing on preparation.

To manage these stress signals, I try to use a few coping tools. One helpful strategy is listening to music, which helps calm my mind and improve my mood. Music allows me to relax and shift my focus away from stressful thoughts.

Another coping tool I use is physical activity, especially playing football or going for a run. Physical exercise helps release stress and gives me more energy. It also improves my concentration afterward.

I also try to manage stress by preparing in advance for presentations and assignments. When I feel well prepared, my confidence increases and my stress levels decrease.

In conclusion, stress is unavoidable, but recognizing our stress signals helps us respond to them in a healthy way. By using coping tools like music, physical activity, and preparation, I can manage stress better and maintain a more balanced mindset.

Bitan Dhar  
23111422



# Recognising Stress, Reclaiming Control

Stress shows up for me at the most unfortunate times, as it often does. Physically, it begins with a knot in my stomach, followed by a nauseating feeling. I feel sick, lightheaded, and dizzy. My heart starts to race, my palms become sweaty, and my entire body trembles. I also experience insomnia, with my mind racing endlessly with thoughts and overthinking, which leaves me extremely tired the next day. Even my breathing becomes faster, making simple tasks feel overwhelming.

I ignored these symptoms for a long time until they began to affect my life significantly. Now, I have chosen a few simple but consistent habits to help me cope with stress. The moment I notice any of these symptoms, I pause and take deep breaths until my heart calms down. I inhale for four counts, hold for seven, and exhale for eight counts. This helps calm me almost instantly. It also gives me a chance to shift my focus and distract myself for a while. If possible, I also stretch to release some of the physical tension.

I also prioritise talking to my friends or parents to process and manage my emotions before they become overwhelming. If necessary, I am willing to approach a mental health professional without hesitation, as I have realised that asking for help is not a sign of weakness.

These practices have helped me manage stress to a great extent. They have also made me more self-aware and resilient. As a future peer educator, I would like to help normalise these signs of stress and the coping strategies that can support mental well-being, so that no one feels alone in dealing with their struggles. Recognising how stress manifests in the body and responding to it appropriately is the first step towards protecting our mental health.

Sreepriya Kalathilperikamana  
23113168





# **The Mind–Body Connection: How Stress Shows Up in My Body and How I Manage It**

The mind–body connection refers to the relationship between our thoughts, emotions, behaviours, and physical health. Stress is a clear example of this connection, as it affects both the mind and the body. In my experience, stress is not limited to thoughts alone; it has physical, emotional, cognitive, and social effects. Understanding these different aspects has helped me develop healthier coping strategies and improved my awareness as a peer educator.

Physically, stress often appears through tension in my shoulders and neck, headaches, a racing heartbeat, and changes in sleep or appetite. These reactions are part of the body’s natural “fight or flight” response, where hormones like cortisol and adrenaline prepare the body to handle a challenge. However, prolonged stress can lead to exhaustion.

Emotionally, stress affects my mood and patience. I may become irritable, anxious, or overwhelmed, especially when I set very high standards for myself. Cognitively, stress disrupts my ability to concentrate, leading to overthinking, difficulty making decisions, and self-doubt. Behaviourally, it may cause procrastination or social withdrawal, which can further increase stress and affect communication with others.

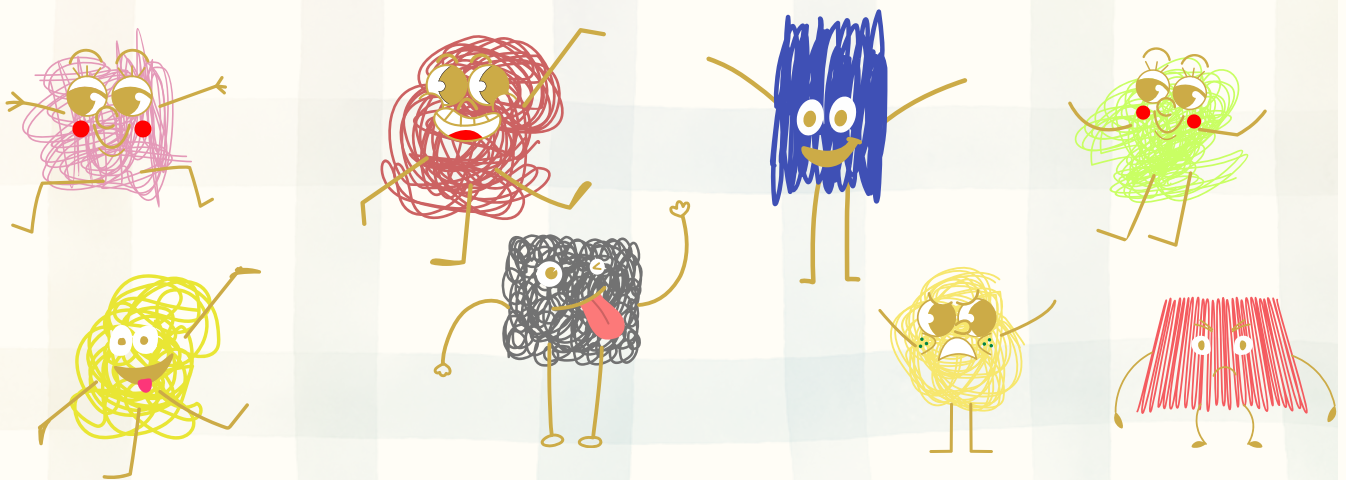
Recognising my stress triggers—such as academic pressure, deadlines, and uncertainty about the future—helps me address stress before it becomes overwhelming. To cope, I focus on physical activity, proper sleep, deep breathing, journaling, and effective time management. Support from friends and family also plays an important role in helping me manage my emotions.

Overall, stress reflects the strong connection between the mind and body. By understanding these effects and adopting healthy coping strategies, I can manage stress more effectively and support others in doing the same.

Mansi Buddhadev  
24113118

# Emotions and Reflections

Exploring emotions, embracing awareness





# Mastering the Storm Within: The Power of Managing Emotions

For a long time, I believed anger was just a part of my personality. I would get irritated easily, react instantly, and regret it later. Sometimes it was over small things, a careless comment, a misunderstanding, academic pressure, or even just a bad day. I didn't realise when frustration slowly became my default reaction. What I thought of as "being straightforward" was often just unmanaged emotions.

Anger, sadness, jealousy, and stress are not wrong. They are natural. The problem begins when emotions start controlling us instead of us managing them. I learned this the hard way when I noticed that my anger was affecting my relationships. Small arguments became bigger than they needed to be, and words spoken in a moment of heat left long-lasting impacts. After every outburst, I felt guilty, but by then the damage was already done.

The turning point came when I asked myself a simple question: Was reacting immediately really giving me power, or was it taking it away? I realised that true strength lies not in loud reactions but in calm responses. So I started working on myself consciously.

The first thing I practiced was pausing. Before replying in anger, I began taking a few deep breaths. Sometimes I would count to ten. It sounds cliché, but that pause creates a gap between emotion and reaction. And in that gap lies control.

Second, I started identifying my trigger, understanding whether I was actually angry at the situation or simply overwhelmed, stressed, or hurt. Often, anger was just a cover for other feelings. Once I understood the root cause, it became easier to respond maturely.

I also learned the importance of communication. Instead of shouting or being sarcastic, I began expressing how I felt calmly. Saying, "I felt hurt when this happened," is far more effective than accusing someone aggressively. This shift changed many of my relationships for the better. At the end of the day, I would reflect on moments where I handled situations well and where I could improve. Slowly, progress became visible. I wasn't perfect, but I was better than before.

Managing emotions is not about becoming emotionless. It is about becoming emotionally aware. It is about choosing dignity over drama, understanding over assumption, and patience over impulsiveness. Emotional maturity is not achieved overnight; it is built through consistent effort. Today, I still feel anger. I still get upset. But now, I respond more than I react, and that has given me something far more valuable than winning arguments; it has given me peace.

Because, at the end of the day, the greatest victory is not over others, but over your own flaws.

Aditi Purohit  
24113004



# My Emotional Toolkit

Emotions are natural psychological responses to the situations we encounter daily. As a college student balancing academics, leadership responsibilities, internships, and personal development, emotional regulation plays a crucial role in maintaining stability and focus. Effectively managing stress, anxiety, frustration, and self-doubt helps me perform better and maintain healthy relationships. Over time, I have developed an emotional toolkit that enables me to respond thoughtfully rather than react impulsively during challenging situations.

Self-Awareness forms the foundation of my emotional regulation process. Whenever I feel overwhelmed, I pause and reflect instead of reacting immediately. I ask myself what I am feeling and why. Identifying whether it is stress, disappointment, anger, or anxiety helps me understand the root cause of my emotions. Clearly labeling these feelings often reduces their intensity and enables me to respond more rationally.

**Deep Breathing and Grounding-** during high-pressure situations such as presentations, deadlines, or important discussions, I practice deep breathing using the 4-4-6 technique—inhale for four seconds, hold for four, and exhale for six. This helps slow my heart rate and reduce anxiety. Grounding techniques, such as focusing on my surroundings or senses, also help me stay present and prevent stress from escalating.

Journaling serves as a valuable emotional outlet. Writing down my thoughts helps me process complex emotions and gain clarity about what is troubling me. It also allows me to identify patterns in my reactions and reflect on possible solutions. Instead of overthinking internally, journaling provides a safe space for logical reflection.

Physical Activity significantly improves my emotional well-being. Playing cricket or going for a walk helps release stress and refresh my mind. Exercise boosts my mood, increases energy, and enhances focus, strengthening both my physical and emotional resilience.

**Positive Self-Talk-**the way I speak to myself influences my emotional state. I consciously replace negative thoughts with encouraging ones. Reminding myself of past achievements and challenges I have overcome builds confidence and reduces anxiety, motivating me to approach challenges with determination.

## **Seeking Support**

Emotional strength also involves seeking support when needed. Talking to trusted friends, mentors, or family members helps reduce emotional burden and provides new perspectives. Sharing feelings openly prevents isolation and reinforces healthy communication.

## **Time Management**

Many emotional challenges arise from poor planning. By creating schedules, setting realistic goals, and breaking tasks into smaller steps, I stay organized and reduce unnecessary stress. Effective time management increases my sense of control and productivity.

## **Taking Breaks**

Taking short breaks during long study sessions prevents burnout and mental exhaustion. Stepping away from work, disconnecting from screens, or engaging in light activities refreshes my mind and improves concentration.

My emotional toolkit focuses on understanding and managing emotions rather than suppressing them. Through self-awareness, breathing techniques, journaling, physical activity, positive self-talk, seeking support, time management, and intentional breaks, I have developed strategies that help me remain calm and resilient. These practices strengthen my decision-making abilities and support my personal and academic growth.

Mufaddal Takhatwala  
24111514



# Navigating Emotions with Awareness

## Emotions and Emotional Toolkit

Emotions play a significant role in shaping our thoughts, reactions, decisions, and relationships. Throughout the course, I learned that emotional control does not mean suppressing emotions but rather understanding and managing them effectively. My Emotional Toolkit consists of strategies that help me maintain balance, resilience, and self-awareness during both calm and challenging moments.

### Self-Awareness Check-In

When I feel overwhelmed, I pause and ask myself: *What exactly am I feeling? Why am I feeling this way?* Naming the emotion—whether anxiety, disappointment, anger, or self-doubt—helps reduce its intensity and gives me clarity and a sense of control.

### Journaling My Thoughts

Writing helps me untangle complex emotions. When my thoughts feel heavy, I write them down. Journaling allows me to reflect on my feelings, identify patterns in my behavior, and transform confusion into clearer understanding.

### Grounding and Deep Breathing

During stressful moments, I practice deep breathing by inhaling for four counts, holding for four, and exhaling for four. I also use grounding techniques, such as noticing five things I can see or hear, which helps bring my attention back to the present moment and reduces anxiety.

### Recasting Negative Opinions

Instead of thinking, *“Everything is going wrong,”* I consciously reframe my thoughts to *“This is a temporary setback.”* Cognitive reframing helps challenge irrational beliefs and replace them with balanced, realistic perspectives.

### Physical Movement

Short walks, stretching, or light exercise help release emotional tension. Physical activity improves my mood, clears my mind, and reminds me that emotions are temporary and manageable.

### Talking to a Trusted Person

Emotional regulation does not always mean handling everything alone. Speaking with a trusted friend, mentor, or family member provides emotional validation and often offers new perspectives on the situation.

### Practicing Self-Compassion

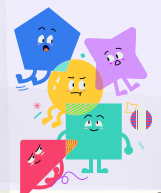
I remind myself that it is okay to feel sad, uncertain, or imperfect. Instead of criticizing myself, I practice kindness and speak to myself the way I would speak to someone I care about.

### Creative Expression

Reflective writing and poetry help me transform intense emotions into meaningful expression. Creativity allows me to process pain, confusion, or longing and turn those feelings into something constructive and healing.

### Taking Intentional Breaks

When emotions become overwhelming, I step away from the situation. Taking a short break from the trigger allows me to respond thoughtfully rather than react impulsively.





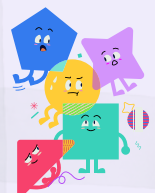
### **Gratitude Practice**

At the end of each day, I reflect on three things I am grateful for. Practicing gratitude shifts my focus from what I lack to appreciating what I already have in my life.

### **Conclusion**

My Emotional Toolkit is not about avoiding emotions but about taking responsibility for them. These strategies help me build resilience, self-awareness, and emotional intelligence. Emotional regulation is an ongoing journey, and this toolkit enables me to navigate life's uncertainties with a healthier and more balanced mindset.

Mitali Gour  
24111514



# Gender Sensitization and Respect in Campus Life



## A Reflection on a Peer Education Session

Peer education serves as an effective platform for fostering awareness among students through open dialogue and shared experiences. The session on “Gender Sensitization and Respect in Campus Life” aimed to encourage students to reflect on gender equality and respectful behaviour within the campus community. In a diverse academic environment, promoting gender sensitivity is essential to ensure inclusivity, safety, and equal opportunities for all. The session encouraged participants to move beyond awareness and develop attitudes rooted in dignity, fairness, and empathy.

The session began by outlining its objectives, which included understanding gender beyond biological differences and challenging stereotypes and unconscious biases. It also aimed to promote respectful communication, encourage inclusive attitudes, and motivate students to take responsibility for maintaining a safe campus environment. Participants were introduced to institutional policies related to harassment and discrimination, with the goal of inspiring both awareness and behavioural change.

A key focus of the session was understanding the concept of gender. Facilitators clarified the difference between sex and gender, explaining that while sex refers to biological attributes, gender is socially constructed and exists on a spectrum. Recognising diverse gender identities and respecting them is essential for building an inclusive campus culture. The discussion also addressed how societal expectations shape gender roles, such as discouraging emotional expression in men or associating caregiving roles primarily with women.

The session further explored how gender stereotypes influence everyday campus life. Examples included judging individuals based on appearance, limiting participation in certain activities, or associating leadership roles with a particular gender. Participants also reflected on how casual remarks or jokes can reinforce inequality, even when perceived as harmless. Through case discussions, students recognised how such behaviours can affect confidence, inclusion, and equal participation.

Respect and consent were highlighted as essential components of healthy interactions. Respect involves acknowledging personal boundaries, communicating thoughtfully, and using inclusive language. Students were encouraged to avoid intrusive questions and respect differing viewpoints. The importance of consent was emphasised as clear, voluntary, and ongoing, helping to prevent harassment and promote a safe campus environment.

The session also introduced institutional support systems such as grievance redressal mechanisms and anti-harassment cells. While these systems demonstrate the institution’s commitment to safety, students were reminded that creating a respectful culture requires individual responsibility. Everyday actions rooted in empathy, fairness, and awareness play a crucial role in fostering inclusivity.

To ensure engagement, the session included interactive activities such as group discussions, reflection exercises, and role-plays. These activities encouraged students to identify personal biases and critically examine common gender-based assumptions. The interactive approach created a safe space for dialogue and helped participants connect theoretical concepts with real-life situations.



The session concluded by emphasising the importance of personal reflection and continuous learning. Gender sensitization is not limited to awareness but is reflected in everyday behaviour and communication. Small actions, such as listening respectfully and avoiding assumptions, contribute significantly to building an inclusive environment.

In conclusion, the session was informative, reflective, and impactful. By addressing stereotypes, promoting respect and consent, and highlighting institutional support, it provided students with practical insights into creating a more inclusive campus. Gender sensitization is an ongoing process that requires conscious effort, and through empathy and responsible action, students can contribute to a campus where everyone feels respected and valued.

Bitan Dhar  
23111422



# PEER PRESSURE AND RELATIONSHIPS

Influence with awareness, relate  
with care



# Standing Strong: Overcoming Peer Pressure

Adolescence is often accompanied by many challenges, and peer pressure is one of the most common among them. Peer pressure occurs when our actions, choices, or attitudes are influenced by the people around us. In some cases, this influence can be positive, such as encouraging someone to work harder, participate in sports, or learn new skills. However, negative peer influence can lead individuals to develop harmful habits, make poor decisions, or act against their personal values.

During adolescence and young adulthood, the need to fit into a group and gain acceptance is very strong. Many young people fear being excluded or criticized, and therefore may feel pressured to follow what their peers are doing, even when they know it is not the right thing to do. This pressure can appear in many forms, such as persuading someone to skip classes, use harmful substances, engage in risky online activities, or ignore their responsibilities.

One of the most important skills young people can develop is the ability to make independent decisions. Understanding personal values and having the confidence to stand by them helps individuals resist negative influences. Saying no to something harmful is not the same as rejecting friends; rather, it reflects self-respect and maturity. True confidence lies in knowing what is right for oneself and having the courage to act accordingly.

Peer education also plays an important role in addressing peer pressure. When students openly discuss these issues with classmates and friends, they often realize that many others are facing similar challenges. Through discussions, group activities, and shared experiences, peer educators can help raise awareness and encourage responsible decision-making. Young people often feel more comfortable listening to and learning from someone who understands their daily experiences.

Another key factor in overcoming peer pressure is building supportive friendships. Healthy friendships are based on trust, respect, and encouragement. A true friend supports positive choices and does not pressure others into uncomfortable or dangerous situations. Friends should inspire each other to grow, improve, and make wise decisions rather than forcing one another into harmful behaviors.

Schools and communities can also create awareness by organizing peer support groups, workshops, and discussions that help students build confidence and communication skills. When young people learn how to express their opinions clearly and stand up for their beliefs, they become better prepared to handle difficult situations.

In conclusion, peer pressure is a common experience, but it does not have to control our choices. By understanding our values, developing confidence, and surrounding ourselves with supportive friends, we can overcome negative influences. Through peer education and open conversations, young people can empower each other to make responsible decisions and create a more positive environment for everyone.

B N Siri Chandana  
24114011



# Healthy vs. Unhealthy Relationships: What Every College Student Should Know

As you navigate the transformative years of college, your relationships, whether romantic, platonic, or professional, become a defining part of your experience. They shape your emotional well-being, influence your academic performance, and ultimately contribute to the person you become. Yet, not all relationships serve your best interests. Learning to distinguish between healthy and unhealthy dynamics is more than just a social skill; it is an essential life competency.

A healthy relationship is built on mutual respect, trust, and open communication. Both individuals should feel valued, heard, and free to express themselves without fear of judgment or retaliation. Disagreements will inevitably arise, but in healthy dynamics, they are handled with maturity, empathy, and a genuine desire to understand the other person's perspective. Boundaries in these relationships are not only acknowledged but celebrated. Each person maintains their individuality, pursuing personal goals and nurturing outside friendships without guilt or interference. There is a balanced give-and-take where support flows in both directions, ensuring neither party feels consistently drained. Accountability is also critical: individuals own their mistakes, offer sincere apologies, and take tangible steps toward growth. There is no room for manipulation disguised as love, nor is affection ever used as a bargaining tool.

Unhealthy relationships, by contrast, often develop gradually, beginning with subtle signs like excessive jealousy framed as devotion, constant texting disguised as concern, or isolation from friends presented as a desire for closeness. Over time, these behaviors can escalate into patterns of control and emotional manipulation. Common warning signs include a persistent lack of trust, disrespect for personal boundaries, and emotional volatility marked by cycles of intense conflict and exaggerated affection. You might also encounter gaslighting, a tactic that makes you question your own perceptions, memory, or feelings until you no longer trust your own judgment. It is important to remember that these patterns are not limited to romantic partnerships; toxic friendships and even certain academic or workplace dynamics can exhibit similar destructive traits.

College represents a period of significant personal development. You are forming your identity, establishing independence, and learning what you will and will not accept from others. The relationships you tolerate today set the standard for those you will attract tomorrow. If you find yourself in a connection that consistently leaves you feeling anxious, diminished, or uncertain of your worth, it is vital to seek support. Most universities offer counselling services, peer support groups, and confidential resources designed to help students navigate these challenges. Taking advantage of these resources is not a sign of weakness; it is an act of courage and self-awareness.

Ultimately, you deserve relationships that empower you rather than diminish you. Choose connections rooted in kindness, honesty, and mutual growth. Surround yourself with people who challenge you to become better while respecting the person you already are. The standards you set now will echo far beyond your college years; make them worthy of the future you are building. Your well-being is never negotiable, and recognizing this truth is the first step towards a life filled with meaningful, fulfilling relationships.

Abhinay Kumar Sahu  
24112501



# If It Feels Confusing, It Probably Is: A Guide to Healthy Relationships

Relationships are meant to bring warmth, stability, and comfort into our lives, yet they are often misunderstood. Many people mistake emotional intensity, mixed signals, or constant stress for passion, when in reality, confusion is often the first sign that something is not right. A healthy relationship typically feels calm, clear, and supportive, whereas an unhealthy one creates doubt, anxiety, and emotional imbalance. Recognising this difference is essential in understanding the quality of any connection.

Unhealthy relationships often reveal themselves through subtle but harmful patterns known as red flags. These may include disrespect, such as belittling one's goals or mocking them in front of others, as well as manipulation and gaslighting, where a person makes you question your own thoughts or denies their actions. Controlling behaviours, like monitoring your phone or restricting your social interactions, and excessive jealousy can further create discomfort. Additionally, relationships where effort is one-sided or boundaries are ignored can leave a person feeling emotionally drained and undervalued over time.

In contrast, healthy relationships are built on green flags that foster trust, respect, and emotional safety. Open and honest communication allows both individuals to express themselves without fear, while mutual respect ensures that personal boundaries are acknowledged. Support for each other's goals, emotional safety in sharing feelings, and equal effort in maintaining the relationship contribute to a sense of balance. Healthy independence is also important, where both individuals are encouraged to maintain their own friendships and interests.

A truly healthy relationship does not mean perfection, but rather a sense of security and mutual respect. Trust feels natural, without the need for constant reassurance or doubt. Both individuals are able to be vulnerable without fear of judgement, and even disagreements are handled with respect rather than hostility. Such relationships allow both people to grow together while still maintaining their individuality, creating a balance between closeness and personal space.

Ultimately, healthy relationships feel steady, reassuring, and fulfilling. They make individuals feel heard, understood, and appreciated, rather than confused or overwhelmed. When a relationship consistently creates uncertainty or emotional strain, it may be a sign to re-evaluate the connection. Choosing a healthy relationship means choosing peace, respect, and growth—and most importantly, choosing oneself.

Taarina Therese Chandiramani  
25125005





# RESILIENCE

Turning challenges into strength

# Showing Up: The Quiet Power of Resilience

I remember sitting on the edge of my bed, staring at my pre-board results until the red ink blurred into a smear of failure. Seeing those grades felt like a physical weight in my chest—a public confirmation of every private doubt I had about myself. My bedroom, once my sanctuary, had turned into a graveyard of half-finished notes and heavy guilt, a place where the silence was loud with everything I wasn't doing. I felt like an absolute fraud, watching everyone else move forward while I was paralysed by my own mess.

The turning point wasn't some cinematic burst of inspiration; it was pure, quiet desperation. I started dragging my exhausted self to the local library, trading my comfortable mattress for a stiff wooden chair and the rhythmic hum of people who actually seemed to have their lives together. At first, I felt like a total impostor, but the library's collective discipline slowly anchored me. I stopped being “the kid who was failing” and became the person who stayed until the janitor rattled his keys.

When that 93% finally flashed on the screen for my Boards, I didn't cheer; I just sat there and finally breathed. It wasn't just a score—it was proof of every hour I chose to show up when I really wanted to hide.

## Key Lessons in Resilience

- Environment is Everything:

You can't bloom in the same soil where you're wilting. Sometimes, a change of four walls is the only way to reset a failing mindset.

- Action Over “Motivation”:

I didn't feel like studying most days. Resilience isn't a feeling; it's the boring, repetitive habit of showing up even when you're tired.

- Forgive the “Past You”:

I had to stop punishing myself for the pre-board disaster before I could focus on the finals. You can't climb a mountain while carrying the weight of yesterday's mistakes.

Riddhiman Minocha  
24114026





# Turning a Setback into Strength: A Lesson in Resilience

Resilience is the ability to recover from difficult situations and continue moving forward with strength and determination. One experience that taught me the true meaning of resilience happened during a family trip to Ladakh. What started as an exciting journey soon turned into a challenging situation that tested our patience, courage, and emotional strength.

My family and I had planned a memorable trip to Ladakh, a place known for its breathtaking landscapes, icy mountains, and peaceful environment. We were excited to explore the region and visit important places such as the Siachen Base Camp, military camps, and the Kargil War Memorial. The journey itself was adventurous, as we travelled through high mountain roads and cold weather conditions.

However, during our journey, we experienced a car accident. Fortunately, the accident was not extremely serious, but it was still a frightening moment for all of us. For a short time, the excitement of the trip turned into fear and uncertainty. We had to stop, assess the situation, and ensure that everyone was safe. The car had some damage, and the situation made us feel anxious about continuing the journey.

Despite the shock, my parents remained calm and focused. Instead of panicking, they carefully handled the situation and reassured everyone that things would be alright. Watching them stay composed during such a stressful moment taught me an important lesson about resilience. Difficult situations can occur unexpectedly, but how we respond to them makes a big difference. After making sure everything was under control, we decided not to let the accident ruin our entire trip. We continued our journey with more caution and appreciation for the experience. As the trip went on, we visited several meaningful places, including the Kargil War Memorial, which reminded us of the sacrifices made by soldiers for the country. Seeing their courage and dedication made our own challenge seem small in comparison.

Another moment that stayed with me was when we climbed an icy mountain area. My parents were extremely careful while walking on the slippery surface, constantly checking on me and making sure I was safe. Their concern and protective nature strengthened my relationship with them and made me realise the importance of family support during difficult moments.

Looking back, the accident was a setback, but it also became one of the most memorable parts of the trip. Instead of focusing only on the negative experience, we chose to move forward and enjoy the journey. This experience taught me that resilience is not just about avoiding problems but about facing them with courage and continuing ahead with a positive mindset.

From this experience, I learned several valuable lessons. First, staying calm during difficult situations helps us think clearly and make better decisions. Second, support from family or loved ones makes it easier to deal with challenges. Finally, setbacks do not have to define our experiences; sometimes they become the moments that teach us the most important life lessons.

In conclusion, the Ladakh trip showed me that resilience is about adapting to challenges and continuing forward despite difficulties. The accident could have ended our journey negatively, but instead, it became a lesson in strength, patience, and gratitude. This experience reminded me that setbacks are temporary, but the lessons we learn from them stay with us for a lifetime.

Bitan Dhar  
23111422



# JOURNEY AS A PEER EDUCATOR

**Walking with others, evolving within**



# Choosing Boundaries: My Learning at CCHS

I used to believe that saying “YES” all the time made me helpful and reliable. But as a peer educator in training at CCHS, I’ve started to see how tiring that can be. Saying yes to every plan, responsibility, or favour often left me feeling stressed and overwhelmed. I worried that saying no would make me seem rude or uninterested. Over time, I realised that setting boundaries is not selfish, but it is essential. Saying no helps me protect my time and mental health. It allows me to be fully present for what truly matters instead of constantly feeling stretched too thin.

Through my journey at CCHS, I began to understand why I struggled to say no. In training sessions and discussions, we often talk about emotional well-being, burnout, and people-pleasing. I slowly recognised myself in those conversations. I realised that my constant “yes” was not always kindness; sometimes it was fear. Fear of disappointing others. Fear of being left out. Fear of not being seen as dependable.

Being part of CCHS has taught me that healthy relationships require boundaries. Just as we encourage students to take care of their emotional needs, I had to learn to practice the same. Saying no does not reduce my value, it protects my energy. It allows me to show up genuinely instead of resentfully.

This journey is still ongoing, but CCHS has helped me understand that balance is not about doing everything. It is about choosing intentionally. And sometimes, the most respectful thing we can say to others and to ourselves is a simple and a honest “no”.

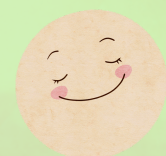
Sisira  
24113045

## The Role of a Peer Educator: Learning Beyond Classrooms

Books or teachers are not the only way to learn, as sometimes the advice of our peers can be the best of all. A peer educator is somebody who provides that space. They serve as a middle ground between awareness and understanding, as they make others communicate freely about such topics as mental health, academic pressure, relationships, or substance abuse without feeling that they will be subjected to judgment. Relatability is an important aspect of peer education. When a person is giving advice while sharing the same environment and has the same experiences, then it will seem authentic. A peer educator does not lecture, he/she listens, supports and guide. They establish trust and promote open discussions so that other people can easily seek help and end the stigma. Nevertheless, this position is associated with accountability. It involves compassion, tolerance, and wisdom. The peer educator is required to uphold confidentiality, be non-judgmental, and be aware of when one has to refer an individual to professional help. In the process, they get bigger too, more conscious, sympathetic, and emotionally resilient.

Peer educators are significant in the creation of supportive communities in light of the stressful and fast-paced surroundings of the modern world. Sometimes, the commonplace change starts with little talks - checking up on a friend, creating awareness, or just being there. It is not because I am a peer educator that I must be perfect and know everything. It is being next to other people, knowing their plight, and establishing a culture where no one feels isolated. That is what peer education is all about: learning and developing.

Satyam Ashutosh Vashista  
24113059



# Gaslighting Shadows: A Peer Educator in Training Finds Clarity

There's a term I've heard whispered in dorm rooms and group chats around campus: gaslighting. It's not just some buzzword from social media, it's that confusing, unsettling feeling when someone makes you doubt your own reality, your memory, or even your worth. As a second-year student and peer educator in training at the Centre for Counselling and Health Services (CCHS), I've come to recognize gaslighting as something that creeps into conversations, friendships, and even family calls home. For many of us at CHRIST (Deemed to be University), Pune Lavasa Campus, it shows up in subtle ways that leave us questioning ourselves: "Did that really happen? Am I overreacting? Maybe I'm the problem." It's disorienting, and it took my own experiences, and time with CCHS, to start seeing it clearly.

My first real brush with gaslighting came during a group project last semester. A teammate kept missing deadlines, and when I pointed it out gently, they turned it around: "You're always so negative. I did send the file, you must have missed it. Why do you have to make everything a big deal?" I checked my emails; there was no file. But their confident tone made me wonder if I had overlooked it. I spent hours retracing my inbox, feeling foolish and apologetic. Physically, it was tension, a tight jaw, a knot in my stomach. Mentally, it was chaos: restlessness, second-guessing every interaction, and replaying conversations to prove I wasn't "crazy."

It didn't stop there. In friendships, gaslighting can feel even more personal. I once confided in a close friend about feeling left out of plans, only to be told I was being paranoid or imagining things. Even when I had proof otherwise, their denial planted seeds of doubt. I started wondering if I was just too sensitive, and that overthinking spiral left me withdrawn. Then there were the career chats, peers dismissing my ambitions for internships with, "You're overthinking it; no one gets those in their second year." Suddenly, my goals felt unrealistic, as if I were the one out of touch with reality. These moments built up quietly. As someone from Pimpri adjusting to campus life, I already battled homesickness and academic pressure; this just amplified the isolation, turning small conflicts into exhausting mental battles.

That's when my training at CCHS started to shift things. The Centre for Counselling and Health Services is a dedicated space nurturing our emotional and social well-being, offering professional guidance through one-on-one sessions, wellness workshops, and peer support that builds resilience. Sitting in on those trainings, I began unpacking my experiences. I realized that gaslighting isn't always intentional malice; sometimes it's a defense mechanism or poor communication. But recognizing it is the first step. I learned that the uneasy feeling when someone consistently denies your reality or shifts blame is not about me being "wrong", it's about protecting my sense of self. CCHS counsellors emphasise that your feelings and memories are valid, even if someone else disputes them.

Through this, I've gathered gentle ways to respond when gaslighting creeps in. First, I pause and ground myself, sometimes jotting down what I know to be true, like timestamps or messages, to counter the doubt. Naming it helps, too: "This feels like gaslighting; I'm starting to question my reality." Physically, I use deep breaths to ease the tension, inhale for four, exhale for four, a technique from our wellness workshops. I've learned to set boundaries calmly, saying, "I remember it differently, and that's okay," or stepping back if the conversation persists. Reminding myself of my worth cuts through the noise; my perspective matters, and friendships should build us up, not break us down.

CCHS has become a refuge for these struggles. In counselling, you can voice the confusion without fear of dismissal. Preventative programs teach us to spot these patterns early through awareness sessions and peer circles where we share stories like mine. It is surprising how much it helps to hear another student say, “That happened to me, too!” It transforms isolation into clarity. Gaslighting loses its power when it is named and shared. It is common here, amid bustling fests and high-stakes ambitions, but you don’t have to navigate it alone. If you’ve ever doubted your memory after a conversation or felt “crazy” for having valid feelings, know that your reality counts.

This is a warm invitation from one student to another. The doors of the Centre for Counselling and Health Services are always open. Drop in for a session, join a workshop, or just chat in a peer circle. Bring your questions, your restlessness, and your stories, they are welcome here, just as you are. If gaslighting has left you second-guessing yourself, it’s okay to reach out. It’s okay to reclaim your voice. And it’s more than okay to stand confidently in your own truth.

Ishika Tiwari  
24113061

# The Role of a Peer Educator

In many learning environments today, the role of a peer educator has become increasingly important. A peer educator is not simply someone who teaches others. Instead, they act as a bridge between knowledge and understanding, helping fellow students feel comfortable, supported, and confident while learning and growing.

Unlike traditional authority figures, peer educators operate on a level of relatability. Because they share similar experiences, pressures, and environments with their peers, they are often able to understand challenges in a more personal and empathetic way. This creates an atmosphere where students feel safer asking questions, expressing concerns, and discussing topics that they might hesitate to bring up in formal settings.

One of the most important responsibilities of a peer educator is to create a supportive space. Learning and personal growth happen best in environments where individuals feel respected and heard. A peer educator helps cultivate this environment by listening actively, encouraging open discussion, and ensuring that everyone feels included in the conversation.

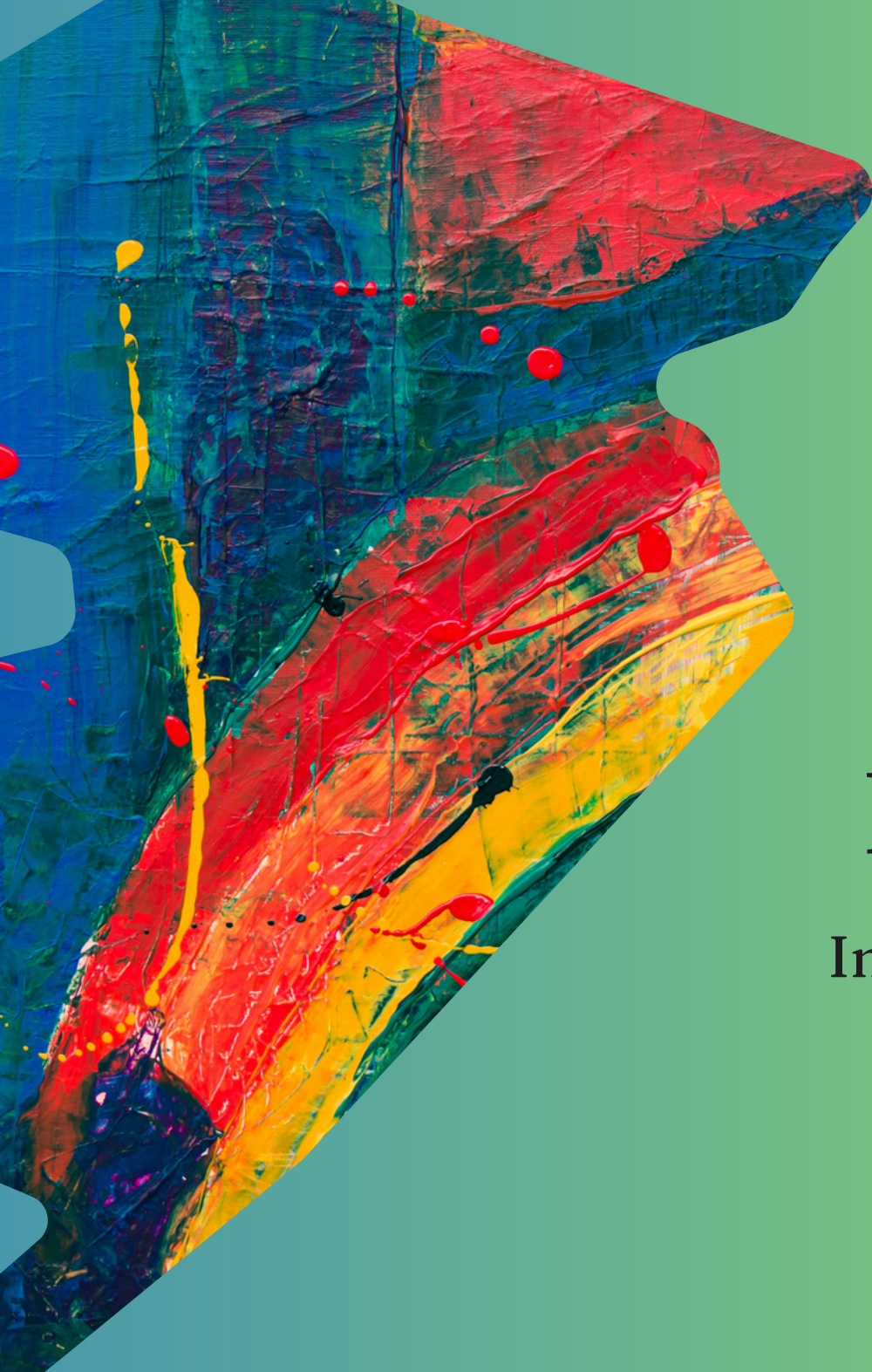
Another key aspect of the role is guidance. Peer educators are not expected to have all the answers. Instead, their role is to guide others toward the right information, resources, and perspectives. They help peers think critically, reflect on their experiences, and explore solutions rather than simply providing instructions.

Communication also plays a vital role in peer education. Effective peer educators communicate clearly, patiently, and respectfully. They understand that each individual learns differently, and they adapt their approach to make information accessible and meaningful for everyone involved. Equally important is the sense of responsibility that comes with the position. Peer educators often serve as role models within their communities. Their behavior, attitude, and approach to challenges can influence others. Demonstrating empathy, integrity, and respect helps build trust and strengthen the overall learning environment.

Ultimately, the role of a peer educator goes beyond sharing knowledge. It is about building connections, encouraging growth, and helping others realize their potential. By fostering understanding and collaboration, peer educators contribute to creating stronger and more supportive communities.

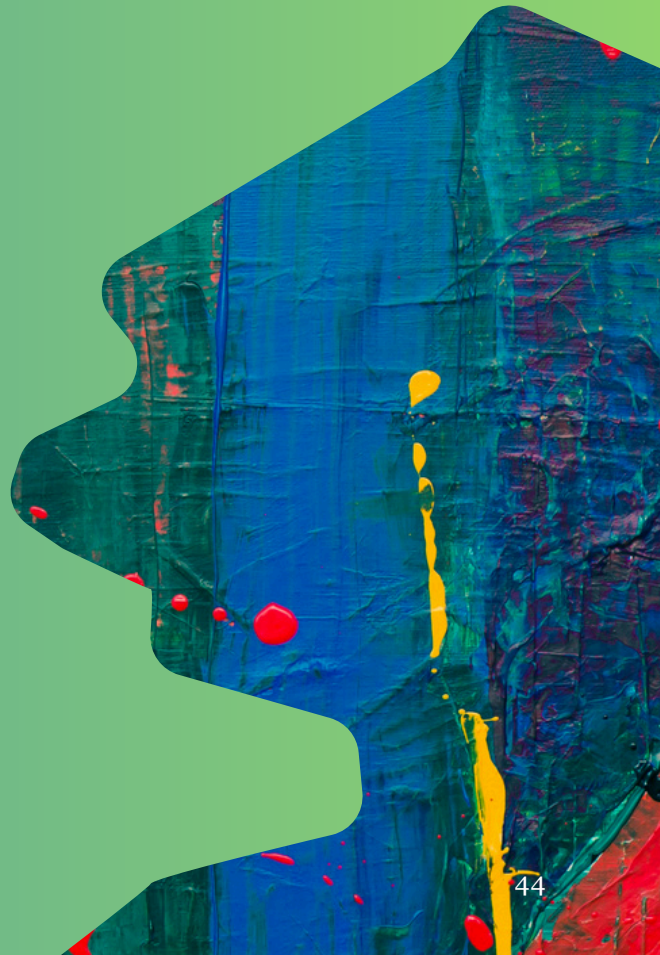
When peers support each other through guidance, empathy, and shared learning, education becomes not only more effective but also more meaningful.

Apoorva Saxena  
24111217



# POEMS

Ink that echoes  
emotions.



# Through Everything

We started as strangers,  
Just faces in a crowd,  
Now you're the one  
Who makes me laugh out loud.  
You know my secrets,  
You know my fears,  
You've seen my smiles  
And my silent tears.  
When life feels heavy  
And things go wrong,  
You remind me  
That I'm still strong.  
We fight sometimes,  
We don't always agree,  
But no matter what happens,  
You stay with me.  
Friendship isn't about  
Being perfect every day,  
It's about standing together  
No matter what comes our way.  
Thank you for being  
My comfort and cheer,  
Life feels easier  
Because you are here.

Ansh Kalra  
24111105



# First Year

New shoes, new class,  
Trying to make good friends fast.  
Smiling like you've got it all clear,  
But honestly... it's your first year.  
Big campus, bigger dreams,  
Nothing is as easy as it seems.  
Some days high, some days low,  
Still pretending you always know.  
Everyone looks confident, smart,  
While you're just figuring where to start.  
But here's the truth, let it stay  
They're confused in their own way.  
So take it slow, don't fear,  
You're not behind it's just first year.

Md Aahil Farhan Hussain  
24111122



# Green Dot

I am online.  
Green dot glowing —  
proof that I exist.  
I scroll through  
birthday posts,  
vacations,  
perfect lighting.  
I double tap  
someone else's joy  
while my room  
stays quiet.  
Eight hundred followers.  
No one who noticed  
I didn't speak today.  
In the age of Instagram,  
loneliness doesn't look empty.  
It looks filtered.  
It looks smiling.  
It looks like —  
"I'm fine."

Sreetirth K K  
25125003



## The Distance in the Room

I have outwalked the city's neon glow,  
To find a silence friends can never share.  
I have seen truths they do not care to know.  
I sat among them in the smoky air,  
And heard their laughter like a closing gate;  
I was a ghost who pulled a vacant chair.  
A sudden shout rang out from someone late,  
But not to call my name or bridge the sea;  
It left me to the gravity of fate.  
And high above the dorm's cold masonry,  
The moon hung like a question in the sky,  
Demanding what it means to simply be.

Krish Shah  
24111511



# WE

A place as mirror and

A space of colourful emotions

To know me more; To know you more;

To build me more; To build you more;

We listen, We connect, We engage.

Where our heart and mind reply to you,

“Hey Bud!, you okay?”

“I hear you”

“It’s okay to not be okay”

“Let’s take a deep breath”

Guess what,

We’re always around the corner!

Swetha S

25125004



# My First Home

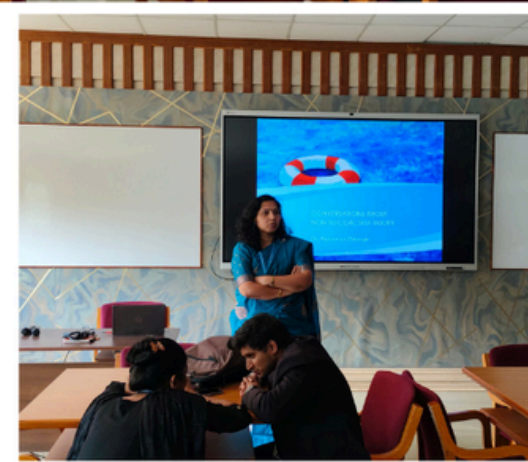
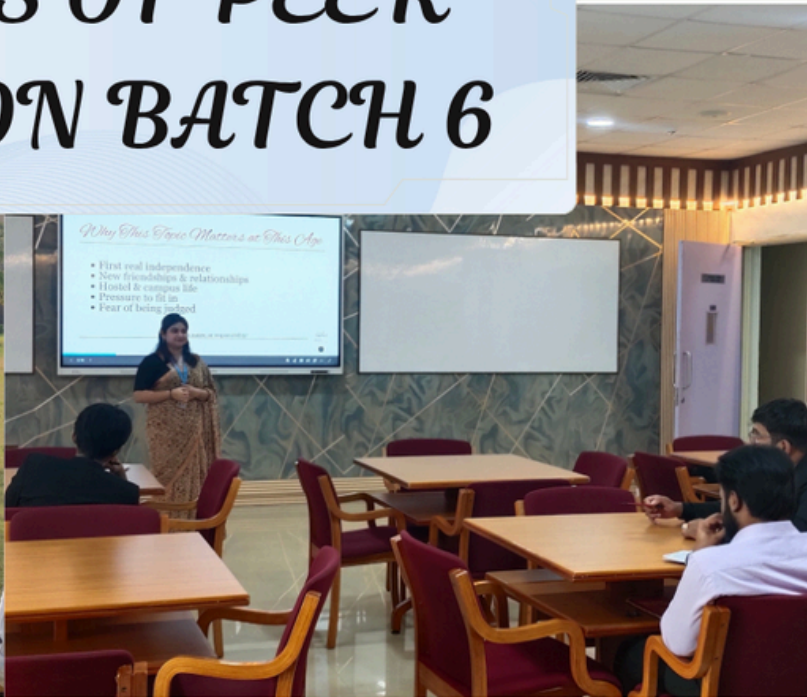
You held my hand  
Before I could even walk,  
You understood my silence  
Before I could even talk.  
When I was scared of the dark,  
You became my light,  
When I felt weak and small,  
You held me tight.  
You hide your tears,  
But wipe away mine,  
You give me your everything  
And say, "I'm fine."  
Your love is soft,  
But your strength is strong,  
You stand beside me  
All life long.  
If I become something tomorrow,  
If I rise and shine,  
It will be because  
You were always mine.  
Mom, you are not just my mother,  
You are my safe place, my guide,  
No matter how old I grow,  
I'll always stand by your side.

Ansh Kalra  
24111105





# GLIMPSES OF PEER EDUCATION BATCH 6



# TESTIMONIALS

Voices from the journey,  
stories from the heart.



It has been a privilege to serve as a Peer Educator. This experience has been both intellectually enriching and personally rewarding, allowing me to contribute meaningfully while learning from diverse perspectives. I am grateful for the opportunity to engage, support, and grow within this role, and I carry forward the insights and values gained with a deep sense of appreciation.

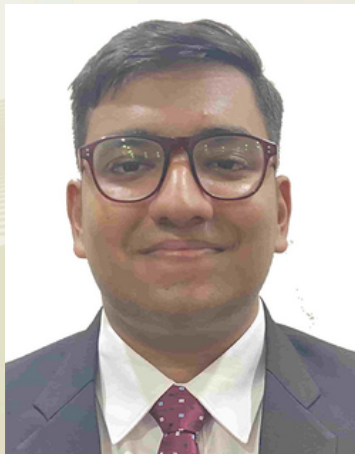
Satyam Ashutosh Vashista  
24113059

Being a part of the Peer Education Training at the Centre for Counselling and Health Services has been a meaningful experience for me. While I initially joined to help others, it also helped me understand myself better.

I learned that people do not always need solutions—sometimes they just need someone who truly listens. This experience has made me more patient, empathetic, and mindful of maintaining trust and knowing when to refer someone to a professional.

Overall, it has helped me become more aware, approachable, and confident in supporting my peers with empathy and understanding.

Rituj Jaiswal  
23113155



After eyeing the Peer Education Programme since my first year, getting to dive in during my third year was everything I hoped it would be. This wasn't just about learning the theory of psychological first aid or red flags/green flags in relationships; it was a masterclass in being a better human. The programme pushed me to sharpen my active listening and approach every situation with a bit more sensitivity and heart. What I loved most was the culture; it was an engaging, open space where every viewpoint felt welcome. For anyone looking to level up their soft skills and make a genuine impact on their community, this is the place to be.

Harshil Mishra  
23112305



# PEER TREASURE

2025-2026

Any queries, write to:  
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