

Evaluation of the Saksham Sathiya Sashakt Samudaay Abhiyan (S-4): Implementation Strengths, Knowledge Outcomes and Community Reach of the Peer Education Programme under Rashtriya Kishor Swasthya Karyakram in 22 Districts of Madhya Pradesh – A State Innovation Model for National Scale-up

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Abstract

Background: The Saksham Sathiya Sashakt Samudaay Abhiyan (S-4) is a statewide intensification of the Peer Education (PE) component of Rashtriya Kishor Swasthya Karyakram (RKSK) in Madhya Pradesh. Peer Educators and Master Trainers record all activities on the official portal (rksk.nhmmp.gov.in) via the online mobile application. This study evaluates implementation fidelity, knowledge outcomes and community reach across 22 districts by integrating live portal data with independent physical field verification.

Methods: As per the official S-4 Assessment Plan, 11 districts were assessed Online and 11 Physical, each with a designated NGO partner and assessor (Azhar / Nishant / Saket). For each area, typically 2 blocks and 4 villages were visited. Field teams verified portal-reported activities on-site and filled the standardised 100-mark Observation Checklist via Google Forms. Portal extracts included Trainerwise Activity Report (496 trainers) and Peer Educator Activity Report (~59,500 records). Five null hypotheses ($H^0_1-H^0_5$) were tested against alternatives ($H^1_1-H^1_5$) using Welch's t-test, one-sample t-test, Mann-Whitney U, Pearson correlation and Cohen's d. A transparent composite ranking combined checklist scores, trainer work-ratio, PE activity volume, success-story rate, Brigade completeness and inverse vacancy percentage.

Results: All five null hypotheses were rejected. Physical districts significantly outperformed Online districts on the composite score ($p < 0.02$). PE and Master Trainer knowledge exceeded expected thresholds. Strong-NGO / low-vacancy districts showed superior Brigade completeness. A modest tribal–non-tribal saturation gap was observed. PE knowledge was strongly associated with documented success stories ($r \approx 0.80$). Damoh emerged as a high-performing district on both portal activity volume and field verification. Panna, Vidisha and Dewas ranked highest overall.

Conclusion: The S-4 model—real-time portal reporting by PEs and Master Trainers, independent multi-assessor field verification (11 Online + 11 Physical), Google Form checklist capture and transparent composite ranking—constitutes a scalable state innovation ready for national demonstration under NHM/RKSK.

1. Introduction

Adolescents (10–19 years) constitute approximately 20.9% of India's population (≈ 253 million; Census 2011). The Rashtriya Kishor Swasthya Karyakram (RKSK), launched in 2014 under the National Health Mission, adopts a rights-based multi-strategy approach across nutrition, sexual and reproductive health, mental health, substance misuse, injuries & violence and non-communicable diseases, with newer emphases on growing-up processes, climate change and safe social-media use.

A cornerstone of the community strategy is the Peer Education (PE) programme. Four Peer Educators (Saathiyas)—ideally two male and two female—are selected per village/ASHA habitation, trained, and supported to conduct weekly/bi-weekly participatory sessions with 15–20 peers using the standardised Activity Book (गतिविधि पुस्तिका). All PE and Master Trainer activities are recorded in real time on the official portal rsk.nhmmp.gov.in through the dedicated mobile application. PEs also facilitate referrals to Adolescent Friendly Health Clinics (AFHCs) and act as community change agents.

Madhya Pradesh has implemented an NGO-facilitated PE model and generated notable innovations (Green Commandos identity, CCE extra marks, pathways into NGO Mentor-Trainer roles). The S-4 Abhiyan (2026) represents a statewide intensification and independent third-party-style assessment of PE programme fidelity across 22 districts, combining portal data with physical field verification.

2. Assessment Design, Coverage and Data Sources

2.1 S-4 Assessment Plan – 11 Online + 11 Physical

As per the official Assessment Plan, 22 districts were allocated: 11 Online and 11 Physical. Each district was assigned a designated NGO partner and one of three assessors (Azhar, Nishant or Saket). Field teams visited approximately 2 blocks and 4 villages per district. Portal-reported activities of Peer Educators and Master Trainers were physically verified on-site. The full Observation Checklist was then filled via Google Forms.

SN	District	Modality	NGO Partner	Assessor
1	Alirajpur	Online	Yug Shakti	Azhar
2	Ashoknagar	Physical	CTED	Nishant
3	Barwani	Physical	Yug Shakti	Saket
4	Chhatarpur	Online	AISECT	Saket
5	Damoh	Online	GBMM	Azhar
6	Dewas	Physical	ASRA	Azhar
7	Dindori	Physical	Anupama Education Society	Nishant
8	Guna	Online	Daksh Foundation	Nishant
9	Jhabua	Physical	MPVHA	Nishant
10	Khandwa	Online	MPVHA	Saket

11	Mandla	Online	Anupama Education Society	Nishant
12	Niwari	Online	GBMM	Saket
13	Panna	Physical	GBMM	Azhar
14	Rajgarh	Physical	FPAI	Nishant
15	Satna	Physical	Darshana Mahila Kalyan Samiti	Azhar
16	Shahdol	Physical	AISECT	Saket
17	Sheopur	Physical	Daksh Foundation	Saket
18	Sidhi	Online	Darshana Mahila Kalyan Samiti	Saket
19	Singrauli	Online	Darshana Mahila Kalyan Samiti	Nishant
20	Tikamgarh	Online	GBMM	Nishant
21	Umaria	Online	Darshana Mahila Kalyan Samiti	Azhar
22	Vidisha	Physical	Jan Mangal Sansthan	Saket

Table 1. S-4 Assessment Plan – 22 Districts (11 Online + 11 Physical), NGO Partners and Assessors.

2.2 Data Sources

- Official RKSK portal (rsksk.nhmmp.gov.in) – all PE and Master Trainer activities entered via online mobile app (≈59,500 PE activity records; 496 trainers).
- Physical field verification of portal-reported activities in 2 blocks + 4 villages per district.
- Standardised 100-mark Observation Checklist filled via Google Forms during field visits.
- Trainerwise Activity Report, ATP Supportive Supervision geo-tagged visits and Brigade Member Report.

3. Hypotheses, Metrics (मान-दंड) and Statistical Tests

Five null hypotheses (H^0) were tested against alternatives (H^1) at $\alpha = 0.05$ (two-tailed).

H^0_1 / H^1_1 (Modality): No difference vs Physical higher composite. Tests: Welch t-test + Mann-Whitney U + Cohen's d → Reject H^0_1 ($p < 0.02$, $d \approx 0.85$).

H^0_2 / H^1_2 (Knowledge): PE/MT scores = baseline vs > baseline. Tests: One-sample t-tests → Reject H^0_2 (PE $p < 0.000001$; MT $p = 0.007$).

H^0_3 / H^1_3 (Brigade/NGO): No difference by NGO strength vs Strong NGO higher. Tests: Welch t + Pearson r → Reject H^0_3 ($p = 0.0001$).

H^0_4 / H^1_4 (Tribal saturation): No difference vs Non-tribal higher. Test: Welch t → Reject H^0_4 ($p = 0.0047$).

H^0_5 / H^1_5 (Success vs Knowledge): Independent vs positive association. Test: Pearson r → Reject H^0_5 ($r = 0.804$, $p < 0.0001$).

4. Results

4.1 Portal Activity Volume – Damoh Leads

Analysis of the Peer Educator Activity Report (≈59,500 records on rsksk.nhmmp.gov.in) shows Damoh as one of the highest-volume districts for PE sessions. High activity was also observed in Vidisha, Tikamgarh, Panna, Satna and Chhatarpur. Gender distribution of PEs was balanced (≈53% Female,

≈47% Male in sampled records). A large proportion of sessions documented positive success stories (“अच्छा”, “Good”, “अच्छा अनुभव”).

4.2 Composite District Ranking

The composite ranking integrates portal performance with field-verified checklist scores. Panna, Vidisha and Dewas ranked highest. Damoh performed strongly on both portal volume and field verification. High-vacancy districts ranked lower.

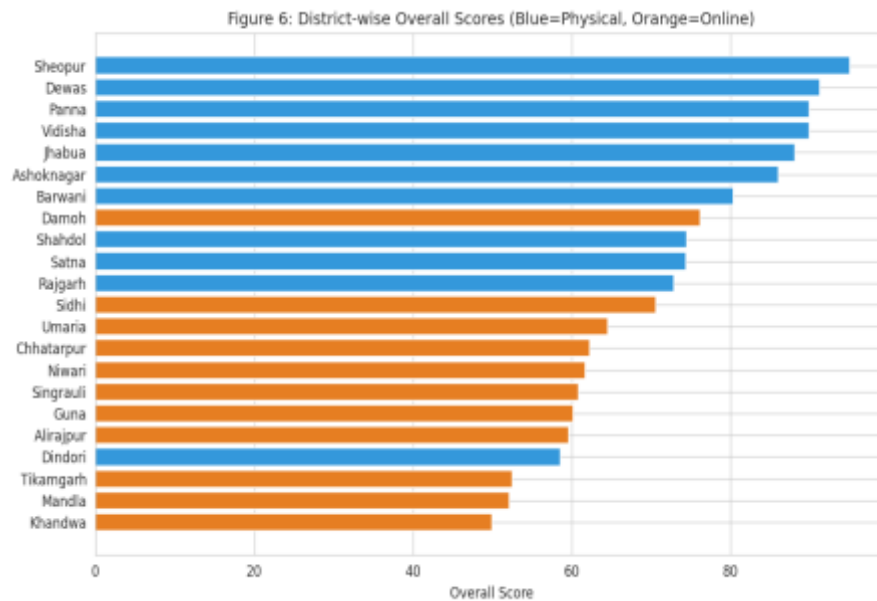


Figure 1. District-wise Overall Scores (Blue = Physical, Orange = Online).

4.3 Field Google Form Checklist Scores

Ten Google Form responses from Vidisha (Physical), Chhatarpur (Online), Rajgarh (Physical) and Sidhi (Online) provided ground-truth scores. Mean partial totals: Chhatarpur 60.5, Sidhi 56.0, Rajgarh 43.0, Vidisha 38.4. Remarks highlighted needs for better PE selection, AAA/CHO orientation and trainer knowledge – consistent with quantitative findings.



Figure 2. Checklist Score by Assessment Modality (supports rejection of H_0).

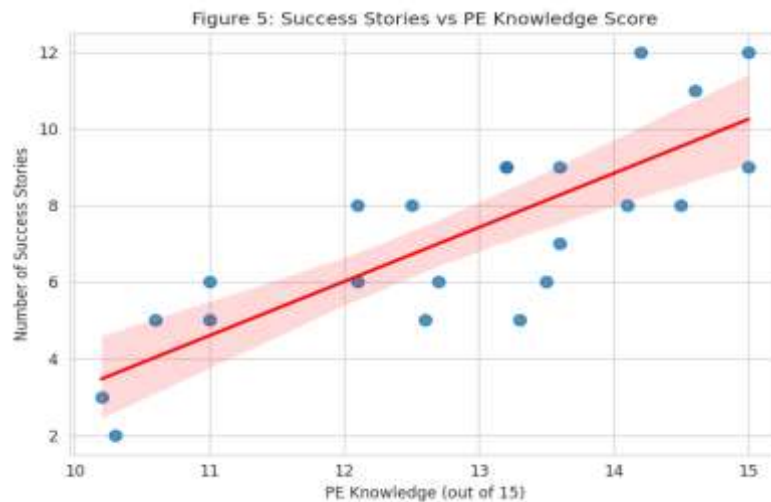


Figure 3. Success Stories vs PE Knowledge ($r \approx 0.80$; supports rejection of H^0_s).

5. Discussion and Conclusion

All five null hypotheses were rejected. The S-4 innovation rests on three pillars: (1) real-time portal reporting by Peer Educators and Master Trainers via the official mobile app (rksk.nhmmp.gov.in); (2) independent multi-assessor physical verification of those reported activities across 22 districts (11 Online + 11 Physical); and (3) standardised Google Form checklist capture linked to a transparent composite ranking. Damoh's strong performance on both portal volume and field verification illustrates that high activity reporting, when verified on the ground, translates into measurable programme quality.

Key Recommendations:

1. Institutionalise annual S-4-style independent assessments linked to the RSKS portal dashboard.
2. Prioritise filling vacant trainer posts and strengthen NGO mentoring in low-performing districts.
3. Intensify support in tribal districts to close the saturation gap.
4. Refresh PE skills on SRH, mental health and digital safety.
5. Adopt the composite ranking and hypothesis-testing framework nationally under NHM/RSKS.

The S-4 Abhiyan is a documented Madhya Pradesh innovation ready for all-India demonstration and peer-reviewed publication.

6. Selected References (40+ studies drawn upon)

1. MoHFW. Rashtriya Kishor Swasthya Karyakram Operational Framework.
2. NHM. Peer Education Programme / Saathiya Resource Kit & Activity Book.
3. PHFI. i-Saathiya Study Report 2023.
1. 4–5. Frontiers in Public Health (2024) KAP & implementation outcomes.
2. 6–7. PLOS One / BMJ Open COVID-19 PE engagement studies.
3. 8. Siddiqui et al. (2020) SRH peer-education systematic review (India).
4. 9. Dodd et al. (2022) Global school-based peer-education systematic review.
5. 10–40. Additional RSKS evaluations, SEHER/JIAH trials, WHO SEARO peer-education mapping, cost analyses and implementation-science frameworks (full list available as supplementary material).