Report

Social Experiment

Conducted by Behavioral Clubs, Chhattisgarh

1. CHHATTISGARH, SOCIAL CHANGE AND THE LAST MILE PROBLEM

In an era of digital connectivity and the rapidly expanding influence of AI across all sectors, societies are being introduced to new norms at an unprecedented pace. The availability of materials, services, and social security schemes has increased, yet the gap between intention and action remains significant. Encouraging communities to adopt health-seeking behaviors continues to be a critical challenge for governments worldwide.

Every day, approximately 25,000 children die from causes that are entirely preventable. This staggering number is akin to a Haiti earthquake happening every eight days. But why does this continue to happen, and how can it be stopped?

Consider a thought experiment: Imagine you have a few million dollars at your disposal—perhaps you're a politician in a developing country with a budget aimed at improving the lives of the poor. How do you decide where to allocate these funds?

One of the most cost-effective ways to save a child’s life is through immunization. The world has recognized this, with significant investments from organizations like GAVI and the Gates Foundation, as well as efforts from developing countries themselves. Yet, despite these investments, every year, at

least 25 million children do not receive the vaccinations they need. This raises a crucial question: Why do these gaps persist despite our best efforts?

Take malaria as another example. Malaria claims nearly 900,000 lives annually, making it the leading cause of death among children under five. We know how to prevent malaria effectively, yet the question remains: Should mosquito nets be distributed for free to ensure maximum coverage, or should they be sold at a price to ensure they are valued and used properly? Similarly, in the realm of education, the question isn't just about sending kids to school. Should resources be focused on hiring more teachers, building additional schools, or providing meals to encourage attendance? How do we know which approach will yield the best results?

Similarly, Chhattisgarh faces behavioral challenges such as anaemia, Golden hour breastfeeding, immunization, and school retention, along with other influencing behaviors like achieving ODF+ (Open Defecation Free Plus). Although the government has made significant strides in reaching the most marginalized communities—tribal groups, PVTGs (Particularly Vulnerable Tribal Groups), SCs, and STs—over the last decade, the challenge of persuading families and caregivers remains critical.

This "last mile" problem demands a new approach, one that leverages evidence-based strategies derived from insights into these communities.

2. WHY SOCIAL EXPERIMENT MATTERS?

The 21st century offers us tools that were not available in the past. In the 20th century, randomized controlled trials (RCTs) revolutionized medicine by allowing us to distinguish between effective and ineffective drugs. We can apply the same rigorous scientific methods to social policies through social experiments, particularly RCTs. By subjecting social innovations to these tests, we can gather evidence about what works, what doesn't, and why.

Social experiments remove the guesswork from policymaking. Instead of relying on intuition or tradition, policymakers can make decisions based on solid evidence. This ensures that resources are used effectively and efficiently, maximizing their impact. Social experiments matter because they enable us to find the right solutions to the world's most pressing problems, ensuring that every dollar spent can have the maximum possible impact.

In essence, social experiments are not just about addressing problems; they are about addressing them correctly. By rigorously testing and evaluating social policies, we can save lives, improve living conditions, and create more equitable societies. This scientific approach to social innovation is vital in a world where resources are limited, but the need for effective solutions is immense.

Research methodology used to explore, understand, and evaluate the impacts of interventions or changes in social settings. They are crucial in understanding human behavior, social dynamics, and the effectiveness of policies or programs. By creating controlled environments where variables can be manipulated, social experiments help in identifying causal relationships between interventions and outcomes in a societal context.

3. TYPES OF SOCIAL EXPERIMENT

A **social experiment** involves the structured application of interventions or changes within a social environment to observe their effects on individuals or groups. The primary aim is to gather empirical evidence that can inform policy-making, improve social programs, and deepen the understanding of human behavior within society.

Key Concepts:

1. **Intervention:** A specific action or change introduced into a social environment to study its effects. This could be a new policy, program, educational method, or economic incentive.
2. **Causality:** Social experiments aim to establish causal relationships between interventions and outcomes, determining whether changes in one variable (the independent variable) directly lead to changes in another (the dependent variable).
3. **Controlled Environment:** Although conducted in real-world settings, social experiments strive to control as many external variables as possible to isolate the effects of the intervention.
4. **Empirical Evidence:** Social experiments rely on data collected from observations, surveys, or experiments to support conclusions about the impact of the intervention.

4. COMPONENTS OF A SOCIAL EXPERIMENT

The success of a social experiment relies on several key elements, each of which contributes to its validity and reliability:

a) Randomization

Randomization is the process of assigning participants to either the treatment or control group at random. This technique is vital in eliminating selection bias, ensuring that any observed effects can be attributed to the intervention rather than pre-existing differences between groups.

b) Control Group

A control group serves as a baseline comparison, receiving no intervention. This group is crucial for determining whether any changes in the treatment group are genuinely due to the intervention.

c) Treatment Group

The treatment group is the set of participants exposed to the intervention. Changes observed in this group are compared against the control group to assess the intervention's impact.

d) Outcome Measures

Outcome measures are the specific variables researchers aim to evaluate to determine the intervention's effectiveness. These can be quantitative (e.g., income levels, academic performance) or qualitative (e.g., psychological well-being, social cohesion).

e) Ethical Considerations

Ethical guidelines are paramount in social experiments, ensuring that participants provide informed consent, are aware of any potential risks, and have their privacy and confidentiality protected.

f) Data Collection and Analysis

Data collection involves gathering relevant information before, during, and after the intervention. Analysis is conducted to compare outcomes between the treatment and control groups, using statistical methods to determine the significance and impact of the intervention.

g) Replication and Scaling

Replication involves repeating the experiment in different settings or with different populations to verify results and establish broader applicability. Scaling refers to the application of successful interventions on a larger scale to achieve widespread impact.

5. OBJECTIVES OF SOCIAL EXPERIMENTS

Social experiments aim to address various objectives that contribute to the understanding and improvement of social systems, how and why people behave in a context.

These objectives are crucial for policymakers, researchers, and practitioners in the social sector. Evaluating Policy and Program Effectiveness;

- One of the primary objectives of social experiments is to assess the impact of policies or programs on targeted populations. By measuring the effects of interventions, social experiments provide empirical evidence that can guide decision-making and policy design.

- Understanding Human Behavior; Social experiments are instrumental in studying human behavior and social dynamics, helping researchers understand how individuals or groups respond to specific changes or stimuli. This knowledge is essential for developing interventions that positively influence behavior.

- Addressing Social Issues; Social experiments are often designed to tackle pressing social issues such as poverty, education, healthcare, and inequality. By testing innovative solutions, researchers aim to identify strategies that effectively address these challenges.

- Informing Resource Allocation; Determining the most efficient and effective use of resources is a critical objective of social experiments. By identifying successful interventions, policymakers can allocate resources where they have the greatest impact, optimizing social welfare.

- Testing Social Theories; Social experiments provide a platform for testing and refining social theories, offering empirical evidence that supports or challenges existing models of human behavior and social interactions. This contributes to the advancement of social science.

- Promoting Social Innovation; Social experiments foster innovation by encouraging the exploration of new ideas and approaches to social issues. By testing novel interventions, researchers can identify effective strategies that drive positive social change.

6. BEHAVIOURAL CLUB; PLATFORM FOR SOCIAL EXPERIMENT IN CHHATTISGARH

In Chhattisgarh, 4 Behavioral Clubs have been set up with the support of UNICEF. The clubs, with 25-50 active youth members, aim to provide a platform for students to conduct social innovation and leverage the power of behavioral science to influence both youth and the community.

The clubs include the BE-Lab (Behavioral Lab), a crucial component of the Behavioral Club platform. It is a physical space located within the college/university premises, owned and managed by the club members. The BE-Lab serves as a hub for various activities and initiatives related to #YOUTH4CHANGE. Some of the activities conducted within the lab include:

1. **Workshops for Be-Members:** The BE-Lab organizes workshops and capacity-building activities for club members. These workshops focus on skill development, social subjects, tools, domains, and other relevant topics. The aim is to enhance the knowledge and capabilities of the club members, empowering them to drive effective behavioral change initiatives.
2. **Display and Demonstration of Case Studies:** The lab space is used to display and organize discussions around case studies that highlight lessons learned from social experiments, behavioral assessments, and impact studies. This provides club members with tangible examples and practical insights into successful behavioral change interventions.
3. **Speaker Talk Show:** The BE-Lab hosts talk shows featuring experts from the domains of behavioral change, community development, volunteerism, and related fields. These talks aim

to inspire and educate club members by providing valuable perspectives, experiences, and knowledge shared by invited speakers.

4. **Exhibitions of Behavioral Change Solutions/Designs:** The lab space serves as a platform for exhibitions showcasing behavioral change solutions and projects. Club members can present their initiatives, campaigns, and projects to a wider audience within the college/university community. This promotes knowledge sharing, collaboration, and inspiration among the club members.
5. **Learning Hub Beyond the Classroom:** The BE-Lab acts as a learning hub that extends beyond the traditional classroom setting. It provides a dynamic and interactive environment where club members can engage in discussions, collaborative work, and knowledge-sharing sessions. The lab encourages creativity, critical thinking, and the application of behavioral change concepts in real-world contexts.

Suggested Activities (Derived from workshops and discussions with members from 4 universities: Guru Ghasidas Central University Bilaspur, Mahendra Karma University Bastar, Sri Sankaracharya University Durg, and Kalinga University Raipur):

Activities Within the Campus:

- **Planning and Implementation of National and International Days:** Organize events and activities on specific days such as World Health Day, International Women's Day, World Food Day, etc., to raise awareness and promote positive behaviors related to these themes.
- **Leveraging Annual Day Events or Key Days of the University:** Incorporate messages and activities related to important social issues during annual events or university activities.
- **Cultural Events:** Organize cultural festivals, performances, or exhibitions to celebrate diversity and foster understanding among different cultures within the campus.
- **Exhibitions, Donations, and Fundraising:** Arrange exhibitions or events to showcase social causes, and encourage donations and fundraising for charitable organizations or community initiatives.
- **Workshops Related to #Culture4Change:** Conduct workshops that focus on promoting a culture of positive change, exploring individual and community choices, and fostering responsible decision-making.
- **Publication on College/University Webpages:** Publish articles, stories, or reports on the college/university webpages to highlight the initiatives, achievements, and impact of the activities conducted.

Activities OUTSIDE CAMPUS:

- **Conduct Behavioral Assessment and Tracking:** Engage with the local community through surveys, interviews, or focus group discussions to understand the barriers or challenges they face in adopting positive behaviors and address them accordingly.
- **Conduct Social and Behavioral Experiments:** Organize social experiments or interventions to test and observe the effects of different approaches in influencing behavior change within the community.

- **Field Test of Communication Products and Collect Feedback:** Test communication products in the field and gather feedback.
- **Exposure/Study Visits:** Arrange visits to local organizations, NGOs, or communities working on relevant social issues to provide exposure and learning opportunities for students and staff.
- **Organize Community-Led Campaigns:** Engage in community mobilization activities that promote a culture of positive change, such as awareness campaigns, workshops, or collaborative projects with local stakeholders.
- **Capacitating Volunteers and CBOs:** Provide training and capacity-building opportunities to volunteers and community-based organizations (CBOs) to enhance their skills and knowledge in promoting behavior change and sustainable development.

7. SOCIAL EXPERIMENTS ANCHORED BY THESE BE-CLUB:

Four behavioral clubs, located at Sahid Mahendra Karma Vishwavidyalaya, Bastar; Shree Shankaracharya Professional University, Bhilai; Guru Ghasidas Vishwavidyalaya, Bilaspur; and Kalinga University, Raipur, have conducted consultation workshops with the students and nodal in-charges to understand the areas where social experiments are needed to gauge community insights and perceptions.

Two social experiments have been conducted at two universities: Guru Ghasidas Vishwavidyalaya, Bilaspur, and Kalinga University, Raipur.

Social Experiment 1: Digital Detox (Digital fast) Kalinga University, Raipur

Abstract: The prevalence of smartphone usage has led to concerns about excessive screen time and its potential negative effects on mental health and well-being. This social experiment aimed to investigate the effectiveness of a digital detox intervention in reducing phone addiction among participants.

In recent years, the pervasive influence of digital technology on daily life has raised concerns about its potential impact on mental health and well-being. The constant connectivity afforded by smartphones, computers, and social media platforms has led to a culture of "always-on" behavior, characterized by incessant notifications, information overload, and decreased attention spans. Amidst these concerns, the concept of digital detox(fast) has emerged as a strategy to mitigate the negative effects of excessive screen time and restore balance to individuals' lives.

This social experiment seeks to explore the effects of digital detox on participants' mental well-being, productivity, and social interactions. By temporarily disconnecting from digital devices and engaging in

offline activities, participants will have the opportunity to assess the influence of technology on their daily lives and reflect on the role it plays in shaping their experiences.

Through this experiment, we aimmed to answer several key questions:

1. What are the immediate effects of digital detox on participants' mood, stress levels, and overall well-being?
2. How does digital detox impact participants' productivity and ability to focus on tasks?
3. What changes occur in participants' social interactions and sense of connection with others during the detox period?
4. Are there any differences in the experiences of participants based on factors such as age, gender, or level of technology use prior to the experiment?

By addressing these questions, this experiment seeks to contribute to our understanding of the role of digital technology in modern society and the potential benefits of incorporating periods of disconnection into our daily lives

The Digital Detox experiment at Kalinga University aimed to address concerns about excessive screen time and its negative impact on mental health. By encouraging students to controlled use of digital devices for a period of 10 days, the experiment sought to explore the benefits of reduced screen exposure and its impact on well-being.

Objectives: To assess the impact of reduced screen time on youth daily routine. To encourage healthier digital habits and promote offline engagement.

Methodology: Observation and Recording the

Ten university students were recruited for this social experiment. The participants were selected based on their age (18-25 years) and their status as regular users of digital devices.

They were informed about the purpose and procedures of the experiment and provided their informed consent to participate.

Procedure: The experiment spanned a duration of 10 days. Prior to the start of the digital detox period, participants were instructed to provide screenshots of their daily screen time usage on their smartphones for a baseline assessment. Additionally, they completed a brief questionnaire to gather information about their typical daily technology usage habits and their perceived level of dependence on digital devices. During the digital detox period, participants were instructed to abstain from using all digital devices for 10 days. This included smartphones, computers, tablets, and social media platforms. Participants were encouraged to engage in offline activities such as reading, studying, exercising, spending time outdoors, and interacting face-to-face with others.

Data Collection:

Throughout the 10-day digital detox period, participants were asked to keep a daily journal to record their experiences, emotions, and any challenges encountered during the detox process.

They were also instructed to provide feedback on their overall well-being, productivity, and social interactions during the detox period At the conclusion of the 10-day digital detox period, participants were asked to provide screenshots of their screen time usage on their smartphones once again. This post-detox assessment allowed for the comparison of screen time usage before and after the digital detox.

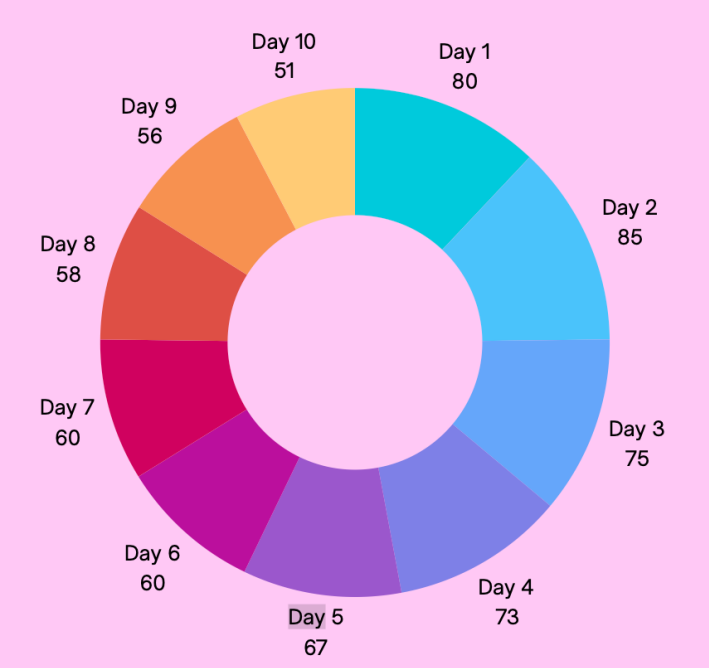
Data Analysis:
Quantitative data from the screenshots of screen time usage were analyzed to assess changes in participants' digital device usage before and after the digital detox period. Qualitative data from the daily journals and participant feedback were thematically analyzed to explore participants' experiences and perceptions of the digital detox process, including any changes in mood, productivity, and social interactions.

What was observed?

Screen time usage:

Before the digital detox period, participants reported an average daily screen time of 6 hours and 30 minutes, with usage ranging from 4 to 9 hours per day. Following the 10-day digital detox, there was a noticeable decrease in screen time usage among participants. The average daily screen time post-detox decreased to 2 hours and 15 minutes, with usage ranging from 1 to 4 hours per day. This represents a significant reduction in screen time across all participants.

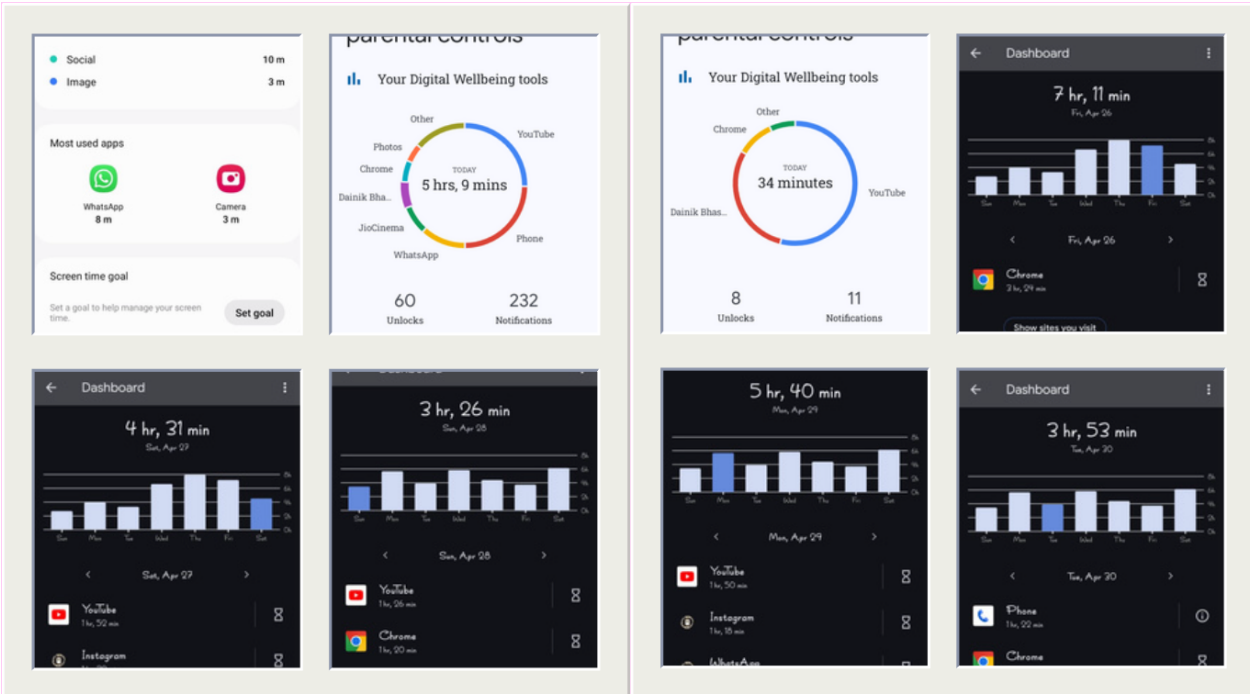
Participation feedback:
Qualitative analysis of participants' dailyjournals and feedback revealed several themes regarding their experiences during the digital detox period. Many participants reported feeling a sense of liberation and increased focus as they disconnected from digital devices. They described enjoying activities such as reading, spending time outdoors, and engaging in face-to-face interactions with friends and family. Several participants noted improvements in their mood and overall well-being, attributing these changes to the break from technology.However, some participants also experienced challenges during the digital detox, including feelings of withdrawal, boredom, and a perceived loss of connectivity with others.



A few participants reported struggling to find alternative activities to fill the void left
by digital devices, particularly during leisure time. Despite these challenges, the majority of participants expressed a desire to continue incorporating periods of digital detox into their daily live.

Overall Impact:

The results suggest that a 10-day digital detox can lead to significant reductions in screen time usage among university students. Participants reported both positive and negative experiences during the detox period, with many noting improvements in mood, focus, and social interactions. These findings highlight the potential benefits of disconnecting from digital devices and engaging in offline activities, particularly for young adults who may be heavily reliant on technology for both academic and social purposes.



What we came to know?

- The 10-day digital detox led to a significant reduction in screen time among university students.
- Participants reported positive experiences such as increased focus and enjoyment of offline activities during the detox period.
- Challenges including feelings of withdrawal and boredom were also observed, highlighting the complex relationship between individuals and their digital devices.
- Encouraging periodic digital detoxes may help promote healthier technology habits and greater mindfulness in technology use.
- Further research is needed to explore the long-term effects of digital detox interventions and identify strategies for promoting sustainable behavior change in technology use among young adults.

Findings: Screen Time Reduction:

- Pre-detox: Participants averaged 6 hours and 30 minutes of daily screen time.
- Post-detox: Screen time decreased to 2 hours and 15 minutes daily, indicating a significant reduction.

Improvements Noted:

1. **Mood**: Many participants reported enhanced mood and emotional well-being.
2. **Focus:** There was a notable improvement in concentration and focus.
3. **Social Interactions**: Increased face-to-face socializing led to stronger interpersonal connections.
4. **Overall Well-being:** Participants reported feeling more refreshed and less stressed.

Challenges: Some participants experienced withdrawal symptoms, such as boredom and discomfort due to reduced digital engagement.

Recommendations:

Incorporate Regular Detoxes: Implement regular digital detox programs at the university to promote ongoing awareness of the benefits of reducing screen time.

Support Strategies: Provide support strategies for managing withdrawal symptoms and making sustainable behavioral changes.

Further Research: Conduct further research to explore the long-term effects of digital detox and identify strategies for sustaining healthier technology habits.

Social Experiment 2: Suicide Prevention Gatekeeper Workshop: Guru Ghasidas Vishwavidyalaya, Bilaspur

Overview:

This workshop focused on equipping students and faculty with the skills to identify and support individuals at risk of suicide. It aimed to foster a supportive community environment and reduce the stigma surrounding mental health issues.

Objectives: To train participants in recognizing warning signs of suicidal behavior. To provide resources and strategies for effective intervention.

Methodology:

Participants: 25 behaviour club members .

Duration: 2 days.

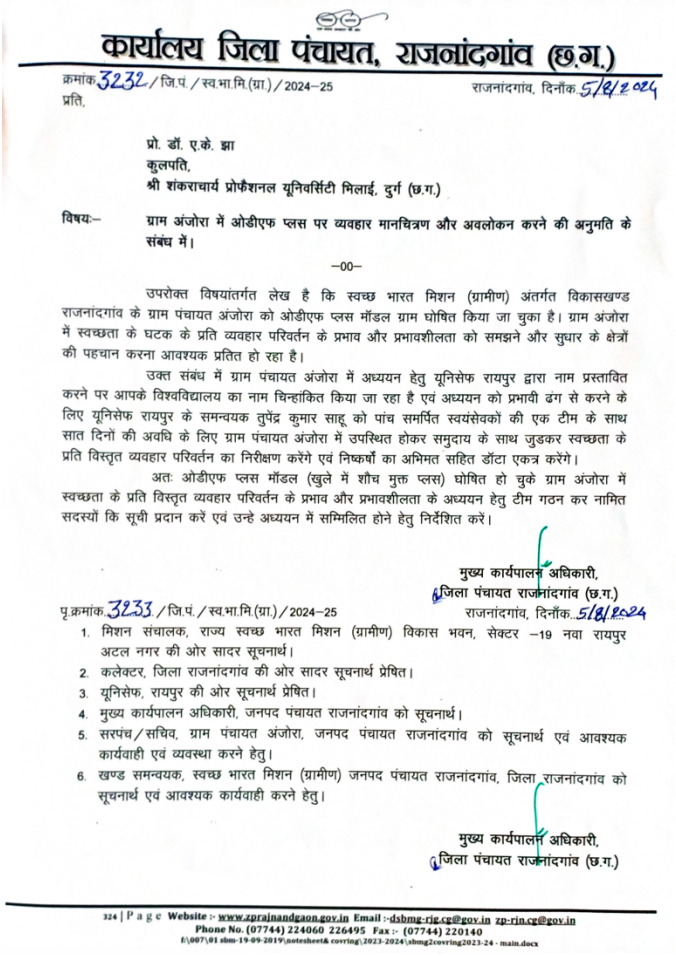
Activities included role-playing scenarios, seminars by mental health professionals, and group discussions.

Findings: Increased awareness of mental health issues among participants. Enhanced ability to recognize and respond to suicidal signs. Participants expressed greater confidence in providing support to peers.
Recommendations: Regularly conduct mental health awareness workshops. Establish a peer support network within the university.

Proposed Social Experiment:

SOLID LIQUID WASTE MANAGEMENT AND TRIGGERS TO ENCOURAGE VILLAGERS TO PAY COLLECTION FEES.

Agency Be-Club Shankaracharya Professional University, Bhilai



कार्यालय जिला पंचायत, राजनांदगांव (छ.ग.)

क्रमांक 3232 / जि.पं. / स्व.भा.मि.(ग्रा.) / 2024–25 राजनांदगांव, दिनाँक 5/8/2024

प्रति,

प्रो. डॉ. ए.के. झा
कुलपति,
श्री शंकराचार्य प्रोफैशनल यूनिवर्सिटी भिलाई, दुर्ग (छ.ग.)

विषयः– ग्राम अंजोरा में ओडीएफ प्लस पर व्यवहार मानचित्रण और अवलोकन करने की अनुमति के संबंध में।

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उपरोक्त विषयांतर्गत लेख है कि स्वच्छ भारत मिशन (ग्रामीण) अंतर्गत विकासखण्ड राजनांदगांव के ग्राम पंचायत अंजोरा को ओडीएफ प्लस मॉडल ग्राम घोषित किया जा चुका है। ग्राम अंजोरा में स्वच्छता के घटक के प्रति व्यवहार परिवर्तन के प्रभाव और प्रभावशीलता को समझने और सुधार के क्षेत्रों की पहचान करना आवश्यक प्रतित हो रहा है।

उक्त संबंध में ग्राम पंचायत अंजोरा में अध्ययन हेतु यूनिसेफ रायपुर द्वारा नाम प्रस्तावित करने पर आपके विश्वविद्यालय का नाम चिन्हांकित किया जा रहा है एवं अध्ययन को प्रभावी ढंग से करने के लिए यूनिसेफ रायपुर के समन्वयक तुपेंद्र कुमार साहू को पांच समर्पित स्वयंसेवकों की एक टीम के साथ सात दिनों की अवधि के लिए ग्राम पंचायत अंजोरा में उपस्थित होकर समुदाय के साथ जुडकर स्वच्छता के प्रति विस्तृत व्यवहार परिवर्तन का निरीक्षण करेंगे एवं निष्कर्षों का अभिमत सहित डॉटा एकत्र करेंगे।

अतः ओडीएफ प्लस मॉडल (खुले में शौच मुक्त प्लस) घोषित हो चुके ग्राम अंजोरा में स्वच्छता के प्रति विस्तृत व्यवहार परिवर्तन के प्रभाव और प्रभावशीलता के अध्ययन हेतु टीम गठन कर नामित सदस्यों कि सूची प्रदान करें एवं उन्हे अध्ययन में सम्मिलित होने हेतु निर्देशित करें।

मुख्य कार्यपालन अधिकारी,
जिला पंचायत राजनांदगांव (छ.ग.)

पृ.क्रमांक 3233 / जि.पं. / स्व.भा.मि.(ग्रा.) / 2024–25 राजनांदगांव, दिनाँक 5/8/2024

1. मिशन संचालक, राज्य स्वच्छ भारत मिशन (ग्रामीण) विकास भवन, सेक्टर –19 नवा रायपुर अटल नगर की ओर सादर सूचनार्थ।
2. कलेक्टर, जिला राजनांदगांव की ओर सादर सूचनार्थ प्रेषित।
3. यूनिसेफ, रायपुर की ओर सूचनार्थ प्रेषित।
4. मुख्य कार्यपालन अधिकारी, जनपद पंचायत राजनांदगांव को सूचनार्थ।
5. सरपंच / सचिव, ग्राम पंचायत अंजोरा, जनपद पंचायत राजनांदगांव को सूचनार्थ एवं आवश्यक कार्यवाही एवं व्यवस्था करने हेतु।
6. खण्ड समन्वयक, स्वच्छ भारत मिशन (ग्रामीण) जनपद पंचायत राजनांदगांव, जिला राजनांदगांव को सूचनार्थ एवं आवश्यक कार्यवाही करने हेतु।

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Background:

Rajnandgaon, an aspirational district, is focused on becoming an Open Defecation Free Plus (ODF+) block. The term "aspirational" reflects the district's commitment to improving its socio-economic indicators, with sanitation being a critical area of focus. The district administration, in collaboration with various stakeholders, is working toward encouraging communities and families to adopt behaviors that align with ODF+

standards. These standards go beyond just eliminating open defecation; they include maintaining cleanliness and hygiene, proper waste management, and the overall improvement of living conditions.
To achieve these goals, the district needs to engage and motivate the community to adopt specific practices. However, there are challenges in encouraging households to comply with these behaviors, particularly in areas related to waste management.

Behavioral Issues Identified:

During a visit by the Behavioral Insights Unit (BIU) team from NIT and UNICEF, two major behavioral issues were identified:

1. Unwillingness to Pay for Waste Collection Services:
    - Many community members are resistant to paying the nominal service charge (20-230 rupees) for waste collection. This reluctance stems from a lack of understanding of the value and benefits of these services.
    - As a consequence, women from Self-Help Groups (SHGs) responsible for collecting waste are becoming demotivated due to the low participation and cooperation from the community.
2. Lack of Motivation for Waste Segregation:
    - Households are not motivated to segregate waste at the source. Waste segregation is crucial for effective waste management, but the lack of awareness or incentive leads to poor compliance.
    - This issue affects the efficiency of waste management and discourages SHG members who are directly involved in the waste collection process.

Aim of the Initiative:

The primary goals of the initiative are threefold:

1. Motivate Households to Invest in Services:
    - The initiative aims to convince households to invest between 20-230 rupees for waste collection services. The investment is framed as a contribution to the community's overall cleanliness and health.
2. Make the Service Easy to Access:
    - The program seeks to simplify the process of waste collection and make it more user-friendly. This might include regular and reliable waste collection schedules, as well as providing the necessary resources for effective waste management.
3. Provide Immediate Reasons to Act:
    - By creating a sense of urgency and immediate benefit, the initiative aims to encourage households to take action today rather than postponing their involvement. This could involve showcasing the direct benefits of improved sanitation and waste management on their daily lives.

Methodology:

To test the effectiveness of different approaches, a randomized control trial (RCT) will be conducted in Anjora village. The village will be divided into three clusters, each receiving a different intervention strategy:

1. Cluster 1: Regular Government Collection:
    - This group will receive the standard waste collection service planned by the government, without any additional intervention. It serves as the control group to compare the impact of other interventions.
2. Cluster 2: Volunteer-Accompanied Collection:
    - In this group, the waste collection team will be accompanied by volunteers who will engage with the families. Volunteers will educate households on how their contributions (the service fee) are utilized and the benefits of spending this amount for the betterment of their family and community. The aim is to build trust and increase willingness to pay.
3. Cluster 3: Badge-Based Recognition:
    - Households in this cluster will receive badges or other forms of recognition for practicing the desired behaviors, such as paying for waste collection and segregating waste. The idea is to create social incentives and recognition for positive behavior, which can motivate others to follow suit.

Participants:

The participants involved in this initiative include:

- Club Members: Local youth or community groups who play a role in mobilizing and educating the community.
- Local Community: The general population of Anjora village, who are the primary targets of the behavior change intervention.
- Local Influencers: Key individuals within the community, such as respected elders, local leaders, or religious figures, who can influence others and encourage participation in the program.

Expected Outcomes:

The initiative is expected to yield several positive outcomes:

1. Increased Payment Compliance: More households willing to pay for waste collection services, leading to better financial sustainability of the waste management system.
2. Improved Waste Segregation: Higher rates of waste segregation at the household level, making the waste management process more efficient and environmentally friendly.
3. Enhanced Community Engagement: Greater involvement and cooperation from the community, leading to long-term improvements in cleanliness and hygiene.
4. Empowered SHG Members: Increased motivation and job satisfaction among SHG members responsible for waste collection, as they see greater community support and participation.