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NETWORKED NUDGING

Lessons from a voter
registration nudge
in urban India

Networked nudging: Lessons from a voter registration nudge in urban India

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Networked nudging: Lessons from a voter registration nudge in urban India*

Abstract

Networked approaches to election administration, specifically related to voter registration, suggest an important role for non-profits. When combined with novel behavioral interventions, there is an opportunity to overcome long standing bottlenecks in public administration, especially in developing countries where there is little evidence. We take the example of India, where voter registration (and turnout) among urban youths has been cause for concern. In India's most prosperous state, Maharashtra, electoral bodies regularly conduct communication campaigns but have been unable to spur meaningful change in registration rates. We document policy lessons from a novel behavioral intervention aimed at nudging voter registration among college-going youth in Mumbai. We adapted a plan-making intervention to make the process of registering to vote more salient and randomize at the level of educational institutions. Such colleges that received the plan-making intervention had 33% higher registration on average than those that did not receive the intervention. Implications for intervention design, implementation challenges, and suggestions for scaling up are proposed, specific to the Indian context.

Keywords: voter registration, behavioural science, interventions, plan-making, nudging

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The functioning of electoral systems and bodies has received extensive attention in the public administration literature (Leroux, 2011; Montjoy, 2010). In a typical setting, running elections involves numerous tasks prior to during, and after the election days (Montjoy, 2008). Of these, registering eligible voters to be on the rolls is a perennial activity, given universal adult franchise present in most countries. One can imagine the challenge of registering newly eligible voters in a country like India, where there are nearly 120 million individuals in the age group of 15 to 19 (nearly 10% of the population, Election Commission of India, 2016). Added to this is the diverse socio-economic context, where many citizens remain undocumented and have poor access to formal documentation required to register as a voter (McMillan, 2012). Much of this exclusion is exacerbated further by ethnic divisions and caste-based hierarchies in India, especially in rural areas (Haque, 2005; Rai, 2011). Ultimately, this leads to lower representation and voter turnout, sometimes even leading to civil unrest and citizen apathy. What can be done to tackle such issues?

The Election Commission of India (ECI), set up in 1950, is the regulatory body overseeing elections in the country. As Singh and Roy (2018) note, the ECI has faced tremendous challenges in making registration inclusive – particularly in conflict-ridden states such as the northern-most Jammu and Kashmir. As a central authority, the ECI supervises the work of several State Election Commissions (SECs) that are tasked with planning and executing elections at the state-level. A large part of any electoral authority's work in a democracy is to conduct free and fair elections with procedural certainty (Mozaffar & Schedler, 2002). The trust that eligible voters place in both elections as well as the electoral system corresponds

substantially with how much procedural certainty there is in conducting elections (Singh & Roy, 2018). To continually gauge feedback from citizens on electoral systems, the ECI launched the Strategic Voter Education and Electoral Participation (SVEEP) program in 2008. This was aimed at identifying and targeting voter mobilization measures in districts (smaller administrative units within each state) where the turnout was among the bottom 10%. In its most recent edition, the SVEEP - III program by the ECI has been targeting voter registration with the following objectives (Chief Electoral Officer Maharashtra, 2014): using a targeted approach for bridging the elector-registration gap in youth (age groups 18-19 and 20-29 years) and among women; improving outreach activities and removing urban apathy with the active participation of non-profits and civil society organizations in India; among others.

Elsewhere, such as the United States, non-profit organizations have since long been involved in national voter registration activities, yielding many positive outcomes (Leroux, 2011). As Hale and Slaton (2008) indicate, election administrators that build professional networks (in which non-profits feature prominently) may have more efficient local election processes. This type of networked approach to improving electoral system efficiency – especially in cases where public entities such as the ECI face a huge administrative task – has been recommended in resolving issues related to technology adoption, inclusivity, and voter apathy (Montjoy, 2008). But even with the combined efforts of NGOs, the ECI, and the SECs, there remain challenges in efficient voter registration in India. For example, in Maharashtra, the second-most populous state in India, and home to the financial capital of the country, Mumbai, average voter turnout was 63.84% and 60.32% in the 2014 Legislative Assembly and Lok Sabha General Elections,

respectively (Elections.in, 2020). In contrast, the turnout in urban-only constituencies was 50% on average, suggesting that urban samples are far less active in voting than other constituencies (Patil & Pullamvilavil, 2018). Various factors are associated with this: voter indifference, lack of access to polling stations, and erroneous voter registration data. For instance, voter indifference is best exemplified by the fact that voter registration among 18 to 19 year-olds was at a dismal 38% of the total population in that age group in 2014 in Maharashtra, which went up marginally to 41.3% in 2019.

It is a widely held belief that young urban voters are indifferent to outcomes associated with voting, thereby leading to lower registrations and lower representation in the political act of voting. Neri et al. (2016) suggest that among other behavioural factors, students are uncertain about the details and implications of registering and could often overestimate the difficulty of the process. Furthermore, voting is not 'visible' on campus and therefore does not encourage students to think concretely about registering. Thus, the authors narrow down three psychological barriers that students experience before registering to vote, and eventually, voting: uncertainty about the details and implications of voting, inability to register on their own, and psychological distance that prevents students from linking everyday experiences with voting.

This brings the discussion to a crucial question: how can we nudge the youth to vote? One way to overcome such challenges is through the use of behaviourally informed interventions that account for cognitive biases that may be preventing potential first-time voters from registering.

Studies using experiments and *nudges* are growing within the area of public administration (Grimmelikhuisen et al., 2017; Jilke et al., 2016). Typically, such experiments target citizens directly, in a bid to increase voter turnout or awareness, or engage with election officials (for reviews, see Battaglio et al., 2019; Hansen & Tummers, 2020). In the former case, the outcome of interest is not necessarily registration but rather turnout (e.g. Menger & Stein, 2018). In the latter case, the objectives of studies are to either uncover or target a bias within public officials (such as partisanship) that may affect election administration (e.g. Porter & Rogowski, 2018). Despite the extensive engagement of public administration scholars with behavioural and experimental work, there are some lacunae in this literature that are worth noting. First, a substantial majority of studies are based in a very small subset of countries: United States, United Kingdom, member states of the European Union, Canada, Japan, or South Korea (Battaglio et al., 2019). A potential explanation for this could be that the spread of behavioural science in policy and public administration has been heterogenous across countries (OECD, 2017). There could also be limited state capacity to implement such interventions at a larger scale in a variety of countries (Tagat & Kapoor, 2020). Second, as Ko and Shin (2017) note, there are variations in how Asian countries look at public policy experiments. For example, many changes in policy are considered to be pilots rather than experiments, making little to no methodological changes in their approach. Indeed, this could contribute to the lack of representation of Asian countries, in that these experiments (and therefore studies documenting them) might simply not meet the criteria for a full-scale public administration experiment.

Our paper aims to contribute to this knowledge gap in behavioural public administration. We document the results of a plan-making pilot intervention implemented in Mumbai city, aimed at improving voter registrations among college-going youth. Assisting in implementing intentions to register as a voter is proposed to boost the likelihood of registration – the initial step toward participating in voting. In partnership with a non-political, non-governmental organization, the intervention was piloted with 16 educational institutions in suburban and central Mumbai.

The remainder of this report is organized as follows. Section 2 contains the background of the specific case of voter registration in Mumbai, Maharashtra. Section 3 describes the approach to nudging voter registration and the intervention planned in colleges around Mumbai city. Section 4 highlights the key findings and summarizes the data collected. Finally, Section 5 concludes, and outlines challenges faced during implementation, as well as learnings for future interventions.

Context

Lower voter registration is only one component of lack of involvement in the democratic process of voting -- the lacunae in voter registration exacerbate lower voter turnouts, indicating the problem of voter indifference. Compared to other constituencies in Maharashtra, voter turnout is well below the 60% mark on average in the Mumbai Metropolitan Region (MMR); moreover, the lowest turnout exists in the same districts where the Electoral Photo Identity Card (EPIC) coverage is also low (Chief Electoral Officer Maharashtra, 2018). Thus, the same

mechanisms that may be driving a lack of registered voters may be influencing voter indifference and lower turnout. Outside of mass media communication campaigns, there have been few targeted outreach efforts to ensure that voters are registered and then turn up to vote.

Our study, therefore, proposes to implement a novel behavioural intervention targeted at improving voter registration among the age group with the lowest EPIC coverage (18-19 year-olds). The key focus is on making registration more salient and prominent, thereby potentially stemming the apathy toward the process. This goal is facilitated with the help of services such as the National Voter Service Portal (NVSP), which allow seamless online registration of voters, and provide updates on the status of one's EPIC. In the following section, we describe the details of the intervention.

Universal Voter Registration Project (STS)

The NGO that we collaborated with to conduct this intervention had partnered with the University of Mumbai, National Service Scheme (NSS), and the State Election Commission of Maharashtra to address the goal outlined in SVEEP-III - that of achieving universal voter coverage (Chief Electoral Officer Maharashtra, 2018). As part of the NGO's three-phase STS campaign (*Shambar Takke Shaai* or 100% turnout), we aimed at easing the process of registering to vote by setting up desks in colleges¹ and corporate offices for individuals whose names have never been on the electoral roll, for those who have relocated to a different city or within the same city, and for those needing corrections in their existing EPICs. With its ultimate aim being

100% voter turnout, STS has been non-partisan and independent in nature, from the start: it simply encourages the act of voting and never who should one vote for.

Experimental Design and Methodology

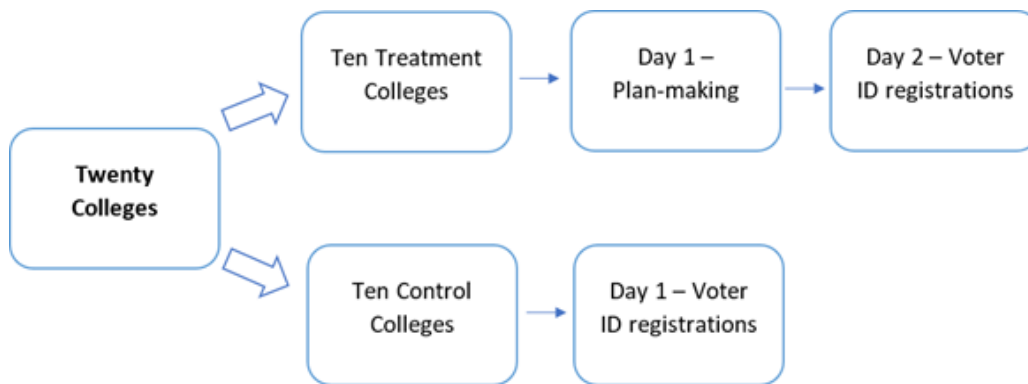
In line with recent work in the behavioural sciences, we implement a nudge intervention (Thaler & Sunstein, 2008) that makes changes to the decision-making environment of potential voter registrants. Specifically, we adapt interventions from Nickerson and Rogers (2010) and Neri et al. (2016) to the Indian context to encourage college students to register to vote in Mumbai. The partner NGO and NSS helped recruit and train student volunteers in implementing the intervention.

The coordinating team in each college consisted of a faculty member in-charge of the NSS, and a team of up to 10 volunteers dedicated to undertaking voter registration drives. All colleges were issued a formal letter by the partner NGO requesting permission to set up voter registration desks in the premises, prior to the October 2019 Maharashtra Legislative Assembly Elections. Colleges then helped select three to five points of contact who led activities within each college. These teams were invited to participate in a training program that instructed volunteers regarding the registration process. Guidelines were provided for registering first-time voters; the Voter Helpline smartphone application was also used by volunteers familiar with the interface. College authorities and College Registration Champions (CRCs) were responsible for informing potential registrants about the date(s) of the registration drive. The drives took place across two days for treatment group colleges and a single day for control

colleges (Day 1 - distribution of plan-making cards). Except in the case of treatment colleges, the first two days of drives were not always consecutive (see Figure 1 for details of randomization).

Figure 1

Experimental Design



The nudge was designed for administration in 20 colleges. Due to scheduling and logistical issues, 4 colleges dropped out. This paper documents a subset of 16 STS colleges, where the efficacy of the nudge was tested.

We randomly assigned 10 colleges (2 dropped out) to receive the plan-making intervention and the voter registration desks (treatment group) and 10 colleges (2 dropped out) to receive only the voter registration desks. Volunteers from the control and treatment groups received detailed training for registering first-time applicants, and rectifying errors in existing EPICs.

Following this, only treatment group volunteers were given additional training in plan-making prior to the registration day(s). Care was taken to minimize any communication between these two groups of volunteers.

Additional material was provided to volunteers (FAQs, checklists) and is presented in Appendix A. Specific information for plan-making was also provided to the treatment college volunteers; CRCs and their teams then identified one-hour time slots for voter registration, with an upper limit of 5 to 6 individuals per slot. Thereafter, the NSS chapter in the college issued communication (via circulars or otherwise) specifying the dates and times at which registration desks would be set up. CRCs first approached each student with a time slot and invited them to register with a set of (scanned) documents. Those willing to register were given a card (a copy of which was retained with the CRC) that had the following details: (a) what time they will register (slot); (b) where they would be coming from; (c) what they would be doing before; (d) who they will be coming with (with or without slot); and (e) what they will be doing afterward (Appendix B). On the reverse of this card, we provided an ECI-approved checklist of documents required for registering. All plans were made one day prior to the days of the voter registration drive.

During the registration days, there were three types of potential registrations: (i) plan-made as per an assigned slot; (ii) non-plan-made (but plan-made for another slot/day); and (iii) non-plan made (on the spot, no prior plans made at all). CRCs classified individuals into each of these categories when they approached the desk. CRCs only made plans for on-the-spot

registrants if slots were still available. We then measured whether plan-making was effective in ensuring campus-based voter registration by computing the number of students who fell under categories (i) and (ii). In the analysis that follows, we compare voter registration between eight treatment colleges and eight control colleges.

Results

Additional descriptive data on colleges were not available, but secondary data from college websites indicated no substantial differences that might impact voter registration. All colleges offered undergraduate degrees in varied disciplines (either science, commerce, or humanities) and on average had the same student intake across treatment and control groups (Table 1).

Table 1

Treatment and Control Group Characteristics

Averages	Treatment Colleges (n = 8)	Control Colleges (n = 8)
Years since founding	44	45
Courses offered	11	8
Students	2086	1715
Support staff	58	49
Teaching staff	85	90

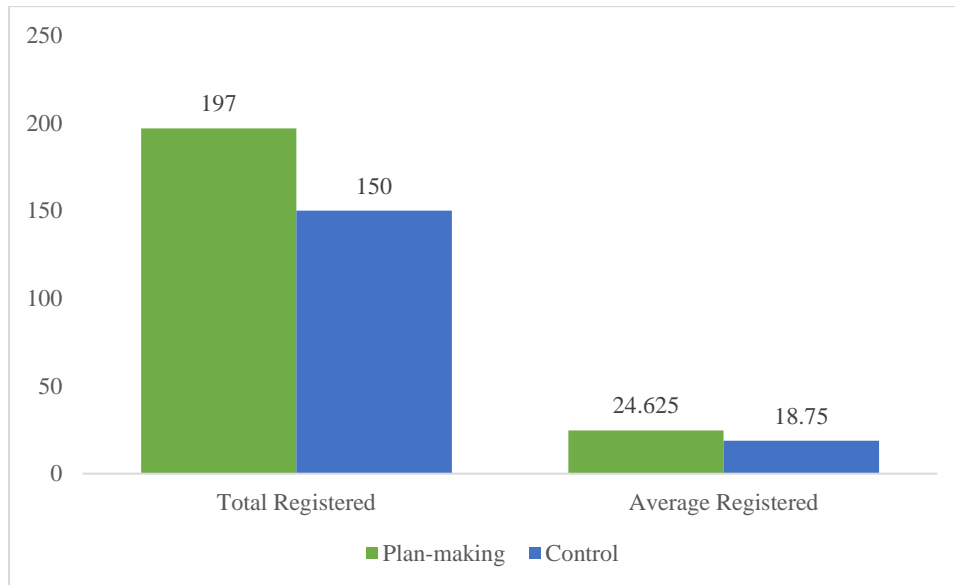
Source: Secondary data from college prospectus

Across treatment group colleges, the average ratio of registrations to plan-making cards given out was 44.4%. This means that a little less than half of all students who made plans to register to vote followed through with their commitment. Data on whether or not this was pre-planned using the intervention cards suggested that the average rate of individuals who arrived to register as per their plan was 68.7%; reliable data on this metric was only available for five colleges. For all treatment colleges, 475 plan-making cards were distributed, of which 278 individuals registered to vote.

Our results show that plan-making in treatment colleges increased voter registration by 33.1% on Day 1 of the voter registration drive (Figure 2). Based on the sample size ($N = 16$), the non-parametric Mann-Whitney U-test was used to assess the difference between the treatment and control groups. The z-statistic obtained was -1.37, which implied that the difference was not statistically significant. The trend, however, is in the same direction as the difference between the average and total number of registrations in treatment and control colleges. We conclude that a larger sample size may be useful in detecting significant differences caused by the intervention, as well as using a regression framework to control for other factors (such as size of college, day of the week of the drive, among others). In what follows, we detail findings from specific colleges, including lessons for future implementation.

Figure 2

Differences in Voter Registration Between Plan-making colleges and Control Colleges



Control colleges (Voter Registration Drive only)

Eight colleges, roughly across Western Mumbai, received no plan-making intervention. The desks at control colleges were either set up in the computer lab or at/around the college entrance, or area most frequented by students in the target age group, on the same floor as their classrooms. One problem common across all colleges, except one, was poor connectivity due to network interceptors installed on college premises. Unfortunately, there was little in the way of assistance provided by the college administration to mitigate the lack of connectivity to the NVSP website/app due to poor Wi-Fi/Internet services. The promising number of students interested in getting registered made tending to the desks a little tedious for the volunteers. In a few colleges, where the drive was conducted in the computer lab to ease the process, connectivity was still an issue. In certain colleges, slight unpreparedness on the part of the

volunteers also played a role in delayed or fewer registrations. The aforementioned unpreparedness manifested in the form of unfamiliarity with laptops/computers, spreadsheets, and the NVSP website/mobile app, incorrect data entry while filling the form, etc. Except in some cases, colleges did not provide laptops or computers to the volunteers, leaving mobile phones as the only option.

Treatment colleges (Voter Registration Drive + Plan-Making)

The treatment colleges were located across central Mumbai. In this group of colleges, interested and eligible students were given cue cards, helping them plan to get registered on the following day. To minimize uncertainty in registration dates as well as ensure consistency in implementation, plan making cards contained plans for only the immediate next day, but potential registrants were informed that the desks would be set up on another day as well. In the first treatment college, about 91 cards were distributed, reflecting a high interest among students wishing to register to vote. However, it is possible that this high take-up of plan-making cards was due to their novelty and ease of communication, since only 34% of those who made plans in this college actually registered to vote on the following day. It is possible that many of the initial 91 came on the second day of the voter registration desk. However, data from subsequent days of voter registration were not included in the final analyses as this would have deviated from the planned design of the intervention.

Among certain treatment colleges, communicating with relevant authorities and volunteers seemed to be something of a Herculean task. Given college events, exams, and holidays due to

festivals, coordinating to arrive at a suitable date proved to be difficult, leading to cancelled or mismanaged drives. Besides, a more proactive strategy to spread the word about the registration desks would help increase the number of registrations. For example, in the case of one suburban college, CRCs managed to complete 65 registrations on Day 1 itself. In the case of treatment colleges too, desks were set up near or around the main gate to attract a maximum number of students. As the conditions of the voter registration drives were not strictly uniform across colleges (except the process of registration itself), it is possible that some of these factors may also have influenced higher voter registration outcomes. However, in the absence of data on these factors, we are unable to investigate their influence on outcomes.

Discussion and Conclusion

The evidence that behavioural interventions can improve voter registration in Mumbai city is promising: first-time voter registrants responded positively to being nudged by making plans to register to vote. Although our results are drawn from a pilot study, we provide useful insights for future experimental work in public administration in India and developing country contexts.

We note some lessons below:

Challenges in working in networks

A motivation for this study was exploring the potential benefit of a non-profit organization involved in the voter registration process in India. Although past research has suggested advantages of this approach (Bushouse, 2017), our study points towards challenges in translating networked benefits in the case of India. For example, civil society organizations have sat uneasily

with the public sector in India, and are often distrusted for a variety of reasons (Batley & Rose, 2011). In such cases, having a clear chain of communication for experiments is essential for efficient implementation. Assigning one contact person per institution /stakeholder to coordinate dates and other details of the drive could help reduce delays and implementation issues, building trust between partners.

Logistical factors

Governance in India is increasingly being pushed toward a more information and communications technology (ICT) driven approach (Bajpai et al., 2018). In this context, two intertwined issues--a lack of adequate internet connectivity as well as persistent connectivity problems with the voter registration facility--are worth pointing out. This is especially important since past literature has suggested that adoption of technology in election administration could vary by the cognitive biases of election officers (Moynihan & Lavertu, 2012). The registration drives across colleges found that tackling this barrier proved to be the most taxing and time consuming, ultimately hindering the overall process of the drive itself. The latter is a supply-side issue that can only be rectified by raising server capacities at NVSP, and can be suggested to the ECI with an eye on meeting the enrolment gap. In terms of access to consistent internet connectivity to register individuals, provision of wireless internet facilities (where available) from college authorities could help smoothen the process.

Personnel and capacity building

The availability, efficiency, and readiness of key personnel in implementing a public administration experiment is critical to its success. In the 16 participating colleges, there were, on average, very few colleges where management and staff directly participated in the pilot study. Understanding the context within which these experiments might be implemented is also crucial for their success. Timing interventions in coordination with curricular and extra-curricular activities (and holidays) can be improved by having a nodal point of contact to process approvals at each college. Indeed, having trained and prepared volunteers, along with such enabling staff can go a long way in maximizing experimental control and efficiency.

Finally, we note that the results of the pilot study are likely to reflect the fact that our intervention was embedded within a network of stakeholders: the Maharashtra SEC, a non-profit organization, college administrators, and volunteer groups. Our study provides first-hand evidence that plan-making has tremendous potential as a behavioural intervention to improve voter registration among college-going students in the Indian context. Thus, behavioural interventions that nudge individuals in the age group with the lowest representation in the electoral system can help meet the overall objective of universal voter registration in India. Future steps include expanding the intervention to other colleges across the city, as well as other cities in Maharashtra. One modification to the card can help in broadening its appeal: translating the content to Hindi or Marathi, or any regional/widely spoken language if the study were to be conducted in a different state, so that the content on the card becomes salient to individuals comfortable with other languages.

Notes

1. In Mumbai, as is the case elsewhere in India, students graduating from high school (K-12) can choose to apply to study at a college, which is typically under the purview of a larger university. Similar to the UK, the duration of most undergraduate courses (barring engineering and technology) is three years. Thus, the age group in college is generally between 18-21 years. The University of Mumbai, to which our sample colleges are affiliated with, has nearly 300,000 places for students (Qazi & Mishra, 2018), split across commerce (nearly 55% of all students), science (25%), and arts/humanities (20%).

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Appendix

Appendix A. Experimenter Script.

We are researchers from [redacted] that is partnering with [redacted] and the SEC to implement voter registration drives across colleges in Mumbai. We are here today to help you understand the voter registration process and an additional element that we are introducing to boost voter registration in a few colleges.

<<Introduce team members present>>

Now we will walk you through what we have in mind for the voter registration process, from start to finish. If you have questions at any point, please feel free to stop us and ask immediately. There will also be time for questions at the end of the training, if you want to ask us then.

<<Request for four volunteers from audience, join trainer; introduce all volunteers by name >>

<<Volunteer 1 is a student>>

<<Volunteer 2 is the College Registration Champion>>

<<Volunteers 3 and 4 are at the registration desk>> INVITATION PROCESS

First, a student <Volunteer 1 name> is at college, and will be approached by <Volunteer 2 name>, who is a College Registration Champion (CRC) assigned to that particular college.

She/he can ask the following questions to elicit initial interest:

1. Are you aware of the assembly elections happening in October?
 2. Do you know what a voter ID is? (If no, explain as: This is an identity card that allows you to cast your vote in the assembly and general elections)
 3. Are you a registered voter/do you have a voter ID?
 - If No, would you like to make one?
 - If Yes, we're setting up stalls to ease the process of making a voter ID. All you have to do is carry a set of documents and we'll do the rest. I will give you a small card to help remind you about the time as well as the documents that you will need to bring. The stalls will be set up on <<abc dates>> and you can come in at <<date and slot time>>.
2. If No, I understand, thanks for your time! If you decide to change your mind, you can always come back to me about this.

<Volunteer 2 name> asks these questions and <Volunteer 1 name> responds. It is your responsibility to ask these questions with the intention of ensuring that every eligible student in your college is registered to vote in the upcoming elections.

>>If the answer to Q3 is yes, then:

Thank you so much. Please step over to the voter registration desk manned by my colleagues

<<Volunteer 3 name>> and <<Volunteer 4 name>>, they will take down your details and assign a slot to you.

<<Remove a CRC card and fill out the details in the card as below at the desk:>>

1. Name: Enter the full name of the individual as per their student ID card
2. When will you register to vote?

Enter the date and time as per the slots provided to your college. In your college, the dates are

<<College registration dates>> and in each day, you will have one-hour time slots starting at 8 AM till 4 PM. Thus, the first slot is 8 to 9 AM, then 9 to 10 AM, and the last slot is 3 to 4 PM, each day. When assigning a time, be sure to start with the earliest time slot (8 AM), and then work according to the availability of <<Volunteer 1 name>>.

>If they are not available on any of those days, then request them to see if they can adjust their schedules as these are the days when the voter registration desk will be open on campus. Feel free to come back to me if you have managed to do that so I can give you your card.

3. Ask them details of their plan for registering to vote (refer to Rogers Appendix Scripts E and F):

1. Where will you be before coming to register, and what will you be doing? (enter a place and time, and activity)

2. Who will you come with? (if by themselves, enter “By myself”)

3. What will you do after registering? (Enter a place and activity; this could even be a lecture they will be attending after registering)

Responses to Questions 1 and 2 must be entered in the spreadsheet accurately and double-checked before passing on the card. Responses to 3 and 4 are not to be entered. <<Volunteers 3 and 4>> check the data entered on the card, and enter responses to 1 and 2 in the spreadsheet. Enter the ID as per serial number (i.e. first person to be given card is given ID of “1”, the second person is assigned ID “2” and so on). ID and Time slot is most important. Write this ID in the top corner of the card for your reference before handing over the card.

> Hand over the filled-out card to the student

<<Show reverse of card>>

<<Volunteer 3/4 name>> : List of essential documents are provided on the reverse of this card, please ensure that you bring all of these on <<DATE>> at <<TIME SLOT>>. You can use the check boxes provided next to the documents to keep track of the documents you have and the ones you need. Please let me know if you have any questions, or if you wish to change your slot in case your schedule changes. Come by and let us know if that is the case!

ON DAY OF REGISTRATION

All volunteers will be stationed at the desk. One person will handle data entry, two will handle students coming to register to vote, with the Form 6 open for registration as per training by SEC. One person will be the first to greet student visiting the desk (seated at the start of the desk).

<<Volunteer 1 name>> will be this person.

>Student visits desk

>>Volunteer 1: Hi, thanks for visiting our desk. You were given a card by our CRC at the time of invitation, can I see your card please?

>>Presents card

Examine time, date, and ID. Match these with the spreadsheet available, and mark an x where the individual is matched. Otherwise continue search. If name not present, add ID to spreadsheet (all data points in spreadsheet) and then mark x.

>>No card / Don't have one / Lost it / Didn't get it

“That's alright, I can give you one right now, but it will be for a later time as our current slot is full. “

REPEAT INVITATION PROCESS

> Guided to Volunteer 2 or 3 to commence registration process as per SEC process

>> In case some documents are missing or form filling is not done, please invite them again for a later time (change the slot in the card).

Thank you!

FAQs

1. How many students should I allot within one slot?
 - Try keeping a maximum of 5-6 students per slot so that the registration is completed smoothly.
2. What if someone has not brought their card and cannot come later to register? Can I just register them when they come?
 - This depends on the rush at the registration desk at that time. In case they are willing to wait, you can register them then itself.
3. What if I stay in a hostel and don't have address proof?
 - For students: Students, if otherwise eligible, living in a hostel or mess or lodge more or less continuously, going back to their normal home or place of residence only for short periods, can be held to be ordinarily resident in the place where the hostel or mess or lodge is situated. Such students who want to enroll themselves at the hostel / mess will have to attach a bonafide declaration duly certified by the Headmaster / Principal / Director / Registrar / Dean of the educational institution with Form 6 (as per the specimen of Annexure IV).
4. I don't have <XXX> document for proof of address, what else can I bring?
 - Proof of address: A copy of any of the following documents should be attached as a proof of ordinary residence: - 8. 9. Bank / Kisan / Post Office current Pass Book; or Ration Card; or Passport; or Driving License; or Income Tax Assessment Order; or Latest rent agreement; or Latest Water / Telephone | Electricity | Gas Connection Bill

for that address, either in the name of the applicant or that of his / her immediate relation like parents etc.; or Any postal letter / mail delivered through Indian Postal Department in the applicant's name at the address of ordinary residence

5. I don't have <XXX> document for proof of age, what else can I bring?
- Proof of age: Birth certificate issued by a Municipal Authorities or district office of the Registrar of Births & Deaths or Baptism certificate ; or Birth certificate from the school (Gola. / Recognized) last attended by the applicant or any other recognized educational institution; or if a person is class 10 or more pass, he should give a copy of the marksheet of class 10, if it contains date of birth as a proof of date of birth; or Marksheet of class 8 if it contains date of birth; or Marksheet of class 5 if it contains date of birth; or Indian Passport; or PAN card; or Driving License; or Aadhaar letter/Card issued by UIDAI

Appendix B. Voter Registration Plan-Making Card

Front

Name: _____

1. When will you register to vote? _____ ID: _____
DATE: ____/08/2019 TIME: _____ AM/PM

2. Where will you be before coming to register, and what will you be doing?

3. Who will you come with? _____

4. What will you do after registering? _____

Reverse

List of essential documents (scanned copies)

Age proof (e.g. Passport / Driver's License / PAN Card / 10th or 12th Passing Certificate / Birth Certificate / Aadhar Letter issued by UIDAI)

Address proof (e.g. Passport / Driver's License / Electricity Bill / Phone bill / Gas bill / Water bill / Rent Agreement)

Photocopy of family member's voter ID

Passport size photo

