**Everyday practices observation checklists**

Everyday practices observation checklists are for the use of PDRAs and other researchers on the *Citizenship futures* project as they research the everyday social, economic, political and cultural practices of socially excluded people in the neighbourhoods under study. Please use the items in these checklists to develop your own comprehensive notes for observation. Because the points in these checklists are not intended to be an exhaustive list of items to be observed, PDRAs are \*\*strongly encouraged\*\* to develop these in relation to their emergent findings and in consultation with one another and the Co-Investigators of the project.

**Purpose:**

*[Excerpt from the proposal]*

“WP 1.3 will entail direct observations of the everyday practices of the people living in the neighbourhoods selected for this study. Particular focus will be directed towards their:

1). Involvement in ‘associations’ (Breviglieri & Trom 2003; Lazar, 2013; Siblot 2006; Mariot 2006; Braconnier 2007; and Roy, 2018). Such associations could include formal organisations such as neighbourhood committees, school committees (if they are based in the neighbourhood) and/ or housing associations. More often, though, associations are contingent, such as the gathering of parents of children going to a school in the neighbourhood or a collective of people coming together to solve a minor problem or a group of young adults hanging out around a local bench catching up with one another. The research team will document the interactions in these associations with specific attention to the ways in which perspectives are advanced, decisions are taken, and/ or opinions prevented from being expressed.

2). ‘Consumption’ practices (Appadurai, 1996; Zhang and Ong, 2008; Rofel, 2007; Holston, 2008; Miller, 2005; and Ferguson, 2012). The research team will document the range of people’s consumption practices in the selected neighbourhoods. These practices could include the purchase of ‘ordinary’ everyday items that are deemed essential for people’s survival. They could also include the purchase and display of ‘branded’ items, that are typically associated with the better-off populations. In documenting such consumption practices, the project team will consider the ‘hopes’ associated with the product and remain sceptical of arguments that consider consumption as morally inferior, irrational, superficial and a less privileged state of the productive cycle.

3). Ways of being ‘present’ in public spaces (Chatterjee, 2004; Bayat, 2011; Ferguson, 2015; Widlok, 2012; Makhulu, 2012; Roy, 2018; and Simone, 2016). Scholars have directed attention to the ways in which socially excluded people claim the public spaces by being present. They not only eke out their lives and livelihoods in public spaces, but also engage in social and cultural intercourse. In this vein, the research team will examine the ways in which people assert their claims to the public space by strolling, squatting and sitting often alongside strangers, thereby also forging identities and enlarging solidarities.

4). Discussions in formal forums (Manesbridge, 1983; Baiocchi, 2005; Rao and Sanyal, 2008; Appadurai, 2013). The project team will observe discussions in public forums such as town hall meetings, neighbourhood assemblies and deliberations with activists and organisations in civil society. In doing so, researchers will document the ways in which issues are raised and/ or prevented from being expressed, decisions are taken and people interact with one another. In documenting interactions, project researchers will note behaviours of assertion, deference and indifference.

Underpinning these observations will be a consistent attention to the hopes harboured by people for their future. These discussions will be analysed to gain granular insights into the ‘ethics of possibility’ that underpin imaginations of citizenship. Observations will be typed up and coded using NVIVO 10. The text will be combed for specific keywords that indicate an ‘ethics of possibility’ for the imaginations of ‘citizenship futures’.

This is an observation checklist, not a survey form. Please use appropriately.

Please remember. These checklists are not only to help you ask questions. **Use these checklists to observe what’s going on around you.**

Like all checklists, these are works-in-progress. In many cases, broad themes are indicated, without elaborating the detailed points of discussion. Adapt them to your use, discard what you don’t find useful, add what you do. But above all- have fun!

The observation checklist is organised thematically, in line with the four themes of focus outlined in the work package:

1. Involvement in associations
2. Consumption practices
3. Ways of being present in public spaces
4. Discussions in formal forums

While you are welcome to explore other themes (such as labour/ work), please discuss these in advance. All three city teams should be exploring similar themes in order to ensure comparability of findings.

**Theme 1: Involvement in associations**

*Pasted from above as a reminder*

Such associations (Breviglieri & Trom 2003; Lazar, 2013; Siblot 2006; Mariot 2006; Braconnier 2007; and Roy, 2018) could include formal organisations such as neighbourhood committees, school committees (if they are based in the neighbourhood) and/ or housing associations. More often, though, associations are contingent, such as the gathering of parents of children going to a school in the neighbourhood or a collective of people coming together to solve a minor problem or a group of young adults hanging out around a local bench catching up with one another. The research team will document the interactions in these associations with specific attention to the ways in which perspectives are advanced, decisions are taken, and/ or opinions prevented from being expressed.

1. Are [] members of associations? If so, what do they do as members? Or as participants?
2. Map out different associations in the neighbourhood.
	1. Religious committees/ devotional committees
	2. School management committees/ parent teacher associations
	3. Market committees
	4. Trade union/Agricultural labour union/ NGO-operated union
	5. Political party
	6. Youth club
	7. Women’s self-help group/ ROSCA
3. Virtual associations
	1. Whatsapp groups
	2. Online dating apps
	3. Which public individuals or groups (including political parties) do they follow on face book/ twitter etc.?

**Theme 2: Consumption practices**

*Pasted from above as a reminder*

The research team will document the range of people’s consumption practices (Appadurai, 1996; Zhang and Ong, 2008; Rofel, 2007; Holston, 2008; Miller, 2005; and Ferguson, 2012) in the selected neighbourhoods. These practices could include the purchase of ‘ordinary’ everyday items that are deemed essential for people’s survival. They could also include the purchase and display of ‘branded’ items, that are typically associated with the better-off populations. In documenting such consumption practices, the project team will consider the ‘hopes’ associated with the product and remain sceptical of arguments that consider consumption as morally inferior, irrational, superficial and a less privileged state of the productive cycle.

1. Make a note of the clothes people wear: Men? Women? Where are they purchased? How many do they have? (Do not ask- observe)
2. Note the facilities/ amenities they have in the house
3. Accompany your interlocutors and/ or family members to the market OR observe their interactions in the market.
	1. Note items stocked in groceries.
	2. What items are purchased by people more than others?
4. Enquire about people’s food/ dietary practices?
	1. What do they normally eat? Drink?
	2. Where are these items procured from?
5. Use of sanitary pads/ soaps/ toothbrush/ toothpaste/ detergents
6. Mobile phones: what plans? How expensive? Who are the providers? How many in the family?
7. Bicycles: where do they obtain bicycles from? Repairs and maintenence?
8. Automobiles: where do they obtain these from? Repairs & maintenance?
9. Going to cinema/ buying songs/ downloading videos
10. Leisure: what do people do for leisure? Do they go to picnics? Pilgrimages?
11. Ornaments? Lockets/ pendants? Other jewellery? Where is it purchased? Or crafted?
12. What food materials do [] purchase? What other strategies do [] pursue to obtain food? Costs? Frequency?
	1. Open market?
	2. Provisioning by employer/ contractor?
	3. Collective arrangements among workers?
	4. Fair price shops?
13. What other items do [] purchase or consume?
	1. Alcohol
	2. Consumables- toothpaste/ soap/ hair oil
	3. Clothes
14. Note the structure of the house in which your interlocutors and their neighbours live:
	1. Is it their own property or is it privately rented or social housing?
	2. What materials have been used to construct the house?
	3. Where was the labour used for constructing the house sourced?
	4. Where from was the material sourced?
	5. How many rooms? How many storeys?

**Theme 3: Ways of being ‘present’ in public spaces**

*Pasted from above as a reminder*

Scholars have directed attention to the ways in which socially excluded people claim the public spaces by being present (Chatterjee, 2004; Bayat, 2011; Ferguson, 2015; Widlok, 2012; Makhulu, 2012; Roy, 2018; and Simone, 2016). They not only eke out their lives and livelihoods in public spaces, but also engage in social and cultural intercourse. In this vein, the research team will examine the ways in which people assert their claims to the public space by strolling, squatting and sitting often alongside strangers, thereby also forging identities and enlarging solidarities.

1. Describe neighbourhood’s location in the city. Describe using directions (east/ north) and coordinates with landmark.
	1. Is it a formal neighbourhood, whose existence is legally recognised? (such as a designated council estate) or is it an informal neighbourhood (such as, for example, on the edge of railway tracks and deemed illegal)?
	2. Condition of street= cobbled/ paved/ brick-laid/ mud path
	3. Electricity connection= electric poles
	4. Drainage: does water collect during rains?
	5. Garbage disposal
	6. Condition of neighbouring houses
2. Use of public transport. [This section is so detailed because it is likely to be a fairly regular aspect of life for your interlocutors]
3. Do your interlocutors use a bus/ train or private transport?
4. While they await public transport, describe the condition of the bus stop/ rail station:
	* 1. Arrangements for sitting/ waiting
		2. Food and drinking water
		3. Retail outlets, hawkers and vendors
		4. Condition of the platform
		5. Toilets
		6. People: people waiting; arguments’ conversations/ gossiping’ playing cards; cross-class exchanges
5. As bus/ train arrives
	* 1. Describe what as vividly as you can
		2. Do people form a queue in order to enter the transport?

[Is there police presence? Does police presence ensure that people stand in a queue?]

* + 1. Is there any other logic (other than queuing up) that guides how people enter the compartment? People heaving and rushing in/ pushing their way to🡪 ‘might is right’?
		2. Any preferential treatment to women, old people, children?
1. Finding a place to sit on the bus/ train
	* 1. How are places ‘reserved’? Through the window? By placing luggage/ hanky?
		2. How many people share a seat? A side berth?
		3. Where and how do people sit? Sitting on the berth? Squatting on the berth? Squatting on the floor? Sitting cross-legged on the floor.
		4. Any preferential treatment for women, old people, children?
2. How do people pass time? How do your interlocutors pass time? Do they talk to each other? What do they talk about? How do conversations between strangers commence?
	* 1. Follow conversations around you. What are people talking about/. What excites them? Are there controversies? Are there arguments?
		2. Do people play cards? Or do they play other games? Are these competitive games? Or leisurely games?
		3. Do they listen to music/ radio? Sit with earplugs and not want to be disturbed?
		4. Talking on mobiles?
		5. Do people complain about the crowding on the service? Who do they hold responsible?
3. How do people react to passengers entering the compartment at subsequent stations?
	* 1. Are these latter entrants allowed to sir?
		2. Do they fight over places to sit?
		3. What are the logics offered by people when they claim a seat/ refuse to let people sit?
4. Any collective activities that residents of the neighbourhood *organise* either within the neighbourhood or outside?
	1. Organisation of carnivals/ fairs/ collective activities?
	2. Rallies/ processions for social or political purposes
	3. Squatting on public land for purpose of living or earning a livelihood
	4. Who contributes to collective activities? Who funds these activities?
	5. Use of audio-technology (e.g. loudspeakers) in neighbourhood activities
5. Collective activities in which residents of the neighbourhood *participate* but may not have organised?
	1. Organisation of carnivals/ fairs/ collective activities?
	2. Rallies/ processions
	3. Squatting on public land for purpose of living or earning a livelihood
	4. Who contributes to collective activities? Who funds these activities?
	5. Use of audio-technology (e.g. loudspeakers) in neighbourhood activities
6. Circulations through the city
	1. Do your interlocutors travel to places for leisure? Perhaps malls or parks?
	2. Do they cross or visit areas where they are not “supposed to be” such as high-rises, gated communities?

Maybe some of your interlocutors work in such areas? In that case, explore whether they stroll about these areas after work?

* 1. Do they ride through the city on bikes or bicycles, without necessarily having to go somewhere?
1. Public spaces in the city
	1. Hang out with your interlocutors in public spaces identified by them and by others
	2. Detail the space. Make notes about what the space is like, what goes on there, what your interlocutors do there (observe, don’t ask), and what other people do there. *Click lots of pictures*

**Theme 4: Discussions in formal forums**

*Pasted from above as a reminder*

The project team will observe discussions in public forums such as town hall meetings, neighbourhood assemblies and deliberations with activists and organisations in civil society (Manesbridge, 1983; Baiocchi, 2005; Rao and Sanyal, 2008; Appadurai, 2013). In doing so, researchers will document the ways in which issues are raised and/ or prevented from being expressed, decisions are taken and people interact with one another. In documenting interactions, project researchers will note behaviours of assertion, deference and indifference.

* 1. Enquire about important decisions in the neighbourhood. How are these decisions taken? Who all did? Why do you think this decision was taken? What were the alternatives? How would it have been if one of the alternative decisions were taken?
	2. Is there a formal forum where decisions are expected to be made? Such as a Ward Assembly or Neighbourhood council or Town Hall meeting? Has any decision been taken in [any of the above]? Have your interlocutors ever attended a meeting such as this? Or do they know anyone who has?
	3. Ask your interlocutors: What happens in formal meetings? What are your opinions on the [formal forum]? On the way the [formal forum] is organized in this village? When are they organized? How many times a year? Who organizes them? What is the primary purpose of these forums? What makes a good [forum]? Are there any rules attending to how a [forum] should be conducted? Are these followed? Or violated? If so- who violates them?
	4. Ask them: How useful or relevant are [forums]? Can you tell me what important decisions they have taken? Why are they important? (Record this decision, and ask-) why do you think this was taken? Who took it? Who benefitted from it? Who did not? Why do you think this decision was taken? Did it serve any one/few people’s interests?
	5. Observe as many meetings of the town hall/ ward committee as possible.
		1. Note date and time. Are these publicly available? Do your interlocutors know about these meetings? Do they care 😊
		2. Do the meetings actually take place? Do they commence on time?
		3. Do members of the public attend? Its possible that only members of the public with direct interest (such as planning permission or complaint) will be present. In any case, note down the numbers of members of the public present. Also note down the councillors present at each meeting.
		4. What kinds of issues are raised at the meeting? [These might be available prior to the meeting]. List them and observe whether the issues are in fact raised? Observe the discussions.
		5. How do councillors address members of the public? How do members of the public address councillors?

Additional to the afore-mentioned themes, we might consider the following themes as relevant to understanding hopes harboured by socially excluded people? These were not listed in the proposal but might be relevant. Please let me know what you think.

**Theme 5: Social & welfare entitlements**

1. What welfare programs are your interlocutors entitled to?
	1. List: old age pensions, unemployment benefit, subsidised food at public distribution system.
	2. What sorts of documentation is required for each?
2. Relationship between your interlocutors and welfare providers
	1. Accompany [] and/ or family members when they go to purchase/ obtain their entitlement
	2. How do providers treat []? Observe.
	3. How do [] treat providers? Observe.
3. Enquire in the neighbourhood about access to social policy. Accompany neighbours to obtain welfare entitlements. Observe the exchanges between service-providers and people.
4. Note shortfalls, if any, between entitlement and provisioning. In case of food stuff, note quality of grain.
5. Schooling practices [if your interlocutor has any children]
	1. Do [] send their children to school?
	2. Where are schools located?
	3. How old are these schools? Have they always been located in the same location?
	4. School teacher as key contact: ask them about education in general
	5. Observe children in their setting
	6. Do []’s children attend college? If so, observe them in college setting
	7. Do []’s children not attend school at all? If so, what do they do? Observe.
6. Health-seeking practices
	1. What do [] and family members do when they suffer illness?
		1. Government practitioner
		2. Private practitioner
		3. Community healer
	2. Do [] and family members suffer illness?

**Theme 6: Work**

1. Where do your interlocutors work? Are they self-employed or are they employed by someone else? Or are they unemployed?
2. What are the terms of their employment/ self-employment?
3. What sector are they employed in. If unemployed: what sector are they looking for work?
4. If unemployed, who do they approach for work? Do they already know who they have to get in touch with? How do they know these individuals:
	1. From village
	2. From prior employment
	3. From contractors
	4. From open labour markets
	5. From formal labour exchange
5. If unemployed and they find work, how do they eventually find work? Who hires them?
	1. What are the terms and conditions of work? Written contracts? Oral contracts?
	2. How are the wages negotiated?
	3. Why do they agree to work where they do? What is the reasoning they offer for their choice? Observe their conversations on this matter.
6. How do your interlocutors travel to the place of work? How far is the place of work from where [] lives? does [] travel alone? Or does he travel with others?
7. Conditions of work [Observe if you can over several days. Otherwise enquire]
	1. How many hours does [] work?
	2. Describe the work: timing, tasks involved, individual or group orientation
	3. Rate of pay: cash or in-kind? Provision of meals? Accommodation?
	4. Are unions allowed? Do they exist?
	5. Toilets? Food? Rest? Childcare?
8. Mechanisms of surveillance:
	1. Are other workers being suspected of being informants?
	2. Are guards, masons and foremen known to be with the management?
9. Social relationships
	1. Web of relationships among workers: where to other workers come from? Names of villages/ towns/ districts/ counties/ prefects/ States and countries as apt
	2. What do workers talk about?
	3. Hierarchies within workers? Observe if this is on the basis of specific task responsibilities.
	4. Does caste, race, ethnicity matter? Are workers divided on the basis of social identities? What are the identity basis of the different tasks, if any?
	5. Does gender matter? Are workers divided on the basis of gender? What are the identity basis of the different tasks, if any?
	6. How do they address the contractor? The employer? How are they addressed?
	7. Disputes between workers and management? Disputes among workers themselves? How are these resolved?

*Section 3: Organisation of the sector(s) in which they work*

NEED TO DISCUSS WITH THE CONTRACTOR/ SENIOR WORKERS IN ADDITION TO []

*Section 4: Living conditions, accommodation and neighbourhood situation*

1. How do they decide with who they will share their accommodation?
	1. What is the logic they offer for sharing the room with specific people/ not sharing the room with specific people?
	2. Do considerations of caste/ language/ religion/ village/ linguistic identity matter?

**Theme 7: Housing**

I am going to take a break here to ask if it might make sense to discuss housing and, if so, what sorts of items we should ask the PDRA to observe.

**Theme 8: Elections**

1. Keep a lookout for municipal/ regional/ national elections during your ethnography. Such dates are usually announced in advance so it will be useful to note it into your diary and plan your fieldwork around them.
2. What attitude do your interlocutors demonstrate to ongoing elections?
3. What are your interlocutors’ attitudes towards different political candidates?
4. What are your interlocutors’ opinions about different political issues that candidates have raised?
5. To what issues are your interlocutors’ sympathetic?
6. What issues do they wish the candidates had raised?
7. To which candidates are your interlocutors oriented? (Note that you do not want to know who exactly they propose to vote or they have voted, rather the ‘tilt’ towards select candidates)
8. What assumptions are your interlocutors making about the electoral process?
	1. Elections are good for the polity?
	2. Elections are good for people?
	3. Or, they are a waste of time?
	4. They are only good for politicians? For others, they are a waste of time.
	5. Or, politicians need votes. We have the votes. So, elections are good for us?
9. Did your interlocutors actually vote? Or say they vote?
10. Did your interlocutors campaign?
11. What deliberations occurred around the electoral issues?
12. Did people talk about previous elections?
13. Are your interlocutors intimate with any of the candidates? Close friends? Clansmen? Neighbours?