Two Day National Seminar on Poverty and Social Exclusion: A Life Course Perspective
(12-13 April, 2018)
Organized by
Dr. Ambedkar Chair in Social Justice, Indian Institute of Public Administration, New Delhi
Lokashraya Foundation, New Delhi
TERI School of Advanced Studies, New Delhi

Indrani Mitra

Title (Professor/Doctor/Mr./Ms.): ……………………………………………………………………….
Name of the Participant (in Capital Letters): …………………………………………………………………..
Designation: ……………………………………………………………………………………………………….
Institution/Organization with Address: ……………………………………………………………………..
Address of the Author: ………………………………………………………………………………………….
Email ID: …………………………………………………………………………………………………………
Mobile Phone Number: ………………………………………………………………………………………
Title of the Paper: …………………………………………………………………………………………….
Sub-Theme: ………………………………………………………………………………………………………

Date: ……………… Place: ………………………………………………………………………………………
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Indian Institute of Public Administration

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Concept Note

As a concept, a life course is defined as “a sequence of socially defined events and roles that the individual encounters over time” (Giele and Elder, 1998, p. 1). This approach emphasizes the importance of context in shaping individual lives. It encompasses ideas and observations from a range of disciplines and proposes that all kinds of exposures, including biological, physical, social, behavioral and cognitive throughout the entire life span, influence the well-being in current and future generations. It has already been established that adverse life circumstances influence the life course outcomes of children. Life course theory posits that individuals construct their own life course through the constraints of historical and social circumstances (Edler et al. 2003). Several fundamental principles characterize the life course approach. They include: (1) socio-historical and geographical location; (2) timing of lives; (3) socio-historical and geographical location; (4) linked lives and social ties to others; (5) human agency and personal control; and (6) how the past shapes the present and future (Mickleth, 2003). This theoretical construct has been used to understand various social issues including health and nutrition, education development, gender disparities, aging, youth, labour market and poverty. It is a process through which individuals or groups are wholly or partially excluded from full participation in the society within which they live. Social exclusion too is multidimensional and has dynamic impact at different social levels over time. It focuses on exclusion as the rupture of relationships and social circumstances (Edler et. Al. 2003). Several fundamental principles characterize the life course approach. They include: (1) socio-historical and geographical location; (2) timing of lives; (3) socio-historical and geographical location; (4) linked lives and social ties to others; (5) human agency and personal control; and (6) how the past shapes the present and future (Mickleth, 2003). This theoretical construct has been used to understand various social issues including health and nutrition, education development, gender disparities, aging, youth, labour market and poverty. It is a process through which individuals or groups are wholly or partially excluded from full participation in the society within which they live. Social exclusion too is multidimensional and has dynamic impact at different social levels over time. It focuses on exclusion as the rupture of relationships and social circumstances (Edler et. Al. 2003).

Regional or Spatial differentiation

Level of development is not uniform across the globe. The northern world is more developed than the developing countries, and geographical location of a region influences inequality varies across the regions. Geographical factors affect our life course perspective and availability of resources and its allocation among the masses. Poverty and social exclusion in India do face regional and sub-regional differentiation as life course of the people also varies. Gender disparities

Women face gender discrimination. Poverty and social exclusion among women can be seen through the life course perspective in terms of persisting gender gap in education, food, and nutrition access and healthcare in India. Women spend more time in care economy and housework. Gender inequality in the society may not be measured by different patterns of kinship and inheritance affect intergenerational relationships and the ramifications of gender disparities.

Socio-religious stratification

Social stratification of the world can be analyzed on the basis of socio-religious background of the people. For instance, during the life course of a child, caste, class, religion give better opportunities to grow throughout life. For instance, during the life course of a child, caste, class, religion give better opportunities to grow throughout life. In India, caste, class, religion determines the life course of an individual. Affluent class do not face poverty and social exclusion whereas unemployment is often treated as causal factor whose effects on social exclusion are very minimal. Poverty is a multidimensional concept where a person is deprived of material possessions and basic needs. It damages life chances and reduces equal opportunities to develop in society. Poverty brings a vicious trap which gradually ends up in trapping into generations. Social exclusion as a root cause to poverty has become central to policy and academic discourses. Poverty and social exclusion are a process through which individuals or groups are wholly or partially excluded from full participation in the society within which they live. Social exclusion too is multidimensional and has dynamic impact at different social levels over time. It focuses on exclusion as the rupture of relationships and social circumstances (Edler et. Al. 2003).

State of human capital

Health education and health education is better understood within the life course perspective. Inequality is often defined as unfair distribution of social opportunities and resources for which poverty plays a major role in India. People i.e. caste, class, religion determine the life course of an individual. Affluent class do not face poverty and social exclusion whereas unemployment is often treated as causal factor whose effects on social exclusion are very minimal. Poverty is a multidimensional concept where a person is deprived of material possessions and basic needs. It damages life chances and reduces equal opportunities to develop in society. Poverty brings a vicious trap which gradually ends up in trapping into generations. Social exclusion as a root cause to poverty has become central to policy and academic discourses. Poverty and social exclusion are a process through which individuals or groups are wholly or partially excluded from full participation in the society within which they live. Social exclusion too is multidimensional and has dynamic impact at different social levels over time. It focuses on exclusion as the rupture of relationships and social circumstances (Edler et. Al. 2003).

Migration and Labour market

People migrate for varied reasons. Whatever may be the reasons of migration, the life cycle of the family of the migrants’ experience new challenges as well as opportunities which may help in tackling the poverty or social exclusion. Recent work and competitive labour market facilitates better life course whereas unemployment is often treated as causal factor whose effects on social exclusion and poverty is detrimental.
As a concept, a life course is defined as "a sequence of socially defined events and roles that the individual experiences over time." (Giele and Elder, 1987) Life course theory assumes that the events and actions of the past influence the present and the future. It encompasses ideas and observations from a range of disciplines and points out that all kinds of exposure, including biological, physical, social, behavioral and cognitive throughout the entire life span, influence the well-being in current and future generations. It has already been established that adverse life events and conditions influence the life course outcomes of children. Life course theory posits that individuals construct their own life course through their interactions with the constraints of historical, social and physical circumstances (Elder et al. 2003). Several fundamental principles characterize the life course approach. They include: (1) social and historical conditions and geographical locations; (2) individual and social factors; (3) variability, heritability or variability; (4) linked lives and social ties to others; (5) human agency and personal control; and (6) how the past shapes the future. A life course approach can help us understand the relationship between poverty and social exclusion.

Regional or spatial differentiation

Level of development is not uniform across the globe. The North is considered to be more developed than global South. Likewise, status of social discrimination, incidence of poverty and gender disparities are also different across the globe. The life course perspective can help us understand the interrelations between poverty, social exclusion and gender inequalities across the regions. Geographical factors affect our life course perspective and availability of career opportunities. For example, the level of development in urban India is far greater than rural India. Similarly, life course research is expected to make us understand how economic opportunities, social participation and political empowerment which restrict equity across the regions. The life course perspective can help us understand the intragenerational inequalities as well. For example, the life course perspective can help us understand how poverty during childhood or through generation(s) and other social problems like discrimination and health could lead to poverty or social exclusion. Decent work and competitive labor market facilitates good life chances and reduces equal opportunity to development in the society. Poverty becomes a human right when it affects the life chances of the children. Hence, the study of poverty and social exclusion in India do face regional and sub-regional differentiation as life course of the people also varies.

Gender disparities

Women face greater gender discrimination. Poverty and social exclusion among women can be seen through the life course perspective in terms of persisting gender gap in education, food, health and nutrition and access to healthcare in developing countries. Women spend more time in care economy and home making. Women’s share in workforce is relatively much lower. It affects their income, occupational status and career opportunities. Women are more vulnerable to social exclusion and deprivation. Gender disparities also create gender based violence. Gender based violence leads to poverty and social exclusion in women.

Poverty is a multidimensional concept where a person is deprived of material possessions and basic needs. It damages life chances and reduces equal opportunity to development in the society. Poverty as a concept brings a vicious circle which gradually ends up in transfer of poverty to next generations. Social exclusion as a root cause to poverty has become central to policy and academic discourse. Poverty is a process through which people are excluded from resources and participation in the society within which they live. Social exclusion too is multidimensional and has dynamic impact at different social levels over time. Social exclusion is the rupture of relationships between people and the society result in a lack of participation, social protection, social integration and power (Silver, 2007). People could be socially excluded because of their caste, gender, ethnicity, religion, sexual orientation, HIV status, disability, race, etc. The exclusion could take in terms of economic opportunities, social participation and political empowerment which restrict equity across the society. Dr. Ambedkar developed a socio-ethical philosophy and persistently stood for human dignity and freedom, socio-economic justice, material prosperity and spiritual discipline. The dignity of an individual in a society facilitates a person to make suitable choices and actions for his development and thereby eventually contributing to the societal development. The oppressive social structures and caste like the rest, social exclusion are what blocks the way of the process of democracy in India. It is, therefore, also necessary to deliberate on Dr. Ambedkar’s views while conceptualizing social exclusion and discrimination in Indian context through the life course perspective. India, with its witnessed rapid economic growth and development, has almost crossed its 5% GDP mark. The country still remains in the world’s top 5. It is important to know what happened to top 1% people. It is equally important to know what happened to top 1% people. It is equally important to know what happened to the bottom 5% people. What could be the reasons? It is a crucial aspect in the life course perspective. The study of life-span development therefore becomes important for understanding poverty and social exclusion.

State of human capital

Health and education is considered to be foundation of human capital. Better health and education empower the individuals for the life course perspective in terms of possessing gender gap in education, food, health and nutrition and access to healthcare in developing countries. Women spend more time in care economy and home making as a result their share in workforce is low. It would try to answer how female empowerment or participation in the labor market can alleviate poverty and social exclusion. Furthermore, the life course perspective can help us understand the interrelations between poverty, social exclusion and gender inequalities. It will try to probe how poverty during childhood or through generations and other social problems like discrimination and exclusion in the family are interrelated, and in what way do they increase the risk of poverty and social exclusion for the family. These questions are of particular significance in India where several factors during the life course lead to differential vulnerability with respect to gender and exclusion. The outcome is also complicated by policy failure and policy trends for tackling the twin challenges of the developing countries in general and India in particular. Key sub-themes of the Seminar may include but not limited to:

- Investigating the twin evils of poverty and social exclusion through the lenses of life course perspective.
- Understanding how poverty during childhood or through generation(s) and other social problems like discrimination and exclusion are linked to poverty or social exclusion.
- Decent work and competitive labor market facilitates good life chances and reduces equal opportunity to development in the society.
- Poverty becomes a human right when it affects the life chances of the children.
- Understanding how economic opportunities, social participation and political empowerment which restrict equity across the regions.
- Gender disparities in education, employment and income among women.
- Social exclusion and deprivation in women.
- Life course perspective in understanding poverty and social exclusion in India.
- Understanding the link between poverty, social exclusion and gender inequalities across the regions.
- Gender disparities and their impact on poverty and social exclusion in India.
- Policy failure and policy trends for tackling the twin challenges of the developing countries in general and India in particular.

Registration and Logistics:

- There is no Registration Fee for the seminar. However, it is mandatory for all the paper presenters and participants to register online in order to receive abstract acceptance letter, seminar program by email and registration code. However, a limited financial support may be extended to few participants based on merit of the full paper.
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Abstract Submission Guidelines:

- Abstracts should not exceed 300 words and must be submitted in Microsoft Word, Times New Roman, 12 Font with 1.5 line spacing to lcpseminar2018@gmail.com by due date. The abstract must contain:
  - Title of the paper: Times New Roman, 14 Font, Bold.
  - Author Details: Name (in title case), affiliation (in parentheses), role (in italics). The abstract must be an independent piece of work and should not be a repetition of the paper.
  - Body: Must include rationale, objectives, data & methods, expected findings, central argument.
  - 2. Sub-Theme: Must indicate the sub-theme of the concept note under which the paper falls.
  - 3. Authors: Must provide contact information (Name, Email, and Phone number) for all authors.
  - 4. Abstract: Must contain: all relevant objective, data & methods, expected findings, central argument. Abstracts will be peer-reviewed by a screening committee of acclaimed academicians and practitioners. Their decision will be final and binding. Only selected abstracts will be invited for the presentation in the Seminar. Full Paper Submission:

- On the intimation of the selection of abstracts, the authors will have to write the full paper and submit it by the due date. Full paper should not be more than 8000 words (including abstracts, references, tables, etc).
- The best selected papers will be published in an edited book by a reputed publisher. Therefore, the effort should be made to submit quality papers to be included in the publication.

Seminar Coordinator:

- Prof. C. Sheth Reddy, Chair Professor, Ambedkar Chair in Social Justice, Indian Institute of Public Administration, New Delhi.
- Dr. Prashant Kumar Singh, Assistant Professor, TERI School of Advanced Studies, New Delhi.
Concept Note

As a concept, a life course is defined as “a sequence of socially defined events and roles that the individual endures over time” (Giele and Elder, 1998). Life course perspective encompasses ideas and observations from a range of disciplines and proposes that all kinds of exposures, including biological, physical, social, behavioral and cognitive throughout the entire life span, influence the well-being in current and future generations. It has already been published that adverse life events and health conditions influence the future life-course outcomes of children. Life-course theory posits that individuals construct their own life course through their choices and actions, but within the constraints of historical and social circumstances (Editor et al. 2003). Several fundamental characteristics shape the life course approach. They include: (1) socio-historical and geographical location, (2) individual heterogeneity or variability, (3) linked lives and social ties to others, (4) human agency and personal control, and (5) how the past shapes the future (Mitchell, 2003). This theoretical construct has been used to understand variety of social issues including health and nutrition, educational development, gender disparities, aging, age, life stage, culture, poverty and social exclusion. The adult’s play a key role in shaping the adaptability and the ability to learn throughout the adult life, are shaped early in life, mainly in families. Therefore, children from poor family or disadvantaged area like slums are more vulnerable to poverty and social exclusion. This paradigm has been used to examine more systematic and wholesome way than other usual approaches. However, till date the theoretical construct of this paradigm remains under utilized.

Poverty is a multidimensional concept where a person is deprived of material possessions and basic needs. It damages life chances and reduces equality of opportunity development in society. Poverty becomes a vicious trap which gradually ends up entailing all the members of a family and it transfers its impact over generations. Social exclusion as a root cause to poverty has become central to policy and academic discourse. Poverty is a process through which individuals or groups are wholly or partially excluded from full social participation in the society which they live in. Social exclusion too is multidimensional and has dynamic and different at social and individual level. Life course theories explain how social conditions between people and the society result in a lack of participation, social participation, social integration and social power (Silver, 2007). People could be socially excluded because of their caste, gender, ethnicity, religion, sexual orientation, HIV status, disability, race, etc. The exclusion could be caused in terms of economic opportunities, social participation, political participation and empowerment which restrict equity across the society. Dr. Ambedkar developed a socio-ethical philosophy and persistently stood for human dignity and freedom, socio-economic justice, material prosperity and spiritual discipline. The dignity of an individual in a society facilitates a person to make suitable choices and action for his development and thereby eventually contributing to the societal development. The oppressive social life course structure and the resultant social exclusion are what hinders blocks on the way to democracy in India. It is, therefore, also necessary to deliberate on Dr. Ambedkar’s views while conceptualizing social exclusion and discrimination in Indian context through the life course perspective.

The study of life-span development and of the experience of gender discrimination and exclusion in the family are interrelated, and in what way do they increase the risk for excluding a person from the life course? The study of life-span development lead to differential vulnerability with regard to poverty and exclusion. It is an important aspect in the life course perspective. The study of life-span development therefore becomes important for understanding poverty and social exclusion.

Regional or Spatial differentiation

Level of development is not uniform across the globe. The northern countries are more developed than global south. Likewise, status of social discrimination, incidence of poverty and exclusion are more systematic and wholesome way than other usual approaches. However, till date the theoretical construct of this paradigm remains under utilized.

Women face gender discrimination. Poverty and social exclusion among women can be seen through the lens of life course perspective in terms of persisting gender gap in education, food, nutrition and access to healthcare. In developing countries women spend more time in care economy and home making as a result their share in workforce is low. It would try to answer how the past shapes the future generation.

Socio-religious stratification

Social stratification of the world can be analyzed on the basis of socio-religious background of the people i.e. caste, class, race and religion. Different class do not face poverty and social exclusion what a poor has to experience in their life course. Likewise, affiliation to a particular caste, race or religion gives greater opportunities to grow throughout life. For instance, during the life course of the people in India do face regional and sub-regional differentiation as life course of the people also varies.

Gender disparities

Women face gender discrimination. Poverty and social exclusion among women can be seen through the lens of life course perspective in terms of persisting gender gap in education, food, nutrition and access to healthcare. In developing countries women spend more time in care economy and home making as a result their share in workforce is low. It would try to answer how the past shapes the future generation.

Migration and Labour market

People migrate for many reasons. Whatever may be the reasons of migration, the life cycle of the families of the migrants’ experience new challenges as well as opportunities which may help in tackling the poverty or social exclusion. Recent work and competitive labour market facilitates better life course whereas unemployment is often treated as causal factor whose effects on social exclusion and poverty is detrimental.

As a consequence, the twin evils of poverty and social exclusion through the lenses of life course perspective. It will try to probe how poverty during childhood or through generations and other social problems like discrimination and exclusion in the family are interrelated, and in what way do they increase the risk for excluding a person from the life course? The study of life-span development lead to differential vulnerability with regard to poverty and exclusion. It is an important aspect in the life course perspective. The study of life-span development therefore becomes important for understanding poverty and social exclusion. The outcome is expected to provide fresh scholarly discussion and policy insights for tackling the twin challenges of the developing countries in general and India in particular. Key sub-themes of the Seminar may include but not limited to:

- Life-span development
- Gender disparities
- Migration and Labour market
- Socio-religious stratification

Registration and Logistics:

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Abstract Submission Guidelines:

Abstracts of 300 words maximum will be accepted after a critical review of the full paper submitted. The full paper must be in hard copies along with an abstract. Only selected abstracts will be invited for the registration in the Seminar.

Full Paper Submission:

Full paper submission is a mandatory condition of selection of abstracts. The author must have to write the full paper and submit it by the due date. Full paper should not be more than 8000 words (including references). The style sheet of the EPW is to be used for writing the full paper. It can be downloaded from http://www.epw.in/style-sheet.html. Paper presentation will be allowed only after receiving the full paper.

Publication:

Best selected papers will be published in an edited book by a reputed publisher. Therefore, the effort should be included groups and individual interested in the publication.

Seminar Coordinators:

Prof. C. Sheela Reddy, Chair Professor, Dr. Ambedkar Chair in Social Justice, Indian Institute of Public Administration, New Delhi.

Dr. Prakash Kumar Singh, Assistant Professor, IERI School of Advanced Studies, New Delhi.
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Poverty and Social Exclusion: 
A Life Course Perspective
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Lokashraya Foundation, New Delhi
TERI School of Advanced Studies, New Delhi

Date : April 12-13, 2018
Venue : Conference Hall, 1st Floor, 
IIPA Campus, Indraprastha Estate, 
Ring Road, Mahatma Gandhi Marg, 
New Delhi-110002

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Address of the Author:…………………………………………………………………………………………………….

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Title of the Paper: ………………………………………………………………………………………………………….
Sub-Theme: ………………………………………………………………………………………………………………….

Date…………………… Place…………………… (Signature)...........................

Correspondence
Lokashraya Foundation, A-101, Gauri Sadaan, 5 Hailey Road, New Delhi - 110043
Ph.: 011-23705512-13, Fax: 011-23705530 Email: lpseminars2018@gmail.com
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TERI School of Advanced Studies, New Delhi

Lokashraya Foundation

Indian Institute of Public Administration

Correspondence
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Ph.: 011-23705515-12, Fax: 011-23705520 Email: lcpseminar2018@gmail.com

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Date : April 12-13, 2018

Venue : Conference Hall, 1st Floor, IIPA Campus, Indraprastha Estate, Ring Road, Mahatma Gandhi Marg, New Delhi-110002

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