



**Presenters:** Joshi, Jahnvee  
Program Officer, Aga Khan Youth and Sports Board for India

Bakshi, Anuradha  
Reader Designate, Nirmala Niketan College of Home Science, University of Mumbai.

**Contact Information:** Aga Khan Gymkhana, Ground Floor, Opp. Wilson College, Chowpaty Sea Face, Mumbai – 40000, India.

**email:** jahnvee.joshi@gmail.com

**Language:** English

**Type of Presentation:** Scientific Paper

**About Presenters:**

*Ms. Jahnvee Joshi* is working as a Program Consultant for the Aga Khan Youth and Sports Board for India (AKYSBI). AKYSBI is a not-for-profit organization that provides services to the community youth across the country. At AKYSBI, Ms. Jahnvee is involved in designing programs that help youth to discover who they are, their strengths, and their career interests. Some of her other responsibilities include program evaluation, research, and capacity building in youth volunteers. Ms. Jahnvee has completed her M.Sc. in Human Development from Nirmala Niketan College of Home Science, University of Mumbai, and B.Sc. in Human Development (sub-specialization: Developmental Counseling) from SVT College of Home Science, SNDT Women's University, Mumbai. She is a visiting faculty at SVT College; she has also taught at Nirmala Niketan. She has applied for a PhD at Nirmala Niketan College of Home Science. She has a strong research interest in the area of Positive Youth Development.

*Dr. Anuradha Bakshi* is a Reader Designate at the Nirmala Niketan College of Home Science, University of Mumbai. She has completed her PhD from the University of Tennessee at Knoxville, USA, and her master's degree from the Maharaja Sayajirao University of Baroda. She has also taught at both her alma mater universities and at the Nirmala Niketan College of Social Work, University of Mumbai. Her research career began as an undergraduate student and has spanned over two decades in varied areas such as resiliency, education, and spirituality. As one of the senior-most faculty in Nirmala Niketan, she has served as a Department Head (2004-2007). She is teaching students in the B.Sc., M.Sc., and PhD Home Science programs. She has presented papers at international conferences; last year she chaired a session on research in Human Development at an international conference. She is a consultant in multiple areas such as Research Methods and Statistics, and Human Development.



Student support and welfare is one of her priorities. As a university teacher, she has invested substantial time in career guidance and counseling of students, especially advanced students as well as alumnae. In fact, her interest in the welfare of “her protégées” has led her to track their life paths both formally (i.e., through research) and informally.

**Title of Paper: Youth Services in the Shia Ismaili Muslim Community: Critical Evaluation with Regard to Career Guidance**

**Abstract:**

Youth career processes are informed by various agencies (like the family, school, and community). The organized community support offered by the Shia Ismaili Muslim community to its youth is presented here. The Shia Ismaili Muslim community, popularly known as the Aga Khan community is spread worldwide. Services to community members are provided through the Aga Khan Development Network (AKDN)--a group of development agencies with mandates that include the environment, health, education, culture, microfinance, rural development and others. Youth Development in AKDN is the responsibility of the Aga Khan Youth and Sports Board (AKYSB). In India, AKYSBI operates through six Regional Boards, 30 Local Boards, and 165 major centres. The youth are offered programs through developmental camps and stand-alone programs. Some of the programs conceptualized in the last three years include: Touch the Sky, Excellence Aspirations, Adventure Zone, Theatre Workshop, Holiday Clubs, Parenting, and camps for the youth from rural India. The goal of these activities is to help the youth develop a positive sense of self, identify own strengths, build/enhance self-esteem, develop a sense of purpose, and a positive view of personal future. As they explore their selves, they get to know their career-related interests and are guided in their strengths. In addition to these programs, the rural youth are provided exposure to industrial areas, educational institutes, and role models. The programs are grounded in the theory of Positive Youth Development (PYD), with Peter Benson as the primary theorist and advocate. In this view, developmental success is defined as not just being “problem free” but including measures of well-being, thriving, and flourishing. The AKYSBI programs address selected assets from the 40 Developmental Assets which represent the relationships, opportunities, and personal qualities that young people need for avoiding risks and in fact for thriving. PYD strongly upholds that even youth in the most challenging circumstances can succeed if they have the support of caring adults and access to opportunities for development of new skills and connections. In this presentation, the AKYSBI programs have been evaluated with regard to career guidance. This evaluation is based on data on the AKYSBI programs as well as interviews with the following: AKYSBI policy-makers and program developers, youth facilitators, and beneficiaries. Implications of the use of a PYD framework in career guidance and in evaluation of youth services are discussed.