



# KARISHMA MODI

## Education

2017 – 2019

Master of Arts

(Elementary Education)

*Tata Institute of Social Sciences,  
Mumbai*

2008 – 2011

Bachelor of Arts (Economics)

*University of Pune, Pune*

## Certification

First Aid and CPR

*SSI International*

Diploma in Experiential

Education and Practices (DEEP)

*Kaveri Group of Institutes, Pune*

Latin and Greek Etymology

*Logopghilia Education Pvt Ltd*

Certificate of English Language

Teaching to Adults (CELTA)

*Cambridge English Language*

*Assessment*

Certificates in Speech

and Drama and Effective

Communication

*Trinity College, London*

## Summary

My practice is grounded in the principles of experiential education. Programme design, delivery and academic coordination are my key strengths. My classroom is a space for critical reflection and meaningful democratic practice. Acknowledgement of participants' contexts and journeys stands out in my work as a teacher-trainer. I work consciously to build true collaboration within teams and to support team-members in matters of personal and professional development.

### Independent Education Consultant (Pune)

*July 2024 – present*

- developing materials for nature integration in mainstream school syllabus
- writing place-based fiction

### Various Universities (Pune)

*Jan. 2025 – present*

*Adjunct/Visiting Faculty*

- planning and facilitating Liberal Arts courses for undergraduates
- developing courses and materials for undergraduate study

## Significant Work History

### Local Voices in Conservation Programme (Port Blair)

*ongoing*

*Co-founder and Co-facilitator*

- developed a curriculum in collaboration with ecologists, conservationists and other professionals working on diversity, equity and inclusion in the space of conservation for early-career conservationists from the Andaman and Nicobar Islands
- facilitated sessions to deliver the curriculum to early-career conservationists from the Andaman and Nicobar Islands

### Dakshin Endeavours (Bengaluru/Port Blair)

*July 2023 – July 2024*

*Education Officer*

- planned and facilitated place-based education programmes for students from schools and colleges to various ecologically sensitive locations
- developed materials and programmes in collaboration with ecologists, conservationists and other conservation professionals

### Edubridge International School (Mumbai)

*Jan. 2022 – May 2023*

*MYP Integrated Humanities and English Language and Literature Teacher*

- developed and delivered curriculum in social studies and English language and literature in grades 6, 7 and 8

*MYP Service Coordinator*

- developed and oversaw a plan for whole-MYP Service

*CIS Self-study Individuals and Societies Team Co-lead*

- planned and implemented curriculum alignment exercises
- developed documentation formats to collate responses from whole-school staff

## Languages

### English

Native or bilingual proficiency

### Marathi and Hindi

Professional working proficiency

### Gujarati and French

Elementary proficiency

## Interests

- theatre
- poetry
- writing
- nature/wildlife/ecology
- history and archaeology
- art and architecture
- linguistics and culture

### Dakshin Foundation (Bengaluru/Port Blair)

April 2018 – Sept. 2021

Senior Research Assistant

- supported and mentored local community teachers in foundational literacy and numeracy
- planned and facilitated foundational learning sessions for students of government schools in an after-school programme
- facilitated programmes for students from international schools, visiting the Andaman and Nicobar Islands
- planned, designed and facilitated online sessions for students interested in conservation and research
- facilitated the professional development of interns of the Environmental Education programme at Dakshin Foundation

### Gyaan Adab Centre (Pune)

Dec. 2017 – April 2018

Consultant, Children's Programmes

- developed theatre workshops for children between the ages of 6 and 14 in collaboration with the Creative Head/Director
- facilitated theatre workshops

### BGM Policy Innovations Pvt Ltd (Pune)

Sept. 2015 – Sept. 2017

Subject Matter Expert (Social Studies)

- developed teaching learning materials, such as
  - Social Studies textbook lessons for primary-school, based on CBSE and ICSE frameworks and accompanying comprehension questions and assessments
  - assisted with the development of primary-school content for English language teaching
  - assessment activities mapped to learning objectives
  - infographics and visual displays for content
  - suggested lesson delivery plans for the content developed
- facilitated feedback sessions with teachers to understand their classroom experiences with the learning materials

### Marpha Foundation (Marpha, Nepal)

June 2015

Volunteer English Language Teacher

- formulated a place-based English language curriculum and delivered lessons for primary-and middle- school learners in two villages in the Mustang district of Nepal
- determined learning outcomes, assessments and assessment rubrics to understand students' language skill levels
- set up processes for teachers to follow to optimise meaningful engagement and learning levels in their classrooms

### Dr Kalmadi Shamarao High (Pune)

June 2014 – April 2015

Class Teacher

- adapted the Maharashtra state-board curriculum for English, History, Geography and Civics for class 6 for delivery through experiential education methodology
- delivered lessons and designed assessments for English, History, Geography and Civics using experiential education practices
- created opportunities to develop classroom culture and meaningful democratic practice
- designed tools and classroom rituals that promoted reflection and introspection

**Logophilia Education Pvt Ltd (Allahabad)**

Sept. 2013 – May 2014

Research Associate

- edited and improved existing course material in the form of books, blogs and website content
- designed quiz rounds and developed material for the Logophilia on-stage Olympiads (etymology-based inter-school quizzes)
- assisted the lead facilitator during Logophilia workshops
- “etymologised” English words derived from Greek and Latin for Logophilia content

**Wisdom World School (Pune)**

June 2011 – April 2013

Speech and Drama Teacher and Teacher-trainer

- trained the students of 14 classes of the primary section in speech and drama including (elocution, diction and dramatic expression)
- selected or wrote original pieces for the primary school Annual Day performances
- directed the primary school Annual Day performances
- trained the pre-primary and primary school teachers in conversational English
- mentored the staff of a low-income school from the Ratnagiri district (a sister-concern of Wisdom World School) in English language learning

**Other Relevant Experience**

- training students for debate and other public-speaking events
- facilitating poetry-writing and editing poetry collections
- language-teaching through Content and Language Integrated Learning (CLIL)

**Publications**

Modi, K. (2022) What Can a Caged Bird Sing? A Case for a Place-based Component of Curriculum. *Language and Language Teaching: A Peer-reviewed Journal*, 11(2), 37-44.

Modi, K. (2021, April 17). *Cast Away: A Case For Place-based Education in the Andaman and Nicobar Islands*. Retrieved from The Bastion: <https://thebastion.co.in/politics-and/cast-away-a-case-for-place-based-education-in-the-andaman-and-nicobar-islands/>

Modi, K. (2020) Reproducing Silences: Using “purity” of language to maim the disenfranchised. In O. Prakash, & R. Kumar (Eds.), *Apprenticeship in Language Studies* (pp. 148-159). Guwahati: Eastern Book House.

**Social Media**

- *LinkedIn*  
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