



Avinashilingam Institute for Home Science and Higher Education for Women

(Deemed to be university Under Category 'A' by MHRD, Estd. u/s. 3 of UGC Act 1956)

Re-accredited with A+ grade by NAAC. Recognised by UGC Under Section 12B

Coimbatore - 641 043, Tamil Nadu, India

Avinashilingam Centre for International Education (ACIE)



The Future Awaits



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Avinashilingam Centre for International Education (ACIE)

About our Institute



Avinashilingam Institute for Home Science and Higher Education for Women (Deemed to be University) was established under section 3 of UGC Act 1956 and recognized under the Category "A" by MHRD. The Institute, a unique community development-oriented Deemed to be University for Women established towards empowering women of all walks of life, which is also recognized by UGC under section **12B of the UGC Act 1956**, making eligible to receive **Central Government Financial Assistance**. The Institute has been re-accredited with A+ Grade by NAAC declared on **4th March 2019**. Furthermore, the Institute was **ranked 1st** in the **ATAL RANKING OF INSTITUTIONS ON INNOVATION ACHIEVEMENTS (ARIIA-2020)** in the **Special Category** of Higher Educational Institutions Exclusively for Women (Only from Govt. and Govt. Aided Category) on **18.08.2020** and was ranked 75th in the 2020 NIRF.





The Institution was started in 1957 by **Dr. T.S. Avinashilingam Chettiar** (a recipient of **Padmabushan** award), Freedom Fighter, educationist, social worker, philanthropist, and first Education Minister of the composite Madras State under the auspices of the Avinashilingam Education Trust. He envisioned the Institution to develop eminent women of all

strata of the society towards success, with an ultimate aim to shape women in nation-building and to contribute to the community for National Development.

His service was well supported by **Dr. Rajammal P. Devadas** (a recipient of **Padmashri** award), the first Vice-Chancellor who was also a world-renowned nutritionist, social worker and freedom fighter. The great visionary leaders and the chief stakeholders of these institutions transformed the Institution from a state-funded Government aided College to be one of the **first Autonomous colleges** in the Country in **1978**. Their academic and leadership qualities helped in upgrading the autonomous College into a **Deemed**



to be University status conferred in 1988 by the Government of India in recognition of the outstanding achievements of the Institute.

Dr.T.S.K. Meenakshisundaram, the Managing Trustee of the Sri Avinashilingam Education Trust, currently champions the Institute along with **Prof. S. P. Thyagarajan**, Chancellor, an eminent higher education expert; **Dr. Premavathy Vijayan**, Vice-Chancellor and distinguished Professor of Special Education and **Dr. S. Kowsalya**, Registrar, a prominent home scientist. At this juncture, **Prof. S. P. Thyagarajan**, Chancellor, envisions adopting contemporary changes in academic activity to achieve the Global Sustainable Development Goals in Education through his vision 2040.

Avinashilingam Centre for International Education (ACIE)

“Avinashilingam Centre for International Education” (ACIE), as a nodal centre of Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, envisages bringing international standard education to the doorsteps of its students in an interconnected world on campus, and beyond, besides promoting culture cum value-infused Indian Higher Education Abroad (PIHEAD) to international students. ACIE also shall endeavour to provide all the possible and requisite support to International students enrolled in Avinashilingam Institute.

Our Vision

Avinashilingam Centre for International Education has the vision of Promoting international understanding and harmony through quality higher education to the global youth. ACIE shall offer educational opportunities in teaching-learning, research and service besides imparting Gandhian value-based, culturally appropriate national and international education and experience to the Indian and Foreign youth, faculty-members and staff members striving to develop and promote “ Global Knowledge and Skills to achieve the Sustainable Development Goals as per UN declaration leading to concept of “Internationalisation at Home.”

Our Mission

Avinashilingam Centre for International Education shall evolve as an innovative, collaborative, skill and competency building globally competent leader in internationalization of educational, research and community experiences for students with in India and from abroad.

Our Objectives

Assisting Indian students in internationalizing their degrees at home so as to broaden their global perspective.

Fostering international collaboration with reputed Universities, Institutions abroad for joint higher education, research, projects and employment.

Encouraging faculty and students towards high quality international educational experience to students through exchange programs and organize joint workshops/seminars.

Providing on-line counseling, guidance, immigration advise, on-campus and off-campus assistance and accommodation arrangements to International Students.

Building global networks: Developing and strengthening collaborative agreements between our Institution and foreign universities, Educational organizations, industries and government agencies.

Strengthen the transition experience of our international students to help them meet their goals, personal growth, educational experience, and professional opportunities through PIHEAD [Promotion of and other Government of India and University programmes

Core Values

- To impart holistic value-added education
- To do service to students, stakeholders and partners with passion and integrity
- To foster and strengthen intercultural awareness, cultural relations and mutual understanding for a better world.

OVERVIEW OF AVINASHILINGAM CENTRE FOR INTERNATIONAL EDUCATION

1. Office of International Affairs
2. International Student Cell (ISC)
3. Guidelines for International Student Admissions
4. Students Support Service
5. Financing
6. Campus Facilities
7. Library Resources
8. IT Infrastructure
9. Community Engagement
10. Student Council and Activities
11. Sports Amenities – Sports Complex
12. Research Facilities

International Programmes and Collaborations

1. Global Education
2. Global Partners
3. Global Programmes
4. International Student Trips

Avinashilingam Centre for International Education, Coimbatore facilitates, supports and coordinates some of the Institute's international activities in line with the institute's mission as well as the objectives through the Office of International Affairs and the International Students Cell.

The Office of International Affairs

The Office of International Affairs (OIA) was established in the year 2021 as International Students' Office (ISO) to facilitate our government in keeping all up to date data about international activities and international students. It strives in developing and promoting opportunities for staff and students; the concept of "Internationalization at Home" and further ensures that the entire institute benefits from the growing concept of internationalism.

Activities of International Affairs Office

Two-way mobility of student and staff

The ACIE of our institution works to its utmost capacity to live up to the real meaning of internationalization of education which includes staff and students' mobility, either way. Programmes are aimed at fostering student competencies to adapt to the international environments. The centre focuses on various activities which aims at contributing to national understanding as well as to intercultural understanding.

ACIE will be in constant correspondence with the institutes/universities and above all the embassy of the various countries from where the student would come or would go to ensure smooth mobility either way. Staff exchange programmes also top the priority. E-learning across borders on various virtual platforms is widely established, and our institution is hosting various courses on the MOOCs platform. Along with this, importance is given to the mobility and migration of scholars by enhancing the international partnerships between institutions, departments and programmes to stimulate exchange. ACIE of our institute extends support structures and services to the utmost capacity for the mobility of staff and students either way. Student Exchange programmes through MoUs - Incoming and Outgoing Student Exchange Programs (Semester exchange – Coursework/ Fieldwork or Field Placement/ Research Affiliation).

- Assist International Students' and Research Scholars' admission including NRIs, PIOs and OCIs.
- International Joint Research programmes through MoUs.
- Customized / Tailor made courses through MoUs.
- Progressively increase the scope of the Study in India (SIP) and Study Abroad Programmes (SAP).
- Provide a base to assist International and Indian scholars for career advancement and contribute towards enhancing bilateral relations (MoUs with foreign Universities/ Institutes and Industries).
- Facilitate admission to Full time Degree Programs (BA/ MA/ Integrated M.Phil- PhD/ Direct PhD)

- Facilitate admission to Online, Diploma, Short-term Programmes (STP), summer projects and Certificate Programmes
- Customized Short-term Study in India Programmes (SIP)
- Organize and facilitate Joint Seminars/ Workshops/ Symposia/ Conferences

The International Students Cell (ISC)

Through the International Students Cell the international students are helped to manage the transition from their home country to Avinashilingam Institute. The ISC guides and supports them with an orientation about the Institute, information about academic programs, curricular and co-curricular activities, scholarships.

- Endeavours to provide requisite support to International Students enrolled at the Institute
- Strives in developing and promoting opportunities for staff and students and benefit the institute from the concept of “Internationalisation at Home”.
- Nodal Officer-International Students Cell, supervise and coordinate the students to ensure
 - ✓ Open communication
 - ✓ Monitor that their academic and professional needs are addressed appropriately
 - ✓ Feel comfortable in the campus



Activities of ISC

- Orientation program:** - Provide information about university's academic programs, curricular and co-curricular activities, scholarships, Hostel accommodation etc.
- FRRO [Foreigners Regional Registration Office]:** - Help students complete the FRO registration procedures (Form C) after their arrival.
- Counselling:** - Provide guidance to students regarding education, career, norms, code of conduct of the University.
- Mentoring:** - The ISC mentors the international students once in a month and encourages them to participate in various cultural, sports and other educational activities organised by the institute.
- International Students' Day Programmes:** - Organize the annual event “International Students' Day” for staff and students.

Guidelines for International Student Admissions

The International Affairs Office oversees, develops and delivers an effective International Mobility Strategy to increase international student intake. The Office works as a facilitator for foreign student admissions, mentors and supports them at Avinashilingam Institute.

The Office oversees the day-to-day administration of facilitating queries from international students on and off-campus. The Office promotes internationalisation in the campus by complementing and enhancing the academic experiences of all international students, while providing excellent student services to international students who choose to study and intend to study at Avinashilingam Institute.

The university has, in all programmes, separate intake for Children of Indian Workers in Gulf and South-East Asia Countries (CIWGC-SEA). In addition, the Overseas Citizens of India (OCI) and the Persons of Indian Origin (PIO) and Foreign Nationality students can apply separately in all programmes.

About International Admission – Procedure

The admissions are open for all the international students to all courses in the Institute, who have proficiency in English and meet the special pre requisites of the Academic Programmes, Disciplines and Courses desired.

Visa Requirements

- ❖ After scrutiny of the applications for eligibility, the University issues a 'Provisional Admission Letter' for the purpose of obtaining 'Student Visa' from Indian Consulate/Embassy endorsed to Avinashilingam Institute.
- ❖ On obtaining the Student Visa endorsed to Avinashilingam Institute, the students must report for 'Final Admission' along with Original Certificates and Course fee as stipulated in the course-wise fee details to the Co-ordinator, Office of International Affairs (OIA),
- ❖ When the student reports at the Office of International Affairs with a valid 'Student Visa', and original certificates, the admission process will be initiated and a letter of final admission addressed to the Deans of the concerned Schools will be issued. The candidate shall report to the Dean of the allotted School along with the final admission letter and join the allotted programme. After fulfilling the admission process at the allotted Dean's Office, the student should get the S certificate (residential permit) issued by the Foreigners Regional Registration Office, Coimbatore.

The application should include the following documents:

- ❖ A letter providing information about previous university studies, expectations and motivations for attending the course, as well as contact information.
- ❖ A certificate of previous studies and a proof of the current registration at the Institute (a copy of the student card or any other documentation).
- ❖ Copies of all the above documents must be submitted to the Office of International Affairs. After receiving applications, they will be processed by the Office of International Affairs which will assist them further, with the formal admission procedure.

- ❖ The selected students will be given a letter of admission from Avinashilingam Institute with which they can apply for study visa through the Indian embassy in their home country.
- ❖ All the applications received will be screened by the Office of International Affairs (OIA) based on the availability of elective school slots. The University will decide on the approval/denial of the application.

Required Documents

- ❖ Duly filled in 'APPLICATION FORM FOR FINAL ADMISSION'
- ❖ TWO XEROX COPIES OF THE CERTIFICATES + Original Qualification Certificates for verification.
- ❖ TWO XEROX COPIES OF PASSPORT + Original Passport for verification.
- ❖ TWO XEROX COPIES OF VISA+ Original Visa for verification.

After obtaining student /research visa, the student should report to the Office of International Affairs (OIA) for final admission along with the original certificates. The final admission form should be submitted with one set of Xerox copy of the following documents:

- ❖ 10+2 / High School certificate
- ❖ Degree/ Pass Certificate of the qualifying examination
- ❖ Mark list of qualifying examination
- ❖ Student visa
- ❖ All International students holding student Visa are required to register with the Foreigners Regional Registration office of the Senior Superintendent of Police within 14 days of Arrival in Coimbatore, OIA will assist and guide the international students through the formalities.

Student Support Service

Student support and progression opportunities are abundant which are made possible by a well-established student support mechanism of the institute at all levels. Students are supported and guided through unified capability development and enhancement measures like:—

- | | |
|--|----------------------------------|
| ❖ Guidance for Competitive Examinations | ❖ Career counselling |
| ❖ Orientation for Career Development and Prospects every year | ❖ Campus healthcare |
| ❖ Training for Soft Skill and Communication Skills | ❖ Networking training and events |
| ❖ Life skills (Yoga, Meditation, Health and Hygiene, Physical fitness) | ❖ Student Counsellors |
| | ❖ Global Language center |
| | ❖ Student Gym |
| | ❖ Study Training and Workshops |

Timely Redressal of Student Grievances

Students' grievances too are addressed through the following:

- Internal Complaints Committee
- Grievances Redressal Committee
- Anti-Ragging Committee

Counselling Centre – C.A.R.E

The students are guided and counselled in terms of their personal, psychological and physical well-being and career perspectives through mentoring and counselling sessions given by Centre for Ambitious and Resourceful Endeavour (C.A.R.E).

Placement Cell, Student Clubs, Innovation and Incubation Centre and Entrepreneurship Development Cell

These cells/centres ensure participation of students in Career Guidance and take conscious efforts to build personal brands. The students are provided with part - time job offers and “Earn While you Learn” Programs.

Finances

Bursaries –

Promote students to go abroad on overseas experiential learning

Bursaries are available for needy students to apply in overseas programmes

Awards & Scholarship for Incoming Students

Avinashilingam Institute for Home Science and Higher Education for Women welcome students from partner universities to experience academic experience and student life in higher education institute.

- ✓ Need-based scholarships
- ✓ Subsidized fees with the support of central and state funding with scholarships
- ✓ Annually 63% of students have been benefited from scholarships provided by Government / Non- Governmental Organization and Institutional freeships and elite sports persons are encouraged during admission through sports quotas and meritorious scholarships

Loans – Institute provides various schemes in place to assist eligible students to fund their approved overseas educational programmes. The type and quantum of the loan offered as part of the financial aid package to a student who applies for financial aid, and it will depend on the assessed needs level.

Campus facilities

The institute has two campuses: Main campus in urban setting and the Satellite campus in rural/rustic setting. The campus houses

- ❖ A shrine for prayer
- ❖ A well-furnished guest house with conference room facility
- ❖ Silent study room for scholars
- ❖ Lounges
- ❖ Cafeteria and food court
- ❖ Fitness centre
- ❖ Health centre
- ❖ Hostels
- ❖ In house bank and ATM
- ❖ Stationary
- ❖ Transport
- ❖ Parking area
- ❖ Staff common room
- ❖ Day care centre
- ❖ clean rest rooms
- ❖ The campus is fully wi-fi connected with 24/7 power supply.

Library resources

The Central Library of the Institute is fully automated –

- ❖ Integrated Library Management System (KOHA version 19.11.10.000)
- ❖ Indigenously developed software

Print resources - 2,52,148

- ❖ Books
- ❖ Journals
- ❖ Thesis
- ❖ Back volumes and non-book materials

Electronic Resources - 2,04,460

- ❖ 1,74,044 e-books (EBSCO Academic Collection, Elsevier, Springer, PHI, Cambridge, Pearson)
- ❖ 30,404 e-journals (IEEE, EBSCO BSE)
- ❖ Eleven e-databases (Scopus, Scifinder, Web of Science, Capitaline, Economic Outlook, EPWRF ITS, India stat, and DELNET)

Anti-Plagiarism Software

- ❖ Grammarly
- ❖ Turnitin
- ❖ Urkund
- ❖ Web based Anti-plagiarism software under Shodhganga project

The Institute being a member of National Digital Library of India (NDLI)

- ❖ Can access the NDLI after registering in the club and browse 7,23,00,360 resources including South Asia Archive and World e-Books Library.

Computing infrastructure facility

- ❖ Hardware, software and National Knowledge Network (NKN) with one Gbps leased line.
- ❖ OPAC/Web OPAC facilitates to locate relevant and available documents.

Other Facilities/Services

- ❖ Photocopying
- ❖ Scanning Printing
- ❖ Citation Analysis
- ❖ Current Awareness Service
- ❖ Document Delivery Service
- ❖ e-alerts/SMS alerts
- ❖ Inter-Library Loan (through DELNET and J-gate plus)
- ❖ Book Bank
- ❖ Plagiarism checking, Product trials and Reference/Referral Service are extended to the users.

The website (<https://aulibrary.avinuty.ac.in/>) provides access to all its resources at a single point.

IT Infrastructure

Institute is well equipped with

- ❖ Wired/wireless Technology - 24/7 Wi-Fi
- ❖ Surveillance facilities
- ❖ Video conferencing hall
- ❖ Smart Classrooms
- ❖ ICT Enabled Classrooms
- ❖ High end Computer Labs and Language Labs

e-studio facility with

- ❖ Media floor
- ❖ Lecture capturing system
- ❖ Audio visual centre and mixing equipment

Community engagement

Beyond the Classrooms, the Students and Faculty jointly engage in Community Services through **NSS, NCC, CSS (Community Social Service)** in Villages adopted and involve in grass root activities to demonstrate their Civic responsibilities. The significant constructive activity is the Village Adoption Program wherein students camp in the adopted village for a week and involve in selfless activities to build Model Villages.

Other activities that delineate social responsibilities include

- ❖ Tree planting
- ❖ Swachh Bharat

- ❖ Blood donation
- ❖ Medical camps
- ❖ Road safety
- ❖ Gender sensitivity
- ❖ Health and nutrition
- ❖ Environmental protection
- ❖ Income generation activities
- ❖ Rallies on burning issues
- ❖ Theme-based campaigns
- ❖ Awareness programmes

These beyond the campus extension activities enable students to understand the real-life situations and how their contributions could make a big impact in the quality of life of a common man.

Students engage in community services through

- ❖ Youth Red Cross
- ❖ Extension activities through early intervention center, nursery school, empaneled training institute and ICAR – Krishi Vigyan Kendra.

Student Council and Cultural Activities

The Students' Council is elected through democratic way of election. Students are encouraged to exhibit and use their talents and skills and uphold the value system and Indian culture.

Yearly activities

- ❖ Deeksharambh (Student Induction program)
- ❖ Talents' day/Freshers' day
- ❖ National days – Independence/Republic day, Gandhi Jayanthi, Rashtriya Ektha Diwas & Yoga
- ❖ Festivals – Pongal, Christmas
- ❖ Avegha - Annual intercollegiate fest
- ❖ Kalaivizha – Cultural Fest



Routine activities

- ❖ Student assembly everyday
- ❖ Weekly meeting with class representatives
- ❖ Monthly meeting with Higher Authorities
- ❖ Help maintain general discipline



Student led clubs

- ❖ Eco Club
- ❖ Dramatic Club

- ❖ Antique Club
- ❖ Yi Yuva Club
- ❖ Rotaract Club
- ❖ Voyage Club
- ❖ Quiz Club
- ❖ AI Club
- ❖ Astronomy Club
- ❖ Art and Craft Club
- ❖ Photography Club
- ❖ Literary Club
- ❖ Music and Dance Club



Sports Amenities – Sports Complex

The institute has quality infrastructure and manpower for sports and games education with

- ❖ Gymnasia
- ❖ Basketball
- ❖ Volley ball
- ❖ Ball Badminton
- ❖ mFootball
- ❖ Table-tennis courts
- ❖ Athletic tracks
- ❖ Yoga and Meditation center

Events organized

- ❖ Annual Sports Day Celebrations
- ❖ Marathon
- ❖ Cross Country Race
- ❖ Yoga and Aerobic Performances
- ❖ Martial Arts



Research Facilities

Updation of research facilities - infrastructure, latest hi-tech equipment, research funds, seed money to researchers, doctoral and post-doctoral programmes

Establishment of research facilities

- ❖ Advanced Research Laboratory
- ❖ Dr.C.N.R. Laboratory with Central Instrumentation facility
- ❖ Tissue Culture
- ❖ Enzymology and Immunology Laboratory
- ❖ Artificial Intelligence and Machine Learning Centre



Facilities for quality research and promotion

- ❖ Modernized animal house
- ❖ Green house
- ❖ Child lab
- ❖ Textile production lab
- ❖ Video production lab
- ❖ Business production lab facilities
- ❖ Installation of G-Suite applications
- ❖ Incubation Centre for promoting start ups
- ❖ State of art hi-tech seminar hall
- ❖ Video wall facility in an auditorium
- ❖ Well-equipped Library with updated e-resources for researchers with additional subscription to e-journals and software like Grammarly enabling quality thesis writing and research publications, updated plagiarism checking software



Innovative research on current issues

- ❖ Organic farming
- ❖ Solid waste management
- ❖ Pharmacological potential of medicinal plants and drug discovery
- ❖ Medical textiles
- ❖ Probiotics
- ❖ Nutrigenomics
- ❖ Artificial intelligence in different disciplines have paved the way for patents - filing, publishing and product development.



International Programmes & Collaborations

1. Global Education

Pathways to Internationalization of Higher Education

I. Internationalization of Curriculum

- The higher education institutions recognize the need to equip students with the required values and skill sets to face the 21st century. After recognising the international educational framework, we are to recreate our syllabus in such a manner that our students will be equipped to become global citizens.
- Student learning outcomes could be prioritized and international dimension could be embedded in the curriculum designs of the study programmes. (International Exchange Programmes to be given importance- Students and Staff Exchange Programmes)

II. Internationalization at Home

- Networking with educational centres, universities, bodies like the Association of Indian Universities, and institutions in higher education in India and abroad, international institutions and organizations, in order to facilitate improved cooperation between all partners involved in higher education development and management,
- Exchange of experiences and know-how for addressing key education sector- related challenges and improving policy analysis and research in higher education.
- The data bank of important contacts in all subjects to be strengthened

III. Internationalization Abroad

There is a plethora of activities which universities engage to promote internationalization of higher education that our Institution can emulate:

- Study abroad programmes,
- Immersion programmes
- international collaborations,
- foreign language training,
- international and intercultural competences

IV. International Research Centre (International Research Projects and Ph. D)

The Avinashilingam Institute is to establish an International Research Centre of excellence in International collaborative projects and to promote doctoral /post-doctoral research. This centre may cater to the needs of the society and that of nation building: like the much-needed advantages in terms of creation of jobs, intellectual propriety, infrastructure, resources and materials.

Goals of the International Research Centre

- To instigate a premier research institution within India.
- Achieve scientific excellence through research collaboration with industries and other academic institutions.
- Promote multi-disciplinary research.
- Contribute to the development of locality and society.

V. Global Languages Centre:

Foreign Languages competencies are the need of the hour skill set to be acquired by our students in order to become global citizen. Foreign language competencies would be made available with professional certifications for example certification from IELTS, Alliance Française or Max Mueller Bhavan, etc. This year the centre proposes to offer

- French
- German
- Korean

2. Global Partners

Avinashilingam Institute for Home Science and Higher Education for Women has been in collaboration with global partners ever since its inception. Moreover, our global partners are higher education leaders from all over the world, with whom we share international standards and holistic vision in order to foster sustainable development goals of excellence on our own campus.

MoUs with National and International Organizations for the years 2010-2020

S.No	Name of the Collaborating Agency/Industry/Institute	Date/Year of Signing MoU	Department	Duration	National/ International
1.	The Alliance Francaise of Madras	05.01.12	French	1 year	National
2.	Korea National Animal Bioresources Bank, Laboratory of Biochemistry, Korea National Animal Research Resource Center, Republic of Korea	10.02.12	Institute	3 Years	International
3.	Korea National Animal Bioresources Bank, Laboratory of Biochemistry, Korea National Animal Research Resource Center, Republic of Korea	17.04.13	BCBT	3 Years	International
4.	School of Food Science and Technology, College of Natural Sciences, Chung-Ang University, Republic of Korea	20.04.13	FSN	3 Years	International
5.	The Alliance Francaise of Madras	04.10.13	French	2 Years	National
6.	The Institute of Finance Management, Dar es Salaam, Tanzania	05.05.14	Commerce	5 Years	International
7.	The Alliance Francaise of Madras	22.08.16	French	1 Year	National

S.No	Name of the Collaborating Agency/Industry/Institute	Date/Year of Signing MoU	Department	Duration	National/ International
8.	University of Latvia and Arya Vaidhya Pharmacy Research Foundation	26.08.16	Institute	5 Years	International
9.	M/s Collaborative Design and Engineering Service LLP, Coimbatore	26.08.16	Institute	1 Years	National
10.	Gyeongsang National University (Korea National Animal Bioresources Bank, Korea National Animal Research Resource Center), Republic of Korea	23.11.16	Institute	3 Years	International
11.	Shree Lakshmi Medical Centre & Hospital, Coimbatore	29.11.16	Phy Ass	1 Years	National
12.	M/S Source Management Infotech Coimbatore	25.01.17	Institute	1 Years	National
13.	Vivekananda Educational Institutions	02.02.17	Institute	3 Years	National
14.	Jeju National University, 102 Jejudaehak-ro, Jeju-si, Jeju Special Self Governing Province, 63243, Republic of Korea	08.02.17	Institute	5 Years	International
15.	Universitas Brawijaya, Jalan Veteran Malang 65145, East Java, Indonesia	28.02.17	Institute	5 Years	International
16.	Shanti Ashram, Coimbatore	24.05.17	Institute	5 Years	National
17.	Spoken Tutorials, IIT Bombay	26.04.17	Institute	1 Years	National
18.	Institute of General and Experimental Biology, Mongolian Academy of Sciences, Ulaanbataar, Mongolia	25.07.17	BCBT	5 Years	International
19.	Speed wings academy of aviation studies	07.05.18	Tourism Management	2 Years	National
20.	Connected Computing and Media Processing Kyungpook National University, South Korea	23.05.18	Computer Science	3 Years	International
21.	J.D Birla Institute, Kolkata	20.07.18	T&C	3 Years	National
22.	The Alliance Francaise of Madras	31.07.2018	French	2 years	National
23.	ATAL Incubation Centre for Textile and Apparel, National Institute of Fashion Technology-Tirupur	25.09.18	T&C	3 Years	National
24.	National Cyber Safety and Security Stranded ,New Delhi	03.10.18	Resource Centre	2 Years	National
25.	VLAND's BEST Hub Pvt. Lte, Singapore9(Civil/FPPT)	03.01.19	Civil Engineering, FPPT	3 Years	International

S.No	Name of the Collaborating Agency/Industry/Institute	Date/Year of Signing MoU	Department	Duration	National/ International
26.	CII Yi Yuva, Coimbatore	21.09.19	Placement	1 Year	National
27.	Universitas Brawijaya, Jalan Veteran Malang 65145, East Java, Indonesia	28.02.19	Biochemistry and Biotechnology	2 Years	International
28.	Advanced Electronic Systems, Bengaluru	21.02.20	ECE	2 Years	National
29.	Emerald Hights College for Women, Udthagamandalam	02.03.20	Institute	2 Years	National
30.	CII - Yi Yuva	29.09.20	Institute	3 Years	National
31.	Technical Institute for Engineers, Bangalore (MOA)	02.11.2020	Institute	1 Years	National
32.	Ureka Education, Ltd, London, UK	17.12.2020	Computer Science	3 Years	International
33.	Jain Deemed to be University, Bangalore	28.12.2020	Institute	2 Years	National
34.	University of Reading, UK	15.02.2021	Institute	5 Years	International
35.	Airlangga Global Engagement of Universitas Airlangga, Indonesian	12.03.2021	Institute	5 Years	International
36.	Speed Wings Academy, Coimbatore	25.03.2021	Tourism Management	1 Years	National

3. Global Programmes

Certification courses help to take the next step in respective careers!

Skills have become the global currency of 21st-century economies. In a world where competition for jobs, pay increases, and academic success continues to increase, certifications offer hope because they are a credible, third-party assessment of one's skill and knowledge for a given subject. Certification provides:

- * Significant advantages to professionals and job candidates
- * Establish professional credibility
- * Close the global skills gap

Avinashilingam Centre for International Education (ACIE) has proposed interdisciplinary courses to promote Indian culture, heritage, and traditions to students within India and abroad. These courses are credit-based and the credits are transferable. Courses from seven schools are listed here.

S. No	Title	School	Department
1.	Functional Foods for Health	Home science	FSN
2.	Indian Ethnic Foods		FSMD
3.	Tanjore Painting		Resource Management
4.	Indian Family Culture and Tradition		Human Development
5.	Designing Developmentally Appropriate Educational Toys		
6.	Traditional Embroideries of India		Textiles and Clothing
7.	Certificate course on Ethnological Ecosystem/Tribal Ecosystem	Biosciences	Botany, Zoology, Biochemistry, Biotechnology and Bioinformatics, Physician Assistant
8.	Herbal Plants and Remedies		Botany
9.	Folklore	Arts & Social Sciences	Tamil
10.	Spiritual Heritage in India		Sanskrit
11.	Temple Culture in Tamilnadu		Sanskrit
12.	Skills in Mahabharatam		Sanskrit
13.	Life Skills in Siddha literature		Sanskrit
14.	Certificate course in French language		French
15.	Art, Architecture and Cultural Heritage of South India		Visual communication
16.	Indigenous psychotherapies		Psychology
17.	Activity-Based Costing	Commerce and Management	Commerce
18.	Accounting with Tally		Tourism Management
19.	Sustainable Tourism Development		
20.	Logistics Management in Aviation		Business Administration
21.	Indian Cultural Heritage		
22.	Indian Ethos and Business Models		
23.	Design Thinking		
24.	Project Management		
25.	Digital Marketing		
26.	Finance for Non-Finance Professionals		
27.	Value Education		Education
28.	Adventure Sports and Outdoor Education (Collaboration with National Leadership and Adventure School, Coonoor)		

S. No	Title	School	Department
29.	Certification in Sports Ayurveda (Collaboration with Arya Vaidya Pharmacy)	Education	Physical Education
30.	Yoga For Human Excellence - Certification		
31.	Indian Martial Arts		
32.	Universal Design for Learning		Special Education
33.	Biomedical System Design	Engineering	Biomedical Instrumentation Engineering
34.	Importance of Vaastu Shastra in Buildings		Civil Engineering
35.	Certification on Data Science and Business Analytics		Computer Science and Engineering
36.	Antenna Design for Wireless Applications		Electronic and Communication Engineering
37.	Value-added products from staple foods		Food Processing and Preservation Engineering
38.	Processing of Indian Traditional Foods		Food Processing and Preservation Engineering
39.	Tribal Worli art		Printing Technology
40.	BlockPrinting		
41.	Screen Printing		

1. FUNCTIONAL FOODS FOR HEALTH

DEPARTMENT OF FOOD SCIENCE AND NUTRITION

Functional foods provide health benefits beyond basic nutrition. The focus of these foods now encompasses nutrients as well as bioactive components, termed nutraceuticals. These functional foods are part of our regular diet and can play a major role in preventing and treating degenerative diseases, which are rampant globally. India has a rich heritage of edible flora with functional properties and it is imperative to explore their functionality against lifestyle diseases for optimum health and nutrition.

Course Objectives

- Gain knowledge on the sources of functional foods
- Understand the role of functional foods in health
- Acquire skills on the preparation of various recipes using functional food ingredients
- Explore the functional foods suitable to different meal patterns
- Apply the acquired skills in packaging and marketing of functional foods



Course Outcomes

- Comprehend the health and therapeutic potentials of functional foods against communicable and lifestyle diseases
- Develop the ability to perform need-based value addition of functional food ingredients into regular dietaries
- Imbibe skills on the preparation of recipes incorporated with functional food components from various food groups
- Apply knowledge of functional foods to suit meal patterns and snacks specific to special conditions.
- Acquire skills in the selection of appropriate methods of packaging and marketing of value-added functional food products

Course Content

Nutritional and health benefits of functional foods, Functional foods from different food groups and functional foods to suit meal patterns and snacks specific to special conditions, need-based value addition with functional food ingredients in regular dietaries, packaging, and marketing of value-added functional food products.

Duration: 30 Hours

Hours of Instruction per week: 15

2. INDIAN ETHNIC FOODS

DEPARTMENT OF FOOD SERVICE MANAGEMENT AND DIETETICS

The Indian subcontinent is the land of diversity with variations in culture, traditions, ethnic groups, and cuisines. The regional variations in terms of soil, climate, and availability of food define the cuisines of a particular region. The land presents uniqueness in terms of use, preparation, blend, and presentation of food which goes with the traditional values and culture of the regions, providing a balance for holistic health.



Course Objectives

1. Gain insight into the availability and usage of national food diversity in different regions.
2. Develop competency in menu courses, food production skills, and techniques.
3. Learn the skills in the production and evaluation of Indian cuisines.

Course Outcomes:

1. Understand the different ingredients, specialties of the region.
2. Interpret the health concepts of using ethnic foods.
3. Plan, organize and implement production skills in the preparation of ethnic foods.
4. Relate the foods of the various regions and the cultural food diversity.
5. Use appropriate food preparation methods and retain the ethnicity.

Content:

Anthropology of Food, Food resources in every region, Influence of food in the culture and resources, Common Ingredients of the region, Specialties, Signature dishes in every region, Popular recipes, Methods of cooking, Food and the mind-body relationship.

Duration: 60 Hours

Hours of instruction per week:15

3. TANJORE PAINTING

DEPARTMENT OF RESOURCE MANAGEMENT

The ancient art of Tanjore painting symbolizes the grandeur and splendour of gold, fused with the skilful expression of an artist. It is one of the most beautiful forms of art, with its roots tracing back centuries. It is a chance to revisit our cultural heritage and tradition. Tanjore painting is an art that is highly intricate and requires tremendous focus on detailing. This art form requires perfection, which is achieved through patience, endurance, and effort. Understanding the tradition and the value of this ancient art form will help the student in creating their painting. These paintings are characterised by rich and vivid colours, simple iconic composition, glittering gold foils overlaid on delicate but extensive gesso work, and inlay of glass beads and pieces or very rarely precious and semi-precious gem



Course Objectives

The student will

- identify and utilize a variety of historical pictures for painting
- describe and apply the elements and principles of design in the painting
- will experiment with the traditional painting technique and develop a working knowledge of the creative potential of the technique
- will experiment with a variety of painting surfaces in order to describe and explain how the paint reacts to different surface qualities

Course Outcome

- An understanding of basic principles of design and colour, concepts, media and formats, and the ability to apply them to a specific aesthetic intent. This includes functional knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning.
- Knowledge and skills in the use of basic tools, techniques, and processes sufficient to work from concept to finished product, including knowledge of paints and surfaces.
- The ability to explore the expressive possibilities of various media, and the diverse conceptual modes available to the artist. This may deal with direct painting from nature or with alternative approaches to the making of traditional or innovative two- and, at times, three-dimensional images.
- Progress toward developing a consistent, personal direction and style.
- The ability to work independently

Content- Introduction, Origin and development of the art, Tools and Raw Materials, Making Process- board making, Figurative work, Jewellery work, Finishing the Products

Class hours- 20 sessions of 2 hours each

4. INDIAN FAMILY CULTURE AND TRADITION

DEPARTMENT OF HUMAN DEVELOPMENT

Indian culture has the richest heritage of social norms, ethical values, traditions, customs and religious spiritual systems. For generations, India has a prevailing tradition of the joint family system and the culture is extended from generations to generations for all age group and occasions. At the same way people in India participate whole-heartedly, feeling the happiness or pain. India has different festivals in North, south, east, west based on season and some historically practiced, where a whole community or neighbourhood is involved in bringing liveliness to an occasion. Likewise, an Indian wedding is a celebration of union, not only of the bride and groom, but also a union of two families. Family of India celebrates varieties of functions and ceremonies in all the age group focussing their tradition.



Course Objectives

- Enable the students to understand the Concept, types of Indian Marriage, ceremonies and child rearing
- Know the rituals of India during pregnancy, child birth, puberty
- Equip students practice Indian culture and traditions based on their choice

Course Outcomes:

- Understand concept, types of Indian Marriage and Family with respect to culture and tradition of India
- Identify and observe the Indian traditional costume for wedding, festivals and other ceremonies
- Learn shloka's and other rituals of pregnancy, child birth, puberty
- Prepare weaning and selected traditional Indian foods
- Practice and equip Indian Culture and tradition as per their choice

5. DESIGNING DEVELOPMENTALLY APPROPRIATE EDUCATIONAL TOYS

DEPARTMENT OF HUMAN DEVELOPMENT

Human Development is the study of how human beings grow, develop, behave and sustain physically, intellectually, emotionally and socially across life stages as an individual in the personal, familial and societal life. Early childhood years are the most significant years of life with rapid growth and development. It is important to promote Developmentally Appropriate Educational Toys to stimulate the growth and development holistically. Developmentally Appropriate Practice is intentional teaching that is attuned to children's ages, experiences, abilities & interests, and that helps them attain challenging and achievable goals. DAP has three core considerations – age, individual and cultural appropriateness. Age appropriateness is to consider what is known about development and learning of children within a given age range. Individually appropriateness is to consider what is known about each child as an individual and culturally appropriateness is to consider what is known about the social and cultural contexts in which children live. Based on these consideration educational toys should be developed to promote early learning - pre reading, pre writing and pre arithmetic skills.

Course objective:

- Design developmentally appropriate education toys focusing on pre reading, pre writing and pre arithmetic skills

Course outcomes:

- Understand the concept of Developmentally Appropriate Practice and Early Learning Skills
- Identify the core considerations of developmental appropriateness
- Apply core considerations in designing educational toys for early learning
- Design the educational toys for early learning
- Evaluate the designed educational toys against developmental appropriateness

Duration: 30 hours

Hours of Instructions/week = 6 hours

6. TRADITIONAL EMBROIDERIES OF INDIA

DEPARTMENT OF TEXTILES AND CLOTHING

Traditional embroideries of India involve numerous styles representing the tradition and culture of different states of India. The embroidery pattern and the fabric used reflect the custom of the particular state. It is very much captivating for the international students and designers to explore the richness and heritage of traditional embroideries of India.

Objectives:

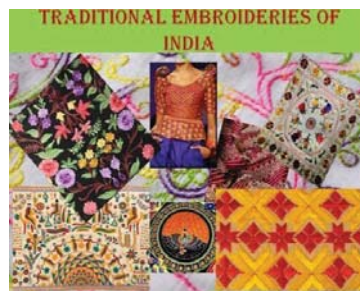
1. To inculcate the heritage of traditional Indian embroideries
2. To develop skills in traditional hand embroidery
3. To build up creativity in applying embroidery skills on products

Course Outcomes:

1. Select various tools used for surface enrichment on textiles
2. Prepare samples for a range of traditional embroidery stitches
3. Decorate the variety of products using traditional motifs
4. Apply traditional embroidery stitches in accessory making
5. Independent to become an embroidery designer

Content:

The course content includes the essential requisites for working traditional embroideries, development of motifs and practical learning of traditional embroideries. Product development with application of traditional embroideries will also be a part of the content.



Duration : 1 week

Hours of instruction : 30 hours

7. CERTIFICATE COURSE ON ETHNOLOGICAL ECOSYSTEM/TRIBAL ECOSYSTEM

**(BOTANY, ZOOLOGY, BIOCHEMISTRY, BIOTECHNOLOGY AND
BIOINFORMATICS, PHYSICIAN ASSISTANT)**

The indigenous and ethnic people of the world have learnt to live in the most hostile environmental conditions in this universe and help in conservation of biodiversity. India is a country with a large ethnic society and has immense wealth due to which it is rich in biodiversity. The tribals take shelter and utilize forest products like timber and fuelwood. Efforts for conservation have to be made due to rapid industrial revolution. Localities dominated by ethnic people need to be surveyed for identification of plants associated with various ethno-botanical uses.



Course Objectives

1. To impart knowledge about tribal lifestyle
2. To appraise on the status of tribal nutrition and health
3. To revisit ethical and government policies applicable for tribes in India

Course Outcomes:

1. To explicate the role of traditional ecological knowledge in defining identity and a sense of place among native tribal people.
2. To gain knowledge on human societies and environment through understanding of human ecology, culture and adaptation.
3. To be aware of the nutritional status of tribal population
4. To apprehend the health status of tribal population
5. To understand the Constitutional provisions regarding tribal development policies.

Content

Traditional Ecological Knowledge-Wisdom in environmental education, tribal livelihood. Ecological Anthropology - human ecology, cultural ecology, foraging, hunting, gathering and fishing. Tribal Nutrition- Traditional foods and food practices, specialized foods – early childhood, adolescent, pregnancy, post natal and geriatric care. Tribal Health- Status of tribal health, unique health care needs – malnutrition, communicable and non-communicable diseases. Tribal Ethics and Policies- State policies, National Development Projects, Displacement, Rehabilitation and resettlement, tribal resistance in Western Ghats.

Duration : 1 week

Hours of instruction : 30 hours

8. HERBAL PLANTS AND REMEDIES

DEPARTMENT OF BOTANY

Herbal plants are considered to be home remedies in ancient times in many parts of the country. Nowadays people are turning towards natural and folk remedies as they are safe, eco-friendly and locally available. There are a lot of herbs traditionally used for curing and preventing various diseases by increasing the immunity level in humans. Many plants and plant products possess antioxidant potential that we use in our daily life. So, there is a need to promote the awareness on the use of various plant and its products to improve human health.



Objectives

1. Explore the Knowledge of plants in medicine
2. Identify the various medicinal plants and the diseases they cured
3. Develop cultivation techniques of medicinal plants

Course Outcomes

1. Know about the utilization of medicinal herbs and their practical application.
2. Equip the students in identification of the medicinal plants
3. Gain knowledge on In Situ conservation of herbal plants.
4. Enhance the skill of the students with various propagation and storage techniques.
5. Understand the medicinal value of plants used in day to day life

Content

Basic knowledge on Medicinal Plants- Identification of Medicinal Plants – Role of medicinal plants of humankind . In Situ conservation- Collection, Propagation methods of medicinal plants- Soil types for medicinal plant cultivation. Soil analysis- Good agricultural practices in cultivation of medicinal plants- Organic farming, Growing plants under controlled conditions etc. Pest and Pest management in medicinal plants- Biopesticides / Bioinsecticides / Microbial biofertilizers, Storage techniques. Plants in day today life – Ocimum sanctum, Centella asiatica, Solanum trilobatum,, Aloe vera and Phyllanthus emblica. Nutritive and medicinal value of some fruits (Guava, Banana, Lemon, Pomegranate) and vegetables - Greens (Moringa, Solanum nigrum) Tomato.

Duration : 1 week

Hours of instruction : 30 hours

9. FOLKLORE

DEPARTMENT OF TAMIL

Folklore is the expressive body of culture shared by a particular group of people; it encompasses the traditions common to that culture, subculture or group. These include oral traditions such as tales, proverbs and jokes. They include material culture, ranging from traditional building styles to handmade toys common to the group.



Course Objectives

- Learning about performing arts
- Discovering the legacy of the performing arts
- Realizing the types of performing Arts
- Making the Generation learn the old Arts

Course Outcomes

- Students who choose folklore can serve in the area of indigenous art and culture.
- For them there are opportunities in the visual media like TV channels and cinema industries.
- Knowing people's belief the way of the arts
- Getting know the performing arts
- Understanding the relationship between Culture and the Arts

Course Content

Folklore also includes customary lore, the forms and rituals of celebrations such as Temple Functions and weddings, folk dances, karagam, Kummi, Oyilattam and initiation rites. Each one of these, either singly or in combination, is considered a folklore artifact. Just as essential as the form, folklore also encompasses the transmission of these artifacts from one region to another or from one generation to the next.

Duration : 30 Hours

Hours of Instruction per week : 15

10. SPIRITUAL HERITAGE IN INDIA

DEPARTMENT OF SANSKRIT

Spirituality is the soul of Indian culture. Here the existence of soul is accepted. Therefore, the ultimate aim of man is not physical comforts but is self-realisation. In spiritual path the role of a guru is very important. The Acharyas of India and their works are torch bearers to the entire universe. A **guru** is a **spiritual** teacher and leader. The Guru Gita describes the guru as “dispeller of darkness”



Objectives:

1. Make them Know about Indian Acharyas, their works, ideals and morals
2. Train to lead a peaceful and satisfactory life
3. Understand their relevance in present Society

Course Outcomes:

Help to lead a matured, balanced and peaceful life. Come to know various philosophies and slokas in Sanskrit.

Content: Origin, growth and development of spiritual heritage. Life history of acharyas, their works, philosophy, morals& ideals. Role of the acharyas in the upliftment of the society and mankind.

Duration : 30 hrs.

Hours of instruction/ week: 2

11. TEMPLE CULTURE IN TAMILNADU

DEPARTMENT OF SANSKRIT

The temples remain the very essence of the culture and heritage of Tamilnadu with historical records dating back to at least 3,000 years. Nearly 33,000 ancient temples, many at least 800 to 2000 years old, are found scattered all over Tamilnadu. As per Tamil Nadu Hindu Endowments Board, there are 38615 Temples. Most of the largest Hindu Temples reside here with complex architecture, variety of sculptures, and rich inscriptions, The state also abounds with a large number of temple tanks with confluence of many architectural styles. The gopuram of Srivilliputtur is the emblem of Tamilnadu Govt.



Objectives:

1. Make them Know the types of Temples
2. Make them aware of the history of ancient temples
3. Understand the science behind the temple culture& festivals

Course Outcomes:

Help to lead a tension free satisfactory life. Come to know our valuable temple heritage, fine arts and architecture.

Content: Origin, growth and development of ancient temples. Different types of temples, importance, source for fine arts. natural resources, education, scientific reasons behind them, temple architecture, how temple compared with human body etc.

Duration : 60 hrs.

Hours of instruction/ week: 2

12. LIFE SKILLS IN MAHABHARATAM

DEPARTMENT OF SANSKRIT

The Mahabharata is a great epic and pride of India. This epic is not the story of brothers. It is the story of truth and lie, victory of Dharma and of Krishna ,the lord of Universe. Maharishi Veda Vyasa's Mahabharata is an encyclopedia of political science,publicrelations, family relations, education, Dharma and Karma.Asudy of this Ithihasa makes one to know how to live human life.



Objectives:

1. Understand the basic philosophy of Mahabharatam
2. Origin of Bhagavat Gita.
3. Understand the value oriented messages

Course Outcomes:

Help to develop their personality and life skills .Come to know the various types of situations faced in life , do's & do not's through different characters.

Content : Origin, growth and development of Mahabharatam and gita. About various parvas in bharatam. Charactersk etch. Karma yoga.Subhashitams in different parvas.

Duration : 30 hrs.

Hours of instruction/ week:2

13. LIFE SKILLS IN SIDDHA LITERATURE

DEPARTMENT OF SANSKRIT

Siddha is a term that is used widely in Indian religions and culture. In Tamil Nadu, South India, a siddha refers to a being who has achieved a high degree of physical as well as spiritual perfection or enlightenment. In Tamil Nadu, South India, the siddha tradition is still practiced, special individuals are recognized as and called Siddhars who are on the path to that assumed perfection after they have taken special secret rasayanas to perfect their bodies, in order to be able to sustain prolonged meditation along with a form of pranayama which considerably reduces the number of breaths they take. Siddha were said to have special powers. These eight powers are collectively known as ashtasiddhi. In Hindu cosmology, Siddhaloka is a subtle world where siddhas take birth.

Objectives:

1. Understand science in Siddha culture
2. Know role of Siddha & ashtamaha siddhis
3. Understand the value oriented messages

Course Outcomes:

Help to lead a purposeful, value oriented and healthy life through yoga and meditation. Come to know the importance of Siddha Purushas, their works and about their jeevasamadhis.

Content : Origin, growth and development of siddha literature. Life history of 18 siddhas, their works, philosophy, morals & ideals. Role of the siddhas in the upliftment of the society and mankind. Important siddhas in present era,

Duration : 45 hrs.

Hours of instruction/ week: 2

14. CERTIFICATE COURSE IN FRENCH

Course outline

The certificate course in French aims at developing the student's proficiency in the four basic skills (speaking, listening, reading and writing) in French and introducing the students to appreciate the French culture, life style, role of Medias. The course integrates modern communicative and interactive approach. It emphasizes on French rhythm of life, savoir-vivre, and savoir-faire with various multimedia and audio-visual elements (podcasts, videos, documents).

Objectives:

To sensitize the students about foreign language learning.
To promote global citizenship among students.

Course Outcome

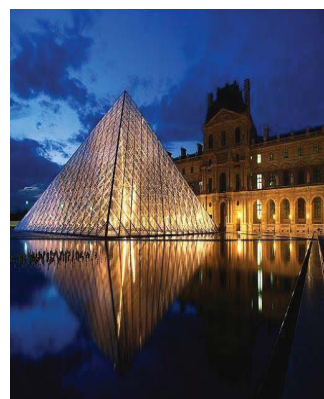
After the successful completion of the course the student will be able to

- 1) acquire the Four basics skills of the language.
- 2) write messages and letters.
- 3) construct sentences describing a person and a situation.
- 4) analyze a situation and give his/her own opinion.
- 5) narrate a story using his/her own words.

Duration: 30 hours

Hours of instruction/ Week : 2

Credit : 1



15. ART, ARCHITECTURE AND CULTURAL HERITAGE OF SOUTH INDIA

DEPARTMENT OF VISUAL COMMUNICATION

The studying of communication through visual images and artifacts may be a new discipline but it is an ancient practice in human civilizations. In fact, art, sculpture and architecture are the civilizational vestiges that today communicate to us the rich heritage of human societies and nations. In learning to appreciate and decode the messages that are embedded in them as civilizational values is an integral part of our understanding humanity and its potential for harmonious living. South India is particularly rich in heritage sites and monuments which call for detailed study and understanding that has invited many great scholars from all over the world. This course will focus on Dravidian temple architecture, mural paintings, contemporary art practices and folk art traditions.



Unit I : Rock cut architecture and paintings, world heritage sites and early Jain and Buddhist art in South India will be part of this. Recent excavations such as Keeladi and Adhichanallur archaeological sites will also be studied in this unit.

Unit II: An elaborate study on architectural styles spanning from 600CE to 1300 CE, various stages of architectural developments, elements of Hindu temple architecture with reference to Pandya, Pallava, Chola, Nayak and Chalukyan architecture will be part of the study in this unit. Virupaksha temple in Hampi (Nayak), Chalukyan cave temples in Badami, Brihadeeswara temple in Tanjore(Chola), Meenakshi temple in Madurai (Pandya), Rock cut architecture at Mahabalipuram(Pallava) will be part of this study. Apart from the temple architecture, this unit will focus on the Hindu mythological tales and epics such as Sivapurana and Ramayana based on which the sculptures are laid out. Unit III: This unit will focus on various mural and folk art styles. This unit will focus on folk tales that are connected to the local folk art forms. Folk art forms such as Therukkoothu (Tamilnadu), Tanjore Painting and dolls, Kalamkari and Buttabommalu from Andhrapradesh, Yakshagana and Thaiyyam from Karnataka, Kathakali and temple murals from Kerala will be part of the study. Unit IV: The contemporary art and architectural practices and movements in the Southern India such as the Madras Art Movement in dialogue with heritage will be studied here.



Unit V: The students will be taken for a field trip to temples, art galleries, places where folk arts are being practiced under this Unit.

Total Units : 2

Time: 30 hours

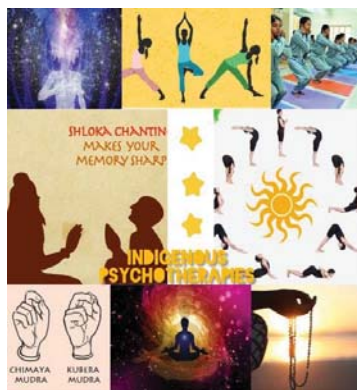
16. INDIGENOUS PSYCHOTHERAPIES

DEPARTMENT OF PSYCHOLOGY

Indigenous practices for Mental Health have been present since early ages. Our various traditional methods such as Yoga, Meditation and Spirituality have been a way of life for many years. It is our prerogative to revive these Indigenous practices to enhance well-being.

Course objectives

- To promote mental health and wellness
- To help individuals lead happy, healthy and wholesome lives
- To help individuals overcome daily life problems through easy to practice psychotherapies
- To help individuals build good interpersonal relationships
- To become responsible citizens of the country



Course Outcomes

- Comprehend the health and therapeutic potentials of Spirituality and indigenous psychotherapies
- Develop the skills to practice yoga, meditation and other exercises to lead a happy life
- Imbibe the knowledge learnt through skills of indigenous psychotherapy
- Apply knowledge of indigenous psychotherapy to solve problems of daily life
- Enhance mental health and well-being through practice of indigenous psychotherapy

Course Content

- Development of Spiritual Consciousness
- Yoga for Holistic Life
- Effects of Surya Namaskar
- Chanting for Positive Mental Health
- Benefits of Thoppukaranam
- Shloka and Affirmations
- Meditation and Breathing Exercises
- Mudras and Mental Health

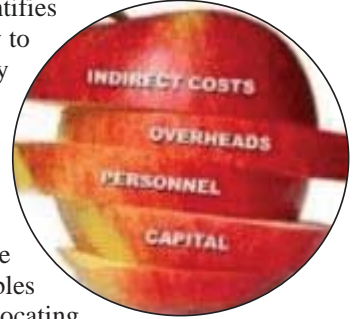
Duration : 30 Hours

Hours of Instruction per week : 5

17. ACTIVITY BASED COSTING

DEPARTMENT OF COMMERCE

Activity Based Costing is a costing method that identifies activities in an organization and assigns the cost of each activity to all products and services according to the actual consumption by each. In other words, it is an approach to the costing and monitoring of activities which involves tracing resource consumption and costing final outputs. ABC has predominantly been used to support strategic decisions such as pricing, outsourcing, identification and measurement of process improvement initiatives. Activity Based Costing provides a more accurate method of costing of products and services. ABC enables effective challenge of operating costs to find better ways of allocating and eliminating overheads.



Course Objectives:

1. To impart in-depth knowledge on the concept of Activity Based Costing method and its process.
2. To give practical exposure on activity based costing with case studies and real data.

Course Outcomes

Enables improved cost performance analysis. It supports to learn performance management techniques such as continuous improvement and scorecards.

Course Content

Concept of Activity Based Costing-Identification of cost drivers under ABC-calculation of cost per unit using ABC-compare of traditional method and ABC of overhead absorption-case studies.

Duration : 30 Hours

Hours of Instruction per week : 10

18. ACCOUNTING WITH TALLY DEPARTMENT OF COMMERCE

Tally is powerful and essential accounting software. It has been known for its best in financial applications and accounting systems. Computerised Accounting with Tally has been greatly used in calculating monetary terms, accountancy and tax calculations. By using tally software recording of financial transaction of business, generation of reports and supply of information for managerial decision making could be taught.



Course Objectives

1. To develop practical skills in application of tally packages
2. To impart knowledge on preparing accounting and inventory vouchers in tally
3. To inculcate the skill of preparation of financial reports using Tally

Course Outcomes

1. Enhances the Computerised accounting skill.
2. Ability to interpret the accounting and inventory statements by applying various financial tools.
3. Acquire knowledge on the preparation of statutory compliance through GST.
4. Acquaint to prepare bill-wise statement.
5. Capable to extract financial and inventory reports.

Course Content

Accounting principles, setting up a New Company in Tally, Creating Masters, Voucher Types in Tally, Creating Voucher, Stock Creation, inventory management and importing of Financial Statements and Reports.

Duration : 40 Hours

Hours of Instruction per week : 10

19. SUSTAINABLE TOURISM DEVELOPMENT

DEPARTMENT OF TOURISM MANAGEMENT

Sustainable tourism covers the complete tourism experience, including concern for economic, social and environmental issues as well as attention to improve tourist's experiences and addressing the needs of host communities. The concept of sustainable tourism aims to reduce the negative effects of tourism activities. Tourist development organizations are promoting sustainable tourism practices in order to mitigate negative effects caused by the growing impact of tourism.



Sustainable tourism helps in protecting natural environment, wildlife and natural resources by developing and managing tourism activities through employment and income generation activities. Impact assessment and simulation are increasingly important in tourism development and GIS can play an important role in auditing environmental conditions, examining the suitability of locations for proposed developments, identifying conflicting interests and modeling relationships.

Course Objectives:

1. To understand the dimensions of sustainable tourism development.
2. To familiarize with the approaches and practices of sustainable tourism development (STD) using GIS its global significance.
3. To assist the development of geographical information system (GIS) database for sustainable tourism development.

Course Outcomes:

1. Understand the necessity for sustainable use of global tourism resources.
2. Familiarize with the various approaches, benefits, issues and practices of sustainable tourism development
3. Gain knowledge on developing GIS database on diverse aspects of tourism in a sustainable manner.

Course Content:

Sustainable development – concepts, dimensions of sustainability - Sustainable use of global resources - Obstacles to sustainable development.

Global significance of sustainable tourism -Agenda 21 for travel and tourism industry-World conference on sustainable tourism1995 - Bali declaration 2005 -Cape town declaration 2002 and Kerala declaration.

Approaches to sustainable tourism-Standardization and certification-Alternative tourism-Responsible tourism -Waste management- Eco-friendly practices- Community participation.

Sustainable tourism planning - Topographical analysis -Land use pattern (EIA, EIS, and EMS) -Zoning system -Carrying capacity

Map reading - Scale representation - GIS & remote sensing - databases, spatial databases and spatial analysis - Positioning GIS applications in tourism

Duration: 30 Hrs.

Hours of Instruction: 15 hrs

No. of credits:3

20. LOGISTIC MANAGEMENT IN AVIATION

DEPARTMENT OF TOURISM MANAGEMENT

Logistics management is the part of the supply chain process that plans, implements, and controls the efficient, effective flow and storage of goods, services, and related information from the point of origin to the point of consumption to meet customer requirements. Logistics is the term which generally means the management of transportation of information, from one place to another. Logistics involves things like transportation, inventory, packaging, supplies and sometimes, social security and warehousing.



Course Objectives:

1. To understand the basics of Logistic Management
2. To Understand the flow of Operations in Aviation
3. To learn about airline terminologies and procedures

Course Outcomes:

1. Understand the basics of Logistics management and operations.
2. Familiarize with various airline and logistic terminologies.
3. Apply possessed knowledge in various areas of Aviation Industry.

Course Content:

Introduction- Introduction to Aviation Industry, Types of Carriers, Airline Codes, City Codes, Country codes,

Travel Documentation- Passport, Visa and Travel Insurance, Tax Regulations and Customs. Greenwich Mean Time, Time Difference.

Aviation Logistic Management- Basic logistic handling, Transport regulations, export and import Policies. Roles of Air Cargo Logistic Management.

Functions of Logistic Management: Storage, Transportation, Loading and unloading, packaging, and processing of materials between production and consumption. Digital innovation in International Logistics.

Duration: 30 Hrs

No. of credits:3

Hours of Instruction: 15 Hrs

21. INDIAN CULTURAL HERITAGE

DEPARTMENT OF TOURISM MANAGEMENT

Indian culture is one of the most ancient cultures of the world. The teachings of Buddha, Mahavira, and Lord Krishna are alive till today also and are a source of inspiration. The values of spirituality, praying nature, faith in karma and reincarnation, non-violence, truth, non-stealing, Chastity, Non-Acquisitiveness, etc. inspire people of this nation, today also. Material development and materials come under civilization



while Art of Living, customs, traditions come under culture. Material development is possible to a limit. This is the reason, that the civilizations got destroyed while Indian culture is present till today because the basis of development was spirituality and not materialism. Thus, Indian culture can be called an ancient culture, whose past is alive even in the present.

Course Objectives:

1. To understand the basics of culture and heritage of India
2. To be familiar with arts, fairs and customs in India.
3. To learn about different religious shrines and centers.

Course Outcomes:

1. Understand Indian culture & civilization.
2. Familiarize with religious shrines and festivals of India.
3. Gain knowledge on cultural and Indian architectural heritage

Course Content:

Glimpses of Indian cultural history-Pre and Post Vedic periods – Indus-Harappan civilization- Ancient Indian Literatures, Sacred Literature-, Secular Literature.

Indian Art & Architecture Rock-cut Architecture - Buddhist Architecture -Buddhist Architecture –Gandhara & Mathura Schools of Art- Indo-Islamic Architecture – Important Forts, Palaces and Havelies-UNESCO world heritage sites of India Religions of India-Religious Shrines & Centers - Hindu, Buddhist, Jain, Sikh, Muslim, Christian and others-Golden triangle-Buddhist circuits-Jain circuits.

Fairs and religious and secular Festivals - Indian Cuisine and culture - Indian Paintings and Sculpture, Terracotta.

Duration: 30 Hrs.

Hours of Instruction: 15 Hours

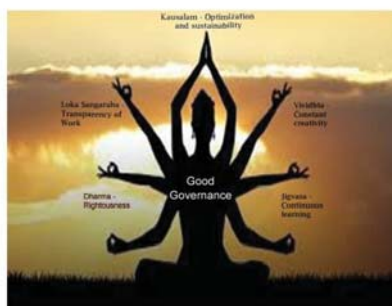
No. of credits:3

22. INDIAN ETHOS AND BUSINESS MODELS

DEPARTMENT OF BUSINESS ADMINISTRATION

Course Title: Indian Ethos and Business Models

Management Science is not a foreign concept rather it is a well practiced skill by ancient Indian rulers. India is known for rich cultural heritage and value system and has long history of scientific thoughts as evidenced from the epics and literary works. The successful trading and commercial past and multifaceted management of the ancient Indians has proven management models and corporate value systems that are in practice even in digital era. This course lays foundation for this exchange of heritage and culture of Indian ethos for universal business practices.



Course Objectives:

1. The course acquaints the students with Indian Ethos and its relevance to managerial decision making.
2. It familiarizes the sources of Indian Ethos in management and apply the same in business
3. Create awareness regarding Indian culture and value systems and to design ethically sustainable business models.

Course Outcome:

On successful completion of the course, the students will be able to:

Identify the importance of Indian Ethos in Management and acquire knowledge on Indian culture and value systems. Enhance the Scope of applying value based principles and ethos in business operations and design ethically sustainable Business Models.

Content:

Principles followed by Indian Organizations, Role of Indian Ethos in Managerial Practices in India, Indian perspective of values for managers. Management lessons from Vedas, Mahabharata, Kautilya's Arthashastra and Indian Heritage in Business Management. Work ethos and values, Indian System of Learning and Indian Business Models.

Course Title: Indian Ethos and Business Models

Duration: 30 hrs

Mode: Virtual / on campus

23. DESIGN THINKING AND INNOVATION

DEPARTMENT OF BUSINESS ADMINISTRATION

The program aims at how creativity and critical thinking of individuals may be utilized to solve complex business problems. There is a global demand for creative catalysts who can apply their latent skills to provide creative solutions. In all thrust sectors like Government, Education, Health care and technology, design thinking tools can help to uncover the challenges and discover radical solutions. High value innovations and hybrid team performance are the possible outcomes and have a break through experience for real transformation. The program is conducted as a structured program with live sessions, recorded videos, e-text and other industry focused value additions.



Course Objectives:

1. Understand the basics of Design Thinking process
2. Apply different problem solving tools and techniques to solve different challenges
3. Empathise customer requirements and design product based on validation.

Course Outcome:

Learners will be able to understand the design thinking techniques and tools and learn to solve the problems in human centric ways and find solution. The course facilitates to acquire skills of problem solving, critical thinking, creativity, leadership, collaboration and communication . It leads to increase in Innovation Index and improve market position of the business, brand as well as organization image.

Content:

Approaches to Design Thinking, Design Thinking Principles, Stages, Parameters, Design Thinking Strategy and structural implications, Ideation and product design, Risk assessment, Systematic Approach for Innovation Delivery, Service Design and assumptions of Customers, Proto typing, Proof of Concept, Innovation Immersion Activities.

Duration: 30 hrs

Mode: Virtual / On-campus

24. PROJECT MANAGEMENT LEADING TO PMP CERTIFICATION

DEPARTMENT OF BUSINESS ADMINISTRATION

Qualified professionals are always needed to plan and provision the work in projects irrespective of any industry. Project management course skills to strategize the kick start of the projects, evaluate and understand the project requirements, analyze and bring the required professionals on board, and monitor the progress of the work. High level view of project management is complex and needs professional management. The course focuses on imparting holistic project management skill supported with application of Microsoft Project and Primewara. It enables organizations to start and deliver the intended business value. There is a huge demand for certified project managers and the course trains for PMP Certification and a rewarding career in project management.



Course Objectives:

1. The course acquaints the learners to develop a plan, assign resources to tasks, track progress, manage the budget, and analyze workloads.
2. Insight on Project Management tools and techniques.
3. Effectively manage the human resources by tracking their tasks and make data driven decisions by equipping team members.

Course Outcome:

Conduct project planning activities that accurately forecast project costs and critically evaluate the possible time and resource requirement for the completion of the project.

Content:

Overview on project life cycle, phases, tasks and its relationships, work breakdown structure, constraints, designing and assigning resources, resource analysis and leveling, tracking, Earned Value Analysis, resource sharing in multiple projects, Graphical indications and report generation.

Course Title: Project Management leading to PMP Certification

Duration: 30 hrs

Mode: Virtual / On campus

25. DIGITAL MARKETING

DEPARTMENT OF BUSINESS ADMINISTRATION

Digital marketing has transformed the techniques adopted by different brands and businesses for marketing their products or services. Customers are more inclined to the cyber space to gather, analyze and evaluate product information. Further e-retailers are popular and gaining acceptance. Online content of product and service make digital market a popular niche in marketing. The course of Digital marketing will familiarize this cutting-edge technology and its importance in the current business market.



Course Objectives:

1. Provide insights about the digital marketing tools and processes
2. Imbibe skills to develop digital marketing communications that will gain visibility
3. Inculcate application of analytics for formulating digital marketing strategies and infuse knowhow to integrate the various digital marketing strategies.
4. Develop digital marketing communications that will gain visibility.

Course Outcome:

- Critically review and interpret the e- retailers and identify the process and strategies of e-retailing.
- Evaluate e retailing technology and implementation strategies and design e-stores and e-services for e-commerce and m-commerce.
- Develop strategies for branding on the web.

Content:

Foundation on e-retailing, e-commerce, online shopping behaviour, e-retail mix, e-retail business process and digital payment systems, digital marketing of e- retailing, branding and e-retail equity.

Course Title: Digital Marketing

Duration: 30 hrs

Mode: Virtual / On campus

26. FINANCE FOR NON FINANCE PROFESSIONALS

DEPARTMENT OF BUSINESS ADMINISTRATION

The Finance for Non Finance Program helps professionals, particularly from non-financial functional areas such as sales, marketing, human resources, research and development, manufacturing, procurement, to acquire comprehensive working knowledge of critical financial concepts in an easy-to-follow way, enabling them to make critical business decisions involving cost reductions, budgets, decisions on new ventures, development plans. Participants can understand and discuss financial statements and understand the basic fundamentals of finance and accounting.



Course Objectives

1. Understand the impact of finance on different business activities
2. Recognize and interpret financial statements like finance managers / stake holders in their company to address related financial problems
3. Be aware of the effect of different decisions on the results of a business
4. Get practical insights and easily grasp the basics of finance and achievement.
5. Familiarize with financial data for day-to-day decision making

Course Outcome:

After completion of the course, participants will be able to communicate financial matters more efficiently, understand the organization's success metrics, read and use company reports, and understand other aspects of managerial accounting. Participants learn to understand key financial data in ways that allow them to increase their productivity and build a more efficient organization. This course enables one to confidently take up entrepreneurial ventures and to head various departments with reasonably sufficient knowledge in financials.

Content:

Finance and Accounting Basics, Common Financial Reports, Techniques for the use of Financial Reports, Short term/Long term Financial Management, Costing a Product or Service, Preparation of Budget, Tax Basics, IFRS, Implications of Foreign Exchange.

Duration: 30 hrs

Mode: Virtual / On campus

27. VALUE EDUCATION

DEPARTMENT OF EDUCATION

Course outline

"By education I mean an all-round drawing out of the best in child and man-body, mind and spirit. Literacy is not the end of education or even the beginning."

- M.K. Gandhi

Education is the all round development of a human being. Education is not bounded to school, colleges and university. It is more than curriculum subjects. It is the development in body, mind and spirit. Education certainly is a means to all-round progress of man. In other words, the pathway to human-development goes through the lanes of education. Moreover, true education is the sole basis of achieving one's purpose in life. It is education, which can ascertain ultimate peace for a human being.



In present scenario, when there is a huge crisis of moral values in society, value-based education proves out to be the solution. Through value education, we can develop the learner with strong character and values who utilize their knowledge for the advantage of mankind. This course will help the learner to face the real world with right attitude and values. Value Education also develops character, personality, citizenship and spirituality.

This also gives scope for research in the field of value curriculum. This is an online Program being offered by the Department of Education, Avinashilingam Institute for Home Science and Higher Education for Women. This is a 40 hour program with 04 credits stretching for 5 month duration.

Objectives

1. Offer required teaching knowledge to students/teachers/ teacher trainees to support value education
2. Engage in research to develop new knowledge, curriculum framework and practice that will promote value education
3. Encourage the development of value based education materials

Course Outcome

1. Scope for development of body, mind and spirit through education
2. Enhancement in students' attitude, values and social behavior with the integration of value education
3. Skill to develop the value based educational materials for various level

Course Content

Concept and Definition of Value and value Education- Kinds of Value education, Sources of Values- Methods and approaches-Social Agencies in the acquisition of values-Social issues –professional ethics-measurement of values-value crisis and instruments to overcoming- Role models.

28. ADVENTURE SPORTS AND OUTDOOR EDUCATION

DEPARTMENT OF PHYSICAL EDUCATION

India has a long tradition in the field of outdoor education, training and recreation, reflecting the strong place of exploration and adventure in the Indian heritage. Adventure and Outdoor activities provide valuable alternative, often non-competitive, avenues for achievement, as well as opportunities to develop independence and self-reliance. Through successfully facing up to the challenges which outdoor activities provide, overcoming fears and apprehensions along the way, young people make major strides in confidence, with implications for all aspects of their development. Exceptional accomplishments in exploration and adventure, on the sea, in the mountains and in the world of nature, feature strongly in our country's history.



Objectives

- Promote active learning through direct personal experience and offer excitement, fun and adventure within a framework of safety.
- Challenging experience outdoors impacts powerfully upon a young person's intellectual, physical, spiritual, social and moral development.

Course Outcomes

- Experience in the outdoors provides rich opportunities for personal and social development through carefully structured group work in challenging situations.
- Contributes to personal growth and social awareness and develops skills for life and the world of work. Qualities such as a sense of responsibility and a purpose in life are nurtured.
- Great deal of intrinsic enjoyment and satisfaction to be experienced from participation in outdoor activities.
- Opportunities are presented to exhibit and develop effective inter-personal behaviour and to work co-operatively and effectively in teams.

Content Active learning and adventure outdoors can take place in a variety of environments: rural and urban, local and more remote. Outdoor education, training and recreation involve both young people and adults in a wide range of experiences, including adventurous activities on land and water and activities with an environmental focus. Methods used include skills-focused learning, problem solving, team building and self-reliant journeys and activities, with residential experience an especially valued feature.

Duration : 6 months (Off line)

Hours of Instruction: Theory - 2hrs Practical – Vary

(Collaboration with National Leadership and Adventure School, Conoor)

29. CERTIFICATION IN SPORTS AYURVEDA

DEPARTMENT OF PHYSICAL EDUCATION

Ayurveda has a holistic approach to sports and physical education wherein it does not differentiate between the body and the mind as they are interrelated and integrated. So what happens to one influences the other. It also emphasizes on primitive and preventive health care for the sportsman to enhance performance and to recover from sports injuries. This course emphasizes the learners to study the concepts and ideas behind this ancient form of natural healing.



It also provides a practical framework of daily routines and rituals, principles, and mind-sets, which can be used daily lives to increase sportsman wellness through Ayurveda, both for self and clients. Ayurveda in fact was used to treat sports related injuries and has a long tradition of application Indian native medical systems.

Objectives

- Sensitize students and stakeholders regarding the importance of ayurvedic diets and lifestyle management
- Preventive, promotive, curative, corrective and rehabilitative aspects to enhance performance and to manage sports injuries
- Empower the learner to have reasonable competency in executing optimum procedures along with experts to execute and manage injuries related to sports

Course Outcomes

- Learning ayurveda, the sportsman can customize the concepts to restore and maintain the body's balance and enhance athletic performance.
- Ayurveda is now widely practiced and taught as a system of health of India with special context to the prevailing CORONA Pandemic
- Ayurveda form of medicine for treatment of sports related injuries is known to be highly effective and has proven its excellence in enhancing the potential outcome Content

Ayurveda and Sports, Holistic Development through Ayurveda, RogaNirnayam and Cikitsa for Sports Injuries, Aharavidhi and Sports Performance, - Manasaprakrathi and Sports Performance

Duration : 6 months (On/Off line) Hours of Instruction: Theory - 2hrs Practical – 2hrs

(Collaboration with Ayurveda Pharmacy, Coimbatore)

30. YOGA FOR HUMAN EXCELLENCE – CERTIFICATION

DEPARTMENT OF PHYSICAL EDUCATION

Yoga is a mind and body practice with a 5,000-year history in ancient Indian philosophy. Various styles of yoga combine physical postures, breathing techniques, and meditation or relaxation and it is a mental, spiritual and physical practice that helps one attain inner peace. Yoga not only relaxes an individual but also keeps the human body fit. The “Yoga Sutra,” a 2,000-year-old treatise on yogic philosophy by the Indian sage Patanjali, is a guidebook on how to master the mind, control the emotions, and grow spiritually. The Yoga Sutra is the earliest written record of yoga and one of the oldest texts in existence and provides the framework for all modern yoga where the Practitioners and followers of yogic tradition focused instead on other practices, such as expanding spiritual energy using breathing methods and mental focus.



Objectives

- Make to understand the knowledge about the theory and practice of Yoga and its nature
- Understand the knowledge t of nature, characteristics and development of Indian Yogic philosophy
- Build a strong base from which to teach others naturally and with confidence
- Establish a firm foundation of discipline that promotes physical, emotional and spiritual growth

Course Outcomes

- Develop the skills to teach yoga asana and meditation
- Gain a solid grounding in the classical yoga tradition
- Deepen your spiritual connection to yoga
- Open inner self to profound inner transformation

Content

Introduction to Yoga, Asanas, Relaxation Techniques, Meditative Techniques, Pranayama, Kriyas and Yogic Diet

Duration: 30 Hours (Online/Offline)

Hours of Instruction/Week: 2

31. INDIAN MARTIAL ARTS

DEPARTMENT OF PHYSICAL EDUCATION

Indian martial arts refer to the fighting systems of the Indian subcontinent. A variety of terms are used for the English phrases “Indian martial arts”, usually deriving from Dravidian sources. While they may seem to imply specific disciplines (e.g. archery, armed combat), by Classical times they were used generically for all fighting systems. Martial arts is a part of India’s ancient culture and a traditional games.



Among the most common terms today, śāstra-vidyā, is a compound of the words śāstra (weapon) and vidyā (knowledge). Dhanurveda derives from the words for bow (dhanushya) and knowledge (veda), the “science of archery” in Puranic literature, later applied to martial arts in general. Originally a traditional form of martial art that started in South India, and now it has different names and different forms in the culture of the regions in India.

Objectives :

1. Enable any person, particularly students, to lead healthy and active lives
2. Prove the capabilities at the global level.
3. Learn an art form, improve confidence and fitness

Course Outcomes :

- Learn Indian martial arts to lead a long, healthy and active life.
- Direct the movement of the body in accordance with the principles of martial arts, we can protect ourselves from disease and thereby lead worry-free and contented lives.
- Know how to direct the movement of their body in accordance with the principles of martial arts and thus increase their power and strength.

Content :

Kalaripayattu, Thang Ta (Huyen Langlon), Silambam, Mardaani Khel, Mallakhamb, Hand to Hand Techniques, Combat Positions, Kicking ,Combat Combinations etc

Duration : 6 Months (Offline)

32. UNIVERSAL DESIGN FOR LEARNING

DEPARTMENT OF SPECIAL EDUCATION

Course Outline

The growing diversity within today's classrooms necessitates a shift to a learner centric education system. Personalized learning that is connected to each individual's development provides an approach that broadly and equitably supports efforts of the educators to empower learner as individuals. The approach is termed as 'Universal Design for Learning (UDL)'. UDL is not one size fits all but is alternatives for everyone. UDL is not access for some but is access for everyone. In addition to curriculum and teaching pedagogies, technology makes meaningful personalization in education which is incorporated in the curriculum. Apart from introduction of this course to learners, there will be more scope for need based researches by both partners to develop new knowledge and practice that will be immediately impactful in schools. This is a Collaborative online Program being offered by the Department of Special Education, Avinashilingam Institute and the Institute of Community Integration, University of Minnesota, USA. This is a 60 hour program with 02 credits stretching for six month duration.



Objectives

1. Provide necessary teaching expertise to teachers/ teacher trainees to support learning of all children
2. Involve in research to develop new knowledge and practice that will be immediately impactful in inclusive schools
3. Continue improving legislation related to the issue of inclusion

Course Outcome

1. Scope for development of sustainable infrastructural facilities in schools to educate **All** children
2. Improvement in students' academic achievement and social behavior with the adoption UDL framework
3. Continue improving legislation related to the issue of inclusion

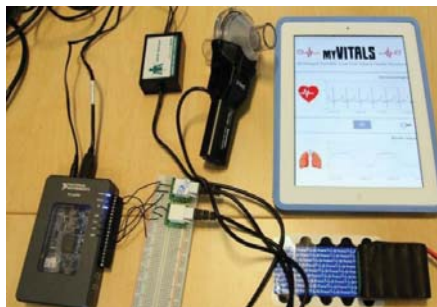
Course Content

Concept and Definition of Inclusive Education- Understanding Diversity- Understanding Universal Design- Principles of Universal Design- Application of UDL Principles in Classroom

33. BIOMEDICAL SYSTEM DESIGN

DEPARTMENT OF BIOMEDICAL INSTRUMENTATION ENGINEERING

Department of Biomedical Instrumentation was established in 1996 and offers B.E. Biomedical Instrumentation Engineering, M.E. Medical Electronics and Ph.D. Biomedical Instrumentation Engineering. Biomedical Instrumentation Engineering is a highly interdisciplinary field involving application of analytical, quantitative and integrative methods to facilitate better understanding of the basic physiological processes and the development of innovative approaches for prevention, diagnosis and treatment of various diseases. The department has signed MoU with National Instruments on February 9th 2012 to offer certificate course in LabVIEW. This NI LabVIEW Academy will help the researchers to design and deploy their applications.



Objectives:

1. Facilitates problem solving skills
2. Make them industry competent
3. Improve their ability in embedded system design

Course Outcome

Develop graphical user interface for biomedical signal acquisition and analysis and design a prototype model of a biomedical system.

Content: Graphical Programming language LabVIEW

Developing modular applications, Overview of a DAQ system, Biomedical signal conditioning, **Integrated Real Time Design**-Programming using LabVIEW FPGA, Sharing physiological data like ECG,EEG on FPGA, **Building Biomedical System Design**: Exploring the myRIO FPGA, Development of any biomedical system.

Duration : 30 Hrs

Hours of Instruction/week:2

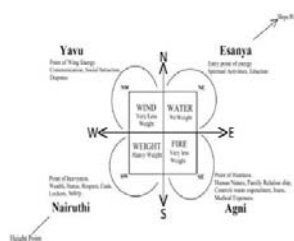
34. IMPORTANCE OF VAASTU SHASTRA IN BUILDINGS

DEPARTMENT OF CIVIL ENGINEERING

Nature of course: Proficiency Course

No. of hours :30

Vastu Shastra is effective based on its relationship with the science of building a housing place or any structure to ensure that peace and harmonious benefits continue to flow in the property. basically it depends upon the sun light and air flow. All living beings in this universe is moulded by nature with 5 elements like earth, water, fire air and sky and these elements should be balanced for a harmonium to live in. It is a science of architectural in construction balancing all these five elements for good health and prospects of wealth of any living being. The ultimate purpose behind the application of



Vaastu Principles is to produce useful advantages that go in favor of the occupants of a vaastu-compliant home. Vastu plays a crucial role in construction of a building and ensuring dimensional and character features of rooms in terms of length, sizes and breadths, together with ensuring that the property utilizes harmonious cosmic energy to its fullest.

Objectives:

- To elucidate the importance of vaastushastra norms
- To plan the residential and commercial building as per vaastushastra
- To Identify and rectify the vaastu defects

Course outcomes

- Students should be able to design and assess building with norms of vastushastra.

Course contents:

- Introduction of Vaastu, Interiors and Exteriors, Orientation of Home, Commercial Vaastu, Remedial Vaastu, Case studies

35. CERTIFICATION ON DATA SCIENCE AND BUSINESS ANALYTICS

DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

Data Science and Business Analytics have become two most important buzzwords across businesses and industries, and also the most sought after and promising skills of the future. Data Science refers to the extraction of insights from the data gathered using different methodologies. The process involves identifying the problem,



performing an exploratory study on the data, modeling the data using various algorithms, and finally visualizing the results through graphs, dashboards, and more. Business Analytics is a field that involves building simulations and analysis models to understand realities, create scenarios, and predict future states of business. Students will learn how to manage data, conduct business analytics programmatically, create AI models to automate business processes and create predictive model to increase profitability.

Objectives:

- To learn the concepts and use appropriate models of data analysis to solve hidden solutions to business-related challenges
- To analyze various Marketing models and future of business intelligence with emerging technologies

Course Outcomes:

- Identify and describe complex business problems in terms of analytical models.
- Demonstrate ethical decision-making in structured or unstructured and ambiguous situations.

Course Content

Big data - Machine learning - Deep Learning - Data Visualization - Applications of Business Intelligence.

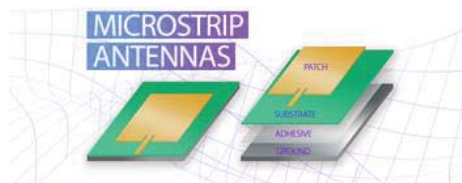
Duration : 45 Hours

Hours of Instruction per week : 15

36. ANTENNA DESIGN FOR WIRELESS APPLICATIONS

DEPARTMENT OF ELECTRONICS AND COMMUNICATION ENGINEERING

In the present wireless world, there is a need for efficient cost-effective antenna design. The microstrip antennas are used in many wireless applications namely, GPS, mobile handsets, satellite communication, RFID, healthcare etc.



This Antenna design course will begin with the fundamentals of antenna along with the frequency of the signal for the antenna. Then it covers parameters like radiation pattern, beam solid angle, radiation intensity, radiation power density, directivity, gain, effective aperture, polarization, bandwidth, beam width, antenna impedance etc. of the antenna. In addition, this course will provide an introduction to several types of antennas that would suit different applications. Moreover, it covers the design concepts of the following antennas:

- Dipole antennas
- Monopole antennas
- Loop antennas
- Slot antennas
- Spiral antennas
- Microstrip patch antennas
- Microstrip array antennas
- Microstrip phased array antennas

Course Objectives

- Acquire skills on the design of various Microstrip antennas for wireless applications.
- Learn various parameters of different types of antennas.

Course Outcomes

- Develop the ability to perform need based antenna design for industrial applications
- Comprehend the parameters of antennas.
- Apply knowledge of antenna design to specific wireless applications.
- Acquire skills in the selection of antennas.
- Understand the concepts of antenna testing in Anechoic Chamber.

Course Content

Basics and importance of antenna parameters, working of antennas, design and simulation of various antennas for wireless applications, Antenna testing methods, Introduction to fabrication of antennas.

Duration : 45 Hours

Hours of Instruction per week : 12

37. VALUE ADDED PRODUCTS FROM STAPLE FOODS

DEPARTMENT OF FOOD PROCESSING AND PRESERVATION TECHNOLOGY

Staple foods are a food that is eaten routinely and in such quantities that it constitutes a dominant portion of a standard diet for a given people. The aim of this work is to develop a value added products from staple foods. Value addition enhances the profitability and it is a kind of innovation that makes people get attracted towards it.



Course Objectives

- Make people to know about the health benefits of staple foods
- To understand the methodology involved in developing a value added products.
- Acquire skills on the processing of various products
- Apply the acquired skills in packaging and marketing of value added products from staple foods.
- Acquire knowledge on food safety

Course Outcomes:

After completion of the course the candidate will be able to:

- Understand and appreciate the composition and characteristics of grains and grams
- Develop different processed food products with increased shelflife
- Able to process and develop various innovative products from staple food items.
- Impart knowledge in processing of various staple foods
- Apply the concepts of packaging

Course Content:

Post-harvest management of cereals;equipment for post harvest processing; Packaging and storage of edible oils;- requirements - types of packages; Chemical changes during storage of oil; Labeling of oil packages: FSSAI, ISI and AGMARK standards: Processing and development of value added products from Green Leafy Vegetables, Amla, Jack fruit, Raw and Brown rice, millets and packaging methods.

Duration : 30 Hours

Hours of Instruction per week : 15

38. PROCESSING OF INDIAN TRADITIONAL FOODS

DEPARTMENT OF FOOD PROCESSING AND PRESERVATION

TECHNOLOGY

Foods that are passed through generations or which have consumed by many generations. Traditional foods consist of wide variety of regional and traditional cuisines. These foods are not only free from additives, chemicals and many of the things we find in food today, but they were exceptionally nourishing. These foods are also recognized as functional foods. Processing of Indian traditional foods gives a more stable and healthy food products.



Course Objectives:

- To make people know about the Indian traditional food.
- To understand the health benefits of traditional foods
- To maintain the quality of the processed Indian traditional foods.
- Discuss the factors affecting the shelf life of traditional foods
- To process the traditional value added foods and increase its shelf life.

Course outcomes:

After completion of the course the candidate will be able to:

- Able to develop various Indian traditional food products.
- To understand the historical and traditional perspective of foods and food habits
- To understand the wide diversity and common features of traditional Indian foods and meal patterns.
- Apply the concept of Packaging
- Compile the modern technology for processing of traditional foods

Course Content:

Food as source of physical sustenance, food as religious and cultural symbols; importance of food in understanding human culture. Traditional methods of food preservation – sun-drying, osmotic drying, brining, pickling and smoking. Processing of major and minor Millets, Processing of Health Mix, Immunity boosters, health Soup mix powders, shelf life studies, packaging. Traditional fermented foods, pickles and preserves, beverages, snacks, desserts and sweets, street foods; IPR issues in traditional foods Commercial production of traditional breads, snacks, ready-to-eat foods and instant mixes, frozen foods .

Duration : 30 Hours

Hours of Instruction per week : 15

39. TRIBAL WORLI ART

DEPARTMENT OF PRINTING TECHNOLOGY

Warli painting is a form of tribal art mostly created by the tribal people from the North Sahyadri Range in Maharashtra, India. The most important aspect of Warli art is doesn't depict mythological character or images of deities, but depicts social life. Warli painting beautifully executes loose rhythmic patterns with pictures of human being and animals in daily life scenes such as hunting, dancing, sowing and harvesting. The tribes are forest dwellers but have made a gradual transition towards being a pastoral community



Objectives:

- To study the evolution of warli art
- To make people know about the Indian traditional art
- To achieve new perspective in Indian folk art

Course outcome:

- Able to develop various Indian traditional art
- Become an entrepreneur
- To acquire the warli art Skill
- To express the Indian culture in artistic
- To learn about daily life of Indian country side and their tradition

Content

Basic art, boarder covers, figures, trees, Layout formation, colours

Online Courses

No. of hours: 45 hours

40. BLOCK PRINTING

DEPARTMENT OF PRINTING TECHNOLOGY

A block print involves applying colour to one surface and pressing the colour on to another surface. Sarees and household linen are traditionally printed with elaborately carved wooden blocks. However, fruit and vegetables make wonderful natural blocks. Here we have described and illustrated how vegetable blocks can be made, the colours to print with, directions to make printed coasters and suggestions for using these blocks for other purposes.



Objectives:

- To create own art and designs
- To achieve new perspective in Indian folk art
- To learn history of block printing

Course outcome:

- Become an entrepreneur
- To start up MSME business
- To acquire the block printing skill
- To create a design and pattern
- To develop marketing skill

Content

Block making, natural ink makes process, layout, design, colour, pattern, printing methods.

Offline Courses

No. of hours: 45 hours

41. SCREEN PRINTING

DEPARTMENT OF PRINTING TECHNOLOGY

Screen printing is a printing technique where a mesh is used to transfer ink onto a substrate, except in areas made impermeable to the ink by a blocking stencil.

Objectives:

- To create own art and designs
- Print on various flat substrate
- To impart knowledge on the basic principles of Screen printing process



Course outcome:

- Become an entrepreneur
- To start up MSME business
- To acquire the block printing skill
- To create a design and pattern
- To develop marketing skill

Content

Designing, Developing, ink, various substrated, Mesh formation, Printing Method

Offline Courses

No. of hours: 45 hours

AVINASHILINGAM CENTRE FOR INTERNATIONAL EDUCATION (ACIE)

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