



A.D.M. COLLEGE FOR WOMEN

(Autonomous)

Affiliated to Bharathidasan University

(Nationally Accredited with "A" Grade by NAAC – 4th Cycle)

NAGAPATTINAM 611 001.

LOCAL/NATIONAL/REGIONAL/GLOBAL RELEVANCE

DEPARTMENT OF GEOLOGY

Programme: B.Sc Geology

Year: 2022-2023

| Course Code | Title of the Course | Local/Regional/ National /Global | Rationale | Course Outcomes | PSOs Addressed | Cognitive Level |
|-------------|---------------------|-------------------------------------|--|---|----------------|-----------------|
| GUA | The Dynamic Earth | Global | Gain a better understanding of the Planets, Moons and other objects of our solar system in addition to their distribution and dynamical relationships. | <ul style="list-style-type: none"> CO1: Gain a better understanding of the Planets, Moons and other objects of our solar system in addition to their distribution and dynamical relationships. | PS01, PS04 | Un |
| | | | | <ul style="list-style-type: none"> CO2: Understanding the geological origins of especially important natural hazards including Earthquakes, Tsunami, Volcanic eruptions and L and | PS02 | An |

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| | | | | slides. | | |
| | | | | <ul style="list-style-type: none"> • O3: Understand Plate tectonics and its central role as the unifying theory of geology. | PSO2 | Un |
| | | | | <ul style="list-style-type: none"> • CO4: Articulate the relationship between Volcanoes, Earthquakes, Mountain belts and Tectonic plate boundaries. | PSO2 | An |
| | | | | <ul style="list-style-type: none"> • CO5: Articulate the relationship between Volcanoes, Earthquakes, Mountain belts and Tectonic plate boundaries. | PSO2 | An |
| GUC | Structural Geology | National | Understand elastic and viscous strain in role behaviour, the effects of temperature, pressure and strain | <ul style="list-style-type: none"> • CO 1: Understand the concepts of stress and force, normal and shear stresses and hydrostatic stresses. | PSO1, PSO2 | Un |

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| | | | rate on rock strength and the mechanism of rock deformation | <ul style="list-style-type: none"> • CO 2: Understand elastic and viscous strain in role behavior, the effects of temperature, pressure and strain rate on rock strength and the mechanism of rock deformation. | PSO1, PSO2 | An |
| | | | | <ul style="list-style-type: none"> • CO 3: Know the classification of fold, joints and fault systems, the terminology used to describe them. | PSO1 | Ap |
| | | | | <ul style="list-style-type: none"> • CO 4: Know the types of foliation and lineation, their origin, and their relationship to folding. | PSO1 | Un |
| | | | | <ul style="list-style-type: none"> • CO 5: Determining the same of fault movement from structures associated with faults. | PSO1 | An |

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| UD | Physical Geology | Global | Understand the concepts of weathering the process and features formed due to running water. Know the weathering process of glaciers and ice age. | <ul style="list-style-type: none"> • CO1: Understand the concepts of weathering. | PSO1, PSO2, PSO3 | Un |
| | | | | <ul style="list-style-type: none"> • CO2: Understand the process and features formed due to running water | PSO1, PSO2 | Un |
| | | | | <ul style="list-style-type: none"> • CO 3: Know the sources of groundwater and its features. | PSO1, PSO2 | An |
| | | | | <ul style="list-style-type: none"> • CO4: Know the weathering process of glaciers and ice age. | PSO2 | Un |
| | | | | <ul style="list-style-type: none"> • CO5: Determining the ocean features and tsunami. | PSO2 | Un |
| GUF | Paleontology and Crystallography | National | Demonstrate their understanding of how life has evolved through geologic time. Identify and explain the morphological | <ul style="list-style-type: none"> • CO1: Demonstrate their understanding of how life has evolved through geologic time. | PSO2 | An |

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| | | | characters of fossils. | <ul style="list-style-type: none"> • CO 2: Identify and explain the morphological characters of fossils. | PS02 | Un |
| | | | | <ul style="list-style-type: none"> • CO3: Explain the evolutionary trends of fossils. | PS02 | An |
| | | | | <ul style="list-style-type: none"> • CO4: Understand the concepts origin of crystal. | PS01 | Ap |
| | | | | <ul style="list-style-type: none"> • CO5: Know the forms and faces of crystals. | PS01 | Ap |
| GUG | Stratigraphy | Global | The course then adds larger geological principles to the foundation stratigraphy, effects of sedimentary processes and sedimentation rates on interpretation of | <ul style="list-style-type: none"> • CO 1: It focus specifically on settings and time periods that the students will encounter on our field trips, emphasizing the combined use of sedimentological characteristics and fossil content | PS01, PS02, PS03 | An |

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| | | | <p>evolution in the fossil record</p> | <ul style="list-style-type: none"> • CO 2: Student would understand the Indian Stratigraphy and its age related problems. | PSO1, PSO2 | Un |
| | | | | <ul style="list-style-type: none"> • CO 3: Utilizes both forward reasoning and inverse reasoning to construct one or more hypotheses for the paleogeographic and environmental histories that produced a series of strata. | PSO3 | Ap |
| | | | | <ul style="list-style-type: none"> • CO 4: The course then adds larger geological principles to the foundation stratigraphy, effects of sedimentary processes and sedimentation rates on interpretation of evolution in the fossil record. | PSO1, PSO2 | An |

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| | | | | <ul style="list-style-type: none"> • CO 5: Student would understand world physiographic divisions and rock formation. | PS01 | Ap |
| GUH | Mineralogy | Global | Understand the basic crystal-chemical properties of minerals and how variability in these properties relates to physical and optical characteristics as well as the formation and stability of minerals in igneous, metamorphic, and sedimentary environments. | <ul style="list-style-type: none"> • CO 1: Student thoroughly understands the various crystal structures and megascopic and optical characters of various minerals. | PS01 | Ap |
| | | | | <ul style="list-style-type: none"> • CO 2: Understand the basic crystal-chemical properties of minerals and how variability in these properties relates to physical and optical characteristics as well as the formation and stability of minerals in igneous, metamorphic, and sedimentary environments. | PS01 | Ap |
| | | | | <ul style="list-style-type: none"> • CO 3: Recognize and | PS01 | An |

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| | | | | quantify the physical and optical properties of minerals. | | |
| | | | | <ul style="list-style-type: none"> CO 4: Microscopic thin section study and identify characterize common rock-forming minerals. | PS01, PS03 | An |
| | | | | <ul style="list-style-type: none"> CO 5: Extract information about the conditions of formation and subsequent history of a mineral from its properties and its presence in a rock. | PS01 | Un |
| GUJ | Igneous Petrology | National | After successful completion of this course you will have an integrated understanding of the range, composition and petro genesis of the | <ul style="list-style-type: none"> CO 1: Student would understand the paragenesis of minerals of the Igneous rocks. | PS01, PS03 | An |
| | | | | <ul style="list-style-type: none"> CO 2: This course | PS01, | Ap |

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| | | | major igneous rock groups and will be able to identify them in thin section and deduce their tectonic association and mode of origin. | presents a broad review of igneous rocks, emphasizing their tectonic associations, interrelationships and petro genesis. | PSO2 | |
| | | | | <ul style="list-style-type: none"> CO 3: After successful completion of this course you will have an integrated understanding of the range, composition and petro genesis of the major igneous rock groups and will be able to identify them in thin section and deduce their tectonic association and mode of origin. | PSO2, PSO3 | An |
| | | | | <ul style="list-style-type: none"> CO 4: Students will become familiar with | PSO3 | Un |

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| | | | | <p>the key skills used to aid the interpretation of igneous rocks.</p> <ul style="list-style-type: none"> CO 5: Students will become major igneous rock groups and will be able to identify megascopic and microscopic studies. | | |
| GUK | Sedimentary Petrology and Metamorphic Petrology | National | Interpret the processes responsible for the deposition of the sediment from the nature of the sediment and sedimentary structures present within the sedimentary rock | <ul style="list-style-type: none"> CO 1: Student would understand the weathering, provenance, depositional environments, climate and tectonics of the sedimentary rocks. | PSO1, PSO2 | An |
| | | | | <ul style="list-style-type: none"> CO 2: Demonstrate proficiency in common | PSO1 | Ap |

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| | | | | practical skills in Sedimentary Geology. | | |
| | | | | <ul style="list-style-type: none"> CO 3: Interpret the processes responsible for the deposition of the sediment from the nature of the sediment , and sedimentary structures present within the sedimentary rock. | PSO1 PSO3 | Un |
| | | | | <ul style="list-style-type: none"> CO 4: Understand the depositional environment of a sedimentary rock package based on recognition of facies associations. | PSO1, PSO4 | An |
| | | | | <ul style="list-style-type: none"> CO 5: Student would understand the petro logical studies in | PSO1 | Ap |

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| | | | | megascopic and microscopic | | |
| GUL | Economic Geology | National | Diagnosis of clinical disorders by estimating biomarkers | <ul style="list-style-type: none"> • CO 1: An understanding of the socio-economic drivers for mining and exploration activities. | PSO1, PSO2 | An |
| | | | | <ul style="list-style-type: none"> • CO 2: Detailed knowledge and the ability to interpret the strength, of the various genetic models associated with each class of mineralization; with emphasis on the mineralogy, geology and geochemical controls on mineralization of ore deposits. | PSO1, PSO2, PSO3 | Ap |
| | | | | <ul style="list-style-type: none"> • CO 3: An understanding of the roles of a geologist in the mining and | PSO4 | An |

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| | | | | exploration industries. | | |
| | | | | <ul style="list-style-type: none"> • CO 4: Students able to understand the ore minerals in the field. | PSO1 | Un |
| | | | | <ul style="list-style-type: none"> • CO 5: An understanding of the overall ore minerals various economical value in the field. | PSO4 | Ap |
| ZVPY | Fisheries Administration and Legislation | National | After Successful completion of this course work students will able to Fisheries Administration's tasks have shifted from general authority in fisheries to technical support to decentralized institutions, but this is | <ul style="list-style-type: none"> • CO1: Fisheries Administration's tasks have shifted from general authority in fisheries to technical support to decentralized institutions, but this is not generally reflected in the actual functioning of the | PSO 1,2,3,4 | An |

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| | | | not generally reflected in the actual functioning of the administration | administration. | | |
| | | | | <ul style="list-style-type: none"> • CO2: The fisheries administration and decentralized authorities suffer from financial constraints and a lack of specialized personal at community level. | PSO 1,2,4 | Ap |
| | | | | <ul style="list-style-type: none"> • CO3: Views of fisheries staff on fisheries management differ between the national and the local level. | PSO 1,2,4 | Ap |
| | | | | <ul style="list-style-type: none"> • CO4: Continuous reorganization and decentralization processes have reduced transparency and complicated | PSO 1,4 | Un |

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| | | | | communication line (both horizontal and vertical) | | |
| | | | | <ul style="list-style-type: none"> • CO5: A multitude of non-fisheries institutes increasingly have key roles to play in fisheries management fisheries legislation, with as one result that procedures are becoming long and complicated and the outcomes unsure. | PSO 1,2,3,4 | Ap |
| ZVQY | Marine Biotechnology | National | After successful completion of this course students will be able to describe the Marine Ecosystem has Rich Biodiversity, and the organisms themselves contain vital | <ul style="list-style-type: none"> • CO1: After successful completion of this course students will be able to describe the Marine Ecosystem has Rich Biodiversity, and the organisms themselves contain vital biochemical compounds. | PSO 1,2,3,4 | An |

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| | | | biochemical compounds | <ul style="list-style-type: none"> • CO 2: Identify the components of a wide array of uses in medicine, environment, and other industries. | PSO 1,2,4 | Ap |
| | | | | <ul style="list-style-type: none"> • CO 3: Collection of fish, molluscs and crustacean from adjacent fishing harbours to study identification, anatomy and record keeping of Relevant Data. | PSO 1,2,4 | Ap |
| | | | | <ul style="list-style-type: none"> • CO 4: Traditional method of fish preservation | PSO 1,4 | Un |
| | | | | <ul style="list-style-type: none"> • CO 5: Methods of fish drying: Natural, Solar, Artificial, Mechanical dryer. Preparation of extruded products using single screw and twin screw extruder. | PSO 1,2,3,4 | Ap |