



Shrimathi Devkunvar Nanalal Bhatt Vaishnav College For Women (Autonomous)

Owned and Managed by Cork Industries Charities Trust
Affiliated to University of Madras - Re-Accredited with 'A+' Grade by NAAC - 4th Cycle

COURSE DATA SHEET

SEMESTER	I	BATCH	2026 - 2029
COURSENAME	Introduction to Environmental Psychology	COURSE CODE	26UPCGE1001
COURSE UNITS	5	COURSE TYPE	Generic Elective
CONTACT HOURS (L-T-P)		CREDITS	4
OFFERED BY	B.Sc.Psychology	SHIFT-(I/II) Shift-I-8.15am - 12.50pm Shift-II-1.00pm to 5.30pm	Shift-II-1.00pm to 5.30pm

COURSE OBJECTIVES

1.	Understand the history and methods of environmental psychology, and study how natural spaces and restorative environments physically and mentally improve public health.
2.	Examine how people perceive climate change risks, how environmental stress affects the body, and how architectural design impacts children's well-being and daily behavior.
3.	Use informational strategies, persuasive technology, and smart tracking systems to reduce environmental stress and encourage eco-friendly habits in everyday life.

COURSE OUTCOMES: On completion of the course the students will be able to...

	CO Statement	Cognitive Level
CO1	Explain the core histories/methods of environmental psychology, health indicators of nature restoration, indicators of climate stress, architectural design variables for children, and basic behavioral intervention strategies.	K1 & K2
CO2	Apply field research methods, nature-health measurement tools, environmental stress conceptualizations, wellness-promoting building design approaches, and persuasive technological strategies to real-world spatial problems.	K3



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CO3	Analyze the operational relationships among human-environment variables by examining how environmental stressors, architectural aesthetics, and nature experiences influence public health, childhood development, and pro-environmental habits.	K4
CO4	Critically evaluate evolutionary theories of restoration, risk assessment frameworks of climate change, architectural design solutions promoting indoor behavior, and the systematic efficacy of smart system interventions.	K5
CO5	Design a comprehensive, sustainable community master plan that integrates empirical research methods, restorative green public health spaces, child-centric architecture, and persuasive technology systems to maximize pro-environmental behavior.	K6

SYLLABUS

UNIT	TOPICS	HOURS
1	ENVIRONMENTAL PSYCHOLOGY: HISTORY, SCOPE, AND METHODS Introduction, History of the Field, Current Scope and Characteristics of the Field, Main Research Methods.	15
2	HEALTH BENEFITS OF NATURE AND RESTORATIVE ENVIRONMENTS Introduction, health and Measures to assess health, nature and Measures to assess nature. Nature and Clinical Health, Green Space and Public Health, Mechanisms Linking Nature to Health. Introduction on Restorative Environments, Restorative Environments Research, The Evolutionary Origins of Restorative Nature Experiences, Recent Theoretical and Empirical Developments	15
3	CLIMATE CHANGE AND ENVIRONMENTAL STRESS Introduction on climate change, Public Understanding of Climate Change, Assessing the Risk of Climate Change. Introduction to environmental stress, Conceptualizations of Stress, Effects of Environmental Stress	15
4	UNDERSTANDING CHILDREN IN NATURAL ENVIRONMENTS AND DESIGNING BUILT ENVIRONMENT Introduction, Childhood Experiences with Nature, Nature and Children's Health and Well-Being, Childhood Nature Experiences and Adult Environmentalism. Introduction on Appraising and Designing Built Environments that Promote	<u>15</u>



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	Well-Being and Healthy Behaviour, Aesthetic Appraisals of Architecture, Three Building Design Approaches that Promote Well-Being and Healthy Behaviour in Buildings.	
5	ENCOURAGING PRO-ENVIRONMENTAL BEHAVIOUR Introduction, Interventions: From Research to Implementation, Informational Strategies, Technology and Behaviour, Approaches to Applying Persuasive Technology, Social Influence through Smart Systems.	15
Note (if any)		

TEXT/REFERENCE BOOKS/E - RESOURCES:

Text Books	1. Steg, L., & De Groot, J. I. M. (2019). <i>Environmental psychology: An introduction</i> (2nd ed.). <u>Wiley Publications</u> 2. Gifford, R. (2014). <i>Environmental psychology: Principles and practice</i> (5th ed.). <u>Optimal Books</u> 3. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). <i>Environmental psychology</i> (5th ed.). <u>Harcourt College Publishers</u> 4. Bechtel, R. B., & Churchman, A. (Eds.). (2002). <i>Handbook of environmental psychology</i>. <u>John Wiley & Sons</u>
Books For Reference	1. Donald, I. (2022). <i>Environmental and architectural psychology: The basics</i>. Routledge. 2. Nagar, D. (2020). <i>Environmental psychology</i>. Global Vision Publishing House. 3. Steg, L., & de Groot, J. I. M. (Eds.). (2019). <i>Environmental psychology: An introduction</i> (2nd ed.). Wiley-Blackwell. 4. Tewari, R., & Mathur, A. (2016). <i>Environmental psychology</i>. Pointer Publishers.
E-Learning Resources	https://www.frontiersin.org/journals/psychology/sections/environmental-psychology https://epo.publia.org/epo https://psychology.org.au/community/advocacy-social-issues/environment-climate-change-psychology/psychologys-role-in-environmental-issues/what-is-environmental-psychology https://www.sepcp.org



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PEDAGOGY (TEACHING METHODOLOGY):

PowerPoint Presentation

Flash Cards

Case Study

Audio visuals

Group Discussion

Seminar

Assignment

CO-PO AND CO-PSO MAPPING:										
	PO1	PO2	PO3	PO4	PO5	PO6		PSO1	PSO2	PSO3
CO1	3	2	1	3	2	1		3	1	1
CO2	3	3	2	2	2	1		2	3	2
CO3	2	3	2	3	3	1		2	2	2
CO4	2	2	1	3	3	2		3	2	1
CO5	3	2	3	3	3	2		2	2	3
Average (Use only filled in cells for calculation)	2.6	2.4	1.8	2.8	2.6	1.4	2.4	2	1.8	

Correlation Level: 1-Low 2-Moderate 3-Strong



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JUSTIFICATION OF CO-PO/PSO MAPPING			
CO	PO/PSO	Level of correlation	Justification
CO1	PO1	3	Explaining baseline histories, methods, and variables builds early conceptual clarity and vocabulary confidence.
	PO2	2	Comprehending nature restoration and stress concepts provides a logical lens to appraise human life contexts.
	PO3	1	Basic terminology comprehension acts as a remote prerequisite but does not actively formulate social solutions.
	PO4	3	Understanding the basic historical layout of the field directly maps out entry pathways into graduate-level studies.
	PO5	2	Memorizing foundational environmental principles equips students to follow evolving debates in specialized fields.
	PO6	1	Defining eco-friendly variables exposes students to initial core notions of nature conservation ethics.
	PSO1	3	Directly builds the core foundational theoretical knowledge base across all five structural course units.
	PSO2	1	Targets structural field explanations instead of the direct field execution of research designs or test tools.
	PSO3	1	Provides necessary baseline definitions but does not draft active community environmental interventions.
CO2	PO1	3	Utilizing nature-health tools and stress frameworks translates academic learning into highly confident field application.
	PO2	3	Deploying environmental stress metrics and building layout concepts enables logical, structured life-skill appraisals.
	PO3	2	Applying persuasive technologies and green space guidelines assists in addressing immediate neighborhood space problems.



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	PO4	2	Hands-on application of spatial research tools builds the essential methodological traits expected in post-graduate programs.
	PO5	2	Practicing dynamic tech strategies ensures a smooth adjustment to tracking rapidly altering green industry parameters.
	PO6	1	Performing field research operations demands strict adherence to institutional human participant ethics.
	PSO1	2	Moves raw dictionary terms into active situational tasks across architectural and public health landscapes.
	PSO2	3	Focuses explicitly on working directly with psychometric scales, stress indicators, and physical mapping paradigms.
	PSO3	2	Employs proven building standards and pre-set tech tricks to improve performance metrics in built spaces.
CO3	PO1	2	Dissecting spatial human-environment variables allows students to state their professional diagnostic claims confidently.
	PO2	3	Examining how climate risks intersect with childhood development yields solid, structured, and logical conclusions.
	PO3	2	Parsing how architectural flaws induce chronic stress isolates targeted variables needed to fix broader urban friction points.
	PO4	3	The ability to model interactive multi-variable behavioral loops is vital for undertaking advanced research projects.
	PO5	3	Investigating fluid interactions between stressors and behavior builds excellent adaptability within dynamic spaces.
	PO6	1	Analyzing how structural surroundings impact wellness creates a foundational empathy for human community vulnerabilities.
	PSO1	2	Integrates disjointed structural concepts into a clear, unified view of human environmental interactions.



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	PSO2	2	Enhances the ability to draw meaningful insights from field-specific behavior and stress research data.
	PSO3	2	Delivers the critical analytical pre-steps necessary before creating specialized human environmental counseling programs.
CO4	PO1	2	Formally critiquing major theoretical models allows students to hold robust, evidence-backed conceptual views.
	PO2	2	Evaluating deep paradigms like evolutionary nature restoration builds broad, logical reasoning skills.
	PO3	1	Conceptual critique remains focused inside standard academic settings, yielding few immediate social fixes.
	PO4	3	Critically tracking validation errors within published texts forms a key baseline standard for postgraduate studies.
	PO5	3	Regularly challenging traditional building and tech assumptions fosters long-term open-mindedness in field practice.
	PO6	2	Evaluating competing sustainability models requires aligning choices with broad professional environmental ethics.
	PSO1	3	Demands complete critical validation, deep evaluation, and structural command over the field's dominant frameworks.
	PSO2	2	Calls for an analytical understanding of the scientific limits behind common nature-health research methods.
	PSO3	1	Prioritizes deep abstract critique over the actual development of actionable behavioral change plans.
CO5	PO1	3	Authoring a multi-system community plan shows a masterful command of specialized domain details and professional confidence.
	PO2	2	Designing balanced urban solutions trains cognitive self-regulation values that translate into general life management.



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	PO3	3	Formulating comprehensive green plans provides usable, physical blueprints to fix core societal problems like city stress.
	PO4	3	Synthesizing architectural, behavioral, and technological tracks mirrors advanced graduate-level thesis operations.
	PO5	3	Compiling dynamic smart interventions requires constant, lifelong updating as new clean technologies emerge.
	PO6	2	Creating client-centered spatial layouts forces deep, direct engagement with inclusive design and accessibility ethics.
	PSO1	2	Reshapes raw psychological theories into real-world, functional public health and urban plans.
	PSO2	2	Utilizes conclusions gained from empirical tools to justify specific components within the final plan.
	PSO3	3	Exemplifies peak applied mastery by outputting complete, customized community behavioral interventions.