

**DSE-02D : Discipline Specific Elective - 2  
Technoliteracy: Challenges and Opportunities**

**B.A. (Hons.) Humanities & Social Sciences - Semester IV  
Cluster Innovation Centre, University of Delhi**

<b>Credit Distribution, Eligibility and Pre-requisites of the Course</b>						
Course Title & Code	Credits	Credit Distribution			Eligibility Criteria	Pre-requisite
		L	T	P		
Technoliteracy: Challenges and Opportunities (UPC: 3123102010)	4	1	0	3	Class XII Pass	Students must be familiar with the concepts (or related concepts) taught under Technology & Society (DSC-02)
<i>L = Lecture; T = Tutorial; P = Practical/Practice; UPC = Unique Paper Code</i>						

### Learning Objectives

The learning objectives of this course are as follows:

- To make students understand the various issues and challenges related to digital literacy in the context of diverse demography.
- To sensitize and train students on digital literacy.

### Learning Outcomes

Upon completion of this course,

- students will be able to analyse the various issues and challenges related to digital literacy.
- students will be able to develop training programs/modules on digital literacy.
- students will be able to assess the effectiveness of digital literacy training programs.

### OUTLINE OF DSE-02D

Technology has greatly enhanced the quality of life. The advent of World Wide Web, at the fag end of the last century itself has revolutionised how societies interact and transact. In this context, developing countries have a challenge to not just innovate and adopt new technologies but also take their citizenry along so that they are enabled to use it for their own good. This is an intervention-based module and therefore the students will be guided to identify areas and communities where techno-literacy is lacking. They will also be trained and sensitised to be able to carry out such training and sensitisation workshops/ talks/ discussions/ plays etc. in the concerned communities. Students will be encouraged to involve various stakeholders, the concerning agencies and other communities pursuing similar goals.

### Theoretical Component (15 Hours)

- The concept and context of technoliteracy, its relevance and need
- Technological determinism
- Digital divide
- Challenges and barriers in technoliteracy

### Indicative Themes

- Digital literacy
- Digital divide
- Opportunities, challenges and barriers in technoliteracy

### Practical component (90 Hours)

Depending on the theme chosen by the group of students the practical component may entail learning through practical exercises like identifying relevant issues pertaining to technoliteracy, responsible use of digital platforms and related cases/strategies/fields, interviews/interactions with experts and end users of technology, group discussions with stakeholders, designing digital literacy campaigns for enhancing people's everyday experience in the context of use of digital platforms in their professional and personal lives, or any other practical deemed fit by the teacher. Fieldwork is a practical component integral to this paper. Students will be provided practical knowledge of the essential cloud services and other cloud storage platforms, including:

- DigiLocker (cloud storage to store important documents)
- BHIM (for cashless transactions)
- UMANG (platform to access all government departments and their services)
- MyGov (platform to offer suggestions to central ministries and associated organizations)
- Onedrive/GoogleDrive/Dropbox/iCloud

### **Readings**

1. Bawden, D. (2001). "Information and Digital Literacies: A Review of Concepts." *Journal of Documentation*, 57(2).
2. Warschauer, M. (2003). *Technology and Social Inclusion: Rethinking the Digital Divide*. MIT Press.
3. Jenkins, H. (2009). *Confronting the Challenges of Participatory Culture*. MIT Press.
4. Buckingham, D. (2015). *Defining Digital Literacy*. Nordic Journal of Digital Literacy.
5. Mossberger, K., Tolbert, C. J., & Stansbury, M. (2003). *Virtual Inequality: Beyond the Digital Divide*. Georgetown University Press.

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

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