

PANJAB UNIVERSITY CHANDIGARH
(Estd. under the Panjab University Act VII of 1947-enacted by the Govt. of India)

FACULTY OF ARTS

SYLLABI

FOR

**VIDEO REPORTING
(ADD-ON COURSE)
CERTIFICATE, DIPLOMA
AND ADVANCED DIPLOMA
EXAMINATIONS, 2019**

PANJAB UNIVERSITY, CHANDIGARH

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n on o

CERTIFICATE COURSE

PAPER A: THEORY

Total Marks	100
Theory Exam	90

Paper B: Practical

Marks: 100

- r n r n r r y n s on r o n sp p rs
- E n n r n s n s s or s or r o n sp p rs s on o .
- r p r n n n s n

ESSENTIAL READINGS:

Go. o n o n v s on _ port o t Co tt o Bro st n n
In or t on

Go. o n A s B rt port o or n Group o Autono or A s v n :
Door rs n o s ons D s on n o B.

Go. o n An In n rson t or v s on _ port o or n Group n
o t r or Door rs n n B.

Go. o n o n v s on port o Co tt on Bro st n n
In or t on

DIPLOMA COURSE

PAPER A: THEORY

Total Marks	100
Theory Exam	90
Internal Assessment	10

(A) Course Objectives:

The purpose of this course is to provide students with a comprehensive understanding of the principles and practices of the subject. The course is designed to equip students with the necessary skills and knowledge to excel in their professional careers. The course is divided into four units, each covering a different aspect of the subject. The course is taught through a combination of lectures, seminars, and practical sessions. The course is assessed through a combination of internal assessments and a final theory exam.

(B) Pedagogy of the Course Work:

The course is designed to be student-centered and interactive. The pedagogy of the course work is based on the following principles: active learning, collaborative learning, and self-directed learning. The course work is designed to be challenging and engaging, and to provide students with a variety of learning experiences. The course work is assessed through a combination of internal assessments and a final theory exam.

Instructions for paper-setters and candidates:

The questions are to be set in the following manner: The questions should be set in a way that they are clear, concise, and unambiguous. The questions should be set in a way that they are of varying difficulty levels. The questions should be set in a way that they cover all the important aspects of the subject. The questions should be set in a way that they are relevant to the current trends and developments in the field. The questions should be set in a way that they are of a practical nature. The questions should be set in a way that they are of a theoretical nature. The questions should be set in a way that they are of a mixed nature. The questions should be set in a way that they are of a multiple-choice nature. The questions should be set in a way that they are of a short-answer nature. The questions should be set in a way that they are of a long-answer nature. The questions should be set in a way that they are of a problem-solving nature. The questions should be set in a way that they are of a case-study nature. The questions should be set in a way that they are of a project nature. The questions should be set in a way that they are of a research nature. The questions should be set in a way that they are of a critical nature. The questions should be set in a way that they are of a creative nature. The questions should be set in a way that they are of a reflective nature. The questions should be set in a way that they are of a self-evaluative nature. The questions should be set in a way that they are of a peer-evaluative nature. The questions should be set in a way that they are of a group-evaluative nature. The questions should be set in a way that they are of a self-improvement nature. The questions should be set in a way that they are of a peer-improvement nature. The questions should be set in a way that they are of a group-improvement nature. The questions should be set in a way that they are of a self-reflection nature. The questions should be set in a way that they are of a peer-reflection nature. The questions should be set in a way that they are of a group-reflection nature. The questions should be set in a way that they are of a self-analysis nature. The questions should be set in a way that they are of a peer-analysis nature. The questions should be set in a way that they are of a group-analysis nature. The questions should be set in a way that they are of a self-critique nature. The questions should be set in a way that they are of a peer-critique nature. The questions should be set in a way that they are of a group-critique nature. The questions should be set in a way that they are of a self-appraisal nature. The questions should be set in a way that they are of a peer-appraisal nature. The questions should be set in a way that they are of a group-appraisal nature. 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Unit-I

- Br n ro on o n n o Door r n o r n n s
- por n o n n o so n n on ns r on n or on n n r n n.

Unit – II

- por n o n
- D r n , p so pro r s n r s s s s ons s n o n r .

Unit – III

- r n on s p o n s p r n .
- r n p so r n n s or .

Unit – IV

- Do s Don s or on n n r s s s s ons n s .
- Br ro o pro r r or r n oor n r o or .

Practical

Marks: 100

- Cr n , s so n on r r n ro pro r s
- Cr r on o n sp s s n n s ns, o n .
- r p r on o s on r n nr so pro r s .

ESSENTIAL READINGS:

on v r n ns n r t n ort r n
 rs y
 n D o r s p r o u t o n or n r t o
 Yor
 r s o n oun s r n rs D
 C q r D Bro st oun s r n rs

ADDITIONAL READINGS:

A H n o o oun s n ss Co un t on ons
 D
 F r Fr n r n D n p o r n Dr r port n ort
 or n rs y r ss Yor
 r r r p t o r n An Intro u t o n to oun s n
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