

Reg No.: _____

Name: _____

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY

Third Semester B.Tech Degree (S,FE) Examination December 2020 (2015 scheme)

Course Code: HS210**Course Name: LIFE SKILLS**

Max. Marks: 50

Duration: 2 Hours

PART A*Answer all questions, each carries 6 marks.*

Marks

- | | | |
|---|--|-----|
| 1 | a) What are the different levels of communication? | (3) |
| | b) List and explain different barriers in communication. | (3) |
| 2 | a) Explain how the six thinking hats will help in problem solving | (3) |
| | b) How is creativity and innovation related to each other? | (3) |
| 3 | a) Define Group and Team. | (2) |
| | b) Explain any two techniques in group dynamics. | (4) |
| 4 | a) What is meant by Moral Autonomy? Do engineers need moral autonomy? | (3) |
| | b) Discuss the sense of Engineering Ethics. | (3) |
| 5 | a) What is meant by leadership and discuss the qualities of a good leader? | (3) |
| | b) Differentiate between transactional and transformational leadership. | (3) |

PART B*Read carefully the following case and answer the questions given below, it carries 20 marks.***(Case study)**

UNICEF combines its experience, research and analysis to create programmes, campaigns and initiatives wherever they are needed most. Anchored in the Convention on the Rights of the Child and building on the lessons learnt, the UNICEF Strategic Plan, 2018–2021 was developed to advance mission in a changing world. It sets out concrete results to achieve for children, together with our partners – in the United Nations, and with governments, civil society and the private sector. It defines the change strategies and enablers needed to achieve them.

For the first time, the Strategic Plan includes a Common Chapter that specifies how we will work together with other UN funds and programmes. And it charts a course for the next four years towards the attainment of the 2030 Sustainable

Development Goals (SDGs) – and the realization of a better world for every child. The world has made tremendous progress in advancing the rights and improving the lives of children over the past few decades. The number of children dying before their fifth birthday declined by more than half between 1990 and 2015. Stunting prevalence among children under age 5 fell from approximately 33 per cent to approximately 23 per cent – representing 43 million fewer stunted children. The proportion of children enrolled in primary school in low- and middle-income countries reached 91 per cent in 2015, up from 83 per cent in 1990.

But persistent inequities and lack of opportunity continue to endanger the lives and futures of millions of children around the world. Compared to children growing up in the wealthiest households, the poorest children are twice as likely to die before reaching the age of five and twice as likely to be stunted. Five times as likely to be out of school. Girls, children with disabilities and children from minority groups are more likely to be marginalized and excluded. Adolescent girls are more likely to be illiterate than adolescent boys. 1 in 10 girls under the age of 20 has suffered sexual violence. Children with disabilities are more likely to be out of school. And new challenges make vulnerable children even more vulnerable, threatening to roll back hard-won progress for the most disadvantaged children and young people.

Humanitarian emergencies and extreme poverty are driving waves of displacement, with 28 million children displaced by violence and conflict in recent years. By 2030, one third of the world's children will live in countries affected by fragility and conflict. Climate change and environmental degradation are increasing the spread of diseases like malaria, as well as the scale of natural disasters. Globalization, urbanization and mass movements of people increase the risk of epidemics like Ebola and Zika.

But there are also trends that we can turn into opportunities to break down barriers that endanger children and young people and prevent them from fulfilling their potential. The overarching goal of the UNICEF Strategic Plan, 2018–2021 is to drive results for the most disadvantaged children and young people. These goal areas span a child's life cycle, encompassing antenatal care, through infancy, childhood and adolescence, giving priority to the most disadvantaged children. Equity for children is both a stand-alone goal and a cross-cutting priority. The results areas target the key barriers that hold children

and young people back, deny them the agency to shape their destinies and prevent them from accessing critical services that can save their lives and help them fulfil their potential.

- 6 a) What is the significance of the UNICEF strategic plan? (5)
- b) Discuss the global initiatives which address development of children and young people. (5)
- c) What are factors that endanger children and young people and prevent them from fulfilling their potential? (5)
- d) If you are in planning committee, state your goals for establishing strategic plan? (5)
