

Hall Ticket Number:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Code No. : 16334

VASAVI COLLEGE OF ENGINEERING (AUTONOMOUS), HYDERABAD

Accredited by NAAC with A++ Grade

B.E. VI-Semester Main & Backlog Examinations, June-2022**Human Values and Professional Ethics-II**


(Common to EEE, ECE & IT)

Time: 2 hours

Max. Marks: 40

Note: Answer all questions from Part-A and any Four from Part-B

Part-A (4 × 2 = 8 Marks)

Q. No.	Stem of the question	M	L	CO	PO
1.	What are some ethical dilemmas faced by you as a college student? Explain in two to three sentences.	2	2	1	8,12
2.	 <p>What is your opinion on the cartoon? What is workplace ethics and why is it important?</p>	2	3	2	8,12
3.	Two passengers on a bus quarreled over a seat. The dispute was captured by another passenger with a smartphone camera who then shared it online. Internet users went on to disclose the names and phone numbers of the protagonists on the Internet after uncovering their identities, and as a result, faced tremendous pressure. Criticisms of the two passengers' behaviour swamped most online forums. What is the solution to avoid incidents like this?	2	3	3	8,12
4.	Three patients — a 16-year-old boy with diabetes, a 25-year-old mother and a 75-year-old grandfather — are crammed into a hospital triage tent and struggling to breathe. Only one ventilator is left. Who gets it? Why?	2	4	4	8,12
Part-B (4 × 8 = 32 Marks)					
5. a)	<p>Read this story and answer the question that follows:.</p> <p>In a small suburban community, a giraffe had a new home built to his family's specifications. It was a wonderful house for giraffes, with soaring ceilings and tall doorways. High windows ensured maximum light and good views while protecting the family's privacy.</p>	6	4	1	8,12

Contd... 2

Narrow hallways saved valuable space without compromising convenience. So well done was the house that it won the National Giraffe Home of the Year Award. The homeowners were very proud.

One day the giraffe, working in his state-of-the-art woodshop in the basement, happened to look out of the window. Coming down the street was an elephant. "I know him," he thought. "We worked together on a PTA committee. He's an excellent woodworker, too.

I think I'll invite him in to see my new shop. Maybe we can even work on some projects." So the giraffe poked his head out the window and invited the elephant in.

The elephant was delighted; he had liked working with the giraffe and looked forward to knowing him better. Besides, he knew about the woodshop and wanted to see it. So he walked up to the basement door and waited for it to open.

"Come in; come in," the giraffe said. But immediately they encountered a problem. While the elephant could get his head in the door, he could go no farther.

"It's a good thing we made this door expandable to accommodate my woodshop equipment," the giraffe said. "Give me a minute while I take care of our problem." He removed some bolts and panels to let the elephant in.

The two acquaintances were happily exchanging woodworking stories when the giraffe's wife leaned her head down the basement stairs and called her husband:

"Telephone, dear; it's your boss." "I'd better take that upstairs in the den," the giraffe told the elephant. "Please make yourself at home; this may take a while."

The elephant looked around, saw a half-finished piece of work on the lathe table in the far corner, and decided to explore it further. As he moved through the doorway that led to the shop, he heard an ominous scrunch. He backed out, scratching his head.

"Maybe I'll join the giraffe upstairs," he thought. But as he started up the stairs, he heard the stairs begin to crack. He jumped off and fell back against the wall. It too began to crumble. As he sat there dishevelled and dismayed, the giraffe came down the stairs.

	<p>“What on earth is happening here?” the giraffe asked in amazement. “I was trying to make myself at home,” the elephant said. The giraffe looked around. “Okay, I see the problem. The doorway is too narrow.</p> <p>We’ll have to make you smaller. There’s an aerobics studio near here. If you’d take some classes there, we could get you down to size.”</p> <p>“Maybe,” the elephant said, not looking very convinced.</p> <p>“And the stairs are too weak to carry your weight,” the giraffe continued. “If you took a ballet class at night, I’m sure we could get you light on your feet. I really hope you’ll do it. I like having you here.”</p> <p>“Perhaps,” the elephant said. “But to tell you the truth, I’m not sure a house designed for a giraffe will ever really work for an elephant, not unless there are some major changes.”</p> <p>What do the Giraffe and an Elephant Teach us About Diversity, Equity, and Inclusion?</p>				
b)	Why is it important to learn accountability when we are young? Give examples to support your answer?	2	3	1	8,12
6. a)	<p>Amber, an administrative assistant, began well, however, started to embrace bizarre and conflicting conduct. Her work was kept up truly well, yet she started arriving late and falling sick frequently, particularly appropriate around the time she got paid. She started borrowing money from others and failing to pay it back later. Soon, she began demonstrating irritability on the telephone with clients. She was caught one day sniffing white powder which happened to be cocaine. When confronted she stopped coming to work, leaving a gap in the organization for a considerable length of time before a substitution could be found.</p> <p>Does her behaviour abide by the ethical workplace code? How would you suggest handling the situation?</p>	4	4	2	8,12
b)	<p>The definition of accountability is taking or being assigned responsibility for something that you have done or something you are supposed to do.</p> <p>An example of accountability is when an employee admits an error she made on a project.</p> <p>When an employee is given the task of making sure a project goes right and knows she will be blamed if it doesn't, she can also be said to have accountability for the project.</p> <p>Give two more examples of being accountable at work?</p>	4	3	2	8,12

7. a)	A bride-to-be passed remarks on a social networking site, expressing her dissatisfaction with the wedding presents received. Shortly afterwards, users of various Internet forums criticised her attitude, and her wedding date and venue were made public. She was put under tremendous pressure and had to apologise in public. What went wrong? What is the solution for this?	4	3	3	8,12
b)	<p>Read this case study on Cyber Harassment and answer the questions that follow?</p> <p>In many ways, social media platforms have created great benefits for our societies by expanding and diversifying the ways people communicate with each other, and yet these platforms also have the power to cause harm. Posting hurtful messages about other people is a form of harassment known as cyberbullying. Some acts of cyberbullying may not only be considered slanderous but also lead to serious consequences. In 2010, Rutgers University student Tyler Clementi jumped to his death a few days after his roommate used a webcam to observe and tweet about Tyler’s sexual encounter with another man. Jane Clementi, Tyler’s mother, stated, “In this digital world, we need to teach our youngsters that their actions have consequences, that their words have real power to hurt or to help. They must be encouraged to choose to build people up and not tear them down.”</p> <p>In 2013, Idalia Hernández Ramos, a middle school teacher in Mexico, was a victim of cyber harassment. After discovering that one of her students tweeted that the teacher was a “bitch” and a “whore,” Hernández confronted the girl during a lesson on social media etiquette. Inquiring why the girl would post such hurtful messages that could harm the teacher’s reputation, the student meekly replied that she was upset at the time. The teacher responded that she was very upset by the student’s actions. Demanding a public apology in front of the class, Hernández stated that she would not allow “young brats” to call her those names. Hernández uploaded a video of this confrontation online, attracting much attention.</p> <p>While Hernández was subject to cyber harassment, some felt she went too far by confronting the student in the classroom and posting the video for the public to see, raising concerns over the privacy and rights of the student. Sameer Hinduja, who writes for the Cyberbullying Research Center, notes, “We do need to remain gracious and understanding towards teens when they demonstrate immaturity.” Confronting instances of a teenager venting her anger may infringe upon her basic rights to freedom of speech and expression. Yet, as Hinduja explains, teachers and students were both perpetrators and victims of cyber harassment. All the concerns of both parties must be considered and, as Hinduja wrote, “The worth of one’s dignity should not be on a sliding scale depending on how old you are.”</p> <p>1. In trying to teach the student a lesson about taking responsibility for her actions, did the teacher go too far and become a bully? Why or why not? Does she deserve to be fired for her actions?</p> <p>2. What punishment does the student deserve? Why?</p>	4	4	3	8,12

	<p>3. Who is the victim in this case? The teacher or the student? Was one victimized more than the other? Explain.</p> <p>4. Do victims have the right to defend themselves against bullies? What if they go through the proper channels to report bullying and it doesn't stop?</p>				
8. a)	<p>One watched the spectacle of Aryan Khan's car being mobbed by the media and the young man receiving a hero's welcome from Shah Rukh Khan fans on his release on bail with a surreal feeling. The sensationalism around the case was expected — as was the tragic reality that people pay a price, a heavy one at that if they are in the public eye. It has also raised some important questions about public morality and individual choice, where and how to draw the line, and by whom. Why should media get tier priorities right?</p>	3	4	3	8,12
b)	<p>Discuss the ethical challenges faced by the healthcare sector in the present times, with special reference to India.(250 words)</p> <p>Bring out the emphasis on India wherever required. E.g</p> <ul style="list-style-type: none"> - Inequality in access to healthcare. - Unequal distribution of healthcare facilities. - Privatization and corporatization of healthcare. - Overpricing of medical interventions and unnecessary prescription of drugs and procedures to inflate the costs, by private hospitals and doctors. - Lack of quality healthcare professionals in rural and backward areas. 	5	4	4	8,12
9. a)	<p>#TheKraussMaffeiStory</p> <p>It was the year 1946. Germany stood devastated by the Second World War. The Allies had won the war, and many German cities, including Munich, had been severely damaged by the British Royal Air Force. Munich, the picturesque capital of the Bavarian region of Germany, and the centre of the country's diesel engine production had suffered as many as 74 air raids. More than half the entire city had been damaged or destroyed.</p> <p>On one gloomy morning that year, at the Munich Railway station, stood the Directors of Krauss Maffei, the reputed German engineering Company. They were waiting for the arrival of their guests from India. Founded in 1838, Krauss Maffei was a leading maker of locomotives of various types, and an engineering company with a formidable reputation.Unfortunately, the Company now stood devastated by the World War, since their factories had been destroyed by the Allied Forces.</p> <p>The guests from India got down from their train. They were Directors from the Tata Group in India. If you had been there, you would have seen JRD Tata, the young, tall, lanky Chairman of the Group, get off the train. And accompanying him was a forty-year-old engineer, Sumant Moolgaonkar,</p>	5	4	4	8,12

representing TELCO (now Tata Motors). They had come to Munich for discussions with Krauss Maffei, regarding the manufacture of locomotives in India. What they found, instead, were scenes of destruction and ruin.

The Germans requested the Indians to take some of their unemployed engineers to India, along with their families, and provide them with jobs and shelter. The Directors of Krauss Maffei are reported to have told the Tata Directors – "They are very skilled people. They will do whatever you ask them if you take care of them. They can also teach your people."

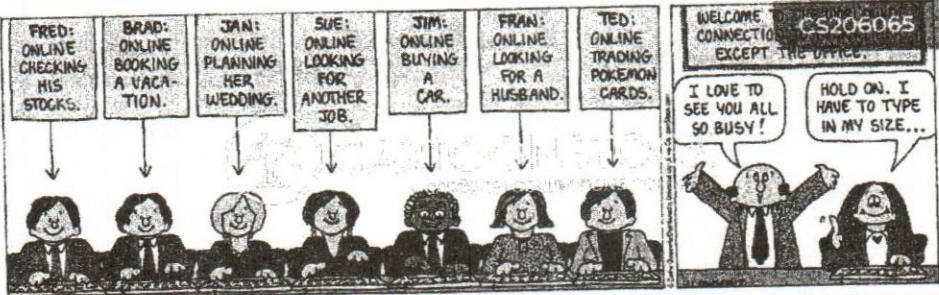
This would have to be done without a formal contract, because the British, who were still ruling India, had forbidden Indian Companies from having any contracts with German Corporations, during those times of the World War. But this request was urgent and compelling. Because in that year, with factories lying destroyed, unemployment in Germany was rampant, and the then German currency, the Reichsmark, had become almost worthless.

The Tata Directors agreed to this request and assured the Germans that their people would be well looked after. The German engineers from Krauss Maffei then came to India, and they were provided good jobs and housing by the Tata Group. They were well taken care of, and they also rendered great service to Tata Motors. In 1945, Tata Motors had signed an agreement with the Indian Railways for the manufacture of steam locomotives, and this is where the German engineers provided valuable technical expertise. They helped the Company manufacture locomotives, which were amongst the Company's very first products.

In 1947, India became independent. In the 1950s, Tata Motors moved on to manufacture trucks in collaboration with Daimler Benz. Many years had now passed since that fateful meeting at the Munich Railway Station. Germany had substantially recovered from the ravages of the war, and the reconstruction effort had borne great fruit. In one of these happier years, the Board of Directors of Krauss Maffei was surprised to suddenly receive a letter from India.

This letter was from the Tata Group. It offered grateful thanks for the services of the German engineers, and it contained an offer of compensation to Krauss Maffei for the skills which had been transferred by the Germans to Tata Motors. Krauss Maffei was surprised, even taken aback at this offer. There was no legal contract, and therefore no obligation for the Tata Group to pay any compensation. In fact, I think, neither did this expectation exist, because the Tata Group had helped by providing jobs and shelter to the otherwise unemployed German engineers, during those dark days. So, the Germans were astonished, as they read the Tata letter.

This story was narrated many, many years later, in the 1970s, by Directors of Krauss Maffei, to Arun Maira, then a senior Director of Tata Motors. Arun Maira is one of India's most respected and distinguished business thinkers today. In a thoughtful article that he wrote for the Economic Times in 2005

	<p>(thank you, Mr. Maira, for this wonderful piece), he recollects how two elderly German gentlemen met him as part of a business transaction in Malaysia, jumped up, shook his hands, and wanted to express their deepest gratitude to him. They then narrated to him this fascinating story, which, they said, is now part of their Company's folklore.</p> <p>One interesting and unexpected sidelight of this story occurred when Tata Motors was asked to provide a legally binding financial guarantee in the 1970s, but this was rendered very difficult because of the Indian Government's regulations at that time. This matter was taken to the German bankers, who said that a guarantee on a Tata letterhead, signed by the Chairman, was more valuable than any banker's guarantee.</p> <p>I do not know what exact thoughts ran through the minds of Tata Directors in the 1950s before they sent that letter to Krauss Maffei, offering compensation where none was agreed upon or expected. But I think the Tata Group did this because it was the right thing to do.</p> <p>The right thing to do is never defined by formal agreements or legal contracts alone. Neither is it defined by the expectations that others have of us. What is right is defined by our own high expectations of ourselves, by the culture of fairness and trust that we wish to establish. Are we being truly fair to the people and the companies we work with? We always know, if we listen deeply enough to our inner voice, whether we are being totally fair and right.</p> <p>The Krauss Maffei story holds such a beautiful lesson for all of us.</p> <p>Write down three important takeaways from this narrative.</p>				
<p>b)</p>	<p>What does this cartoon tell us about workplace ethics?</p> 	<p>4</p>	<p>3</p>	<p>2</p>	<p>8,12</p>
<p>10. a)</p>	<p>"Every right implies a responsibility; Every opportunity, an obligation, Every possession, a duty". Said John D. Rockefeller(John Davison Rockefeller Sr. was an American business magnate and philanthropist. He has been widely considered the wealthiest American of all time and the richest person in modern history.)</p>	<p>4</p>	<p>4</p>	<p>2</p>	<p>8,12</p>

<p>Read this news article given below and answer using the quote given above as your guideline. Also, explain how society and culture help in shaping young minds.</p> <p>22nd May 2022</p> <p>Texas shooting: 19 children among dead in primary school attack By Angelica Casas & Max Matza BBC News, Uvalde</p> <p>Nineteen young children and two adults have died in a shooting at a primary school in south Texas.</p> <p>The gunman opened fire at Robb Elementary School - which teaches children aged seven to 10 - in the city of Uvalde before he was killed by law enforcement, officials said.</p> <p>The 18-year-old suspect had a handgun, an AR-15 semi-automatic rifle and high-capacity magazines, investigators say. Buying a gun was the first thing that he did after he turned 18</p> <p>The teenager is suspected of shooting his grandmother before the rampage.</p> <p>Guns overtook car crashes to become the leading cause of death for US children and teenagers in 2020, according to data released by the Centers for Disease Control and Prevention (CDC) last month.</p> <p>On Monday, an FBI report found that "active shooter" rampage attacks have doubled since the coronavirus began in 2020</p>				
<p>b) Write your opinion on one of the following topics:</p> <ol style="list-style-type: none"> 1. The handling of the COVID-19 pandemic 2. Abortion 3. Euthanasia 4. Organ donation <p>Word limit 150 - 200 words</p>	4	3	4	8,12

M : Marks; L: Bloom's Taxonomy Level; CO; Course Outcome; PO: Programme Outcome

i)	Blooms Taxonomy Level - 1	18%
ii)	Blooms Taxonomy Level - 2	29%
iii)	Blooms Taxonomy Level - 3 & 4	53%

COM