



# **MAASAI MARA UNIVERSITY**

**REGULAR UNIVERSITY EXAMINATIONS  
2017/2018 ACADEMIC YEAR  
FOURTH YEAR SECOND SEMESTER**

**SCHOOL OF BUSINESS AND ECONOMICS  
BACHELOR OF ARTS (ECONOMICS)**

**COURSE CODE: ECO 322**

**COURSE TITLE: ECONOMIC DEMOGRAPHY**

**DATE: 18<sup>TH</sup> APRIL, 2018**

**TIME: 1100 -1300 HRS**

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**INSTRUCTIONS TO CANDIDATES**

Answer Question **ONE** and any other **THREE** questions

*This paper consists of 2 printed pages. Please turn over.*

### **QUESTION ONE**

- a) i). Explain the factors that cause the international migration of high level of educated manpower from less developed countries to developed countries. **(10 marks)**
- ii). Explain using examples and illustrations the concept of internal brain drain. **(8 marks)**
- b). Explain the relationship between a Lorenz curve and Gini coefficient. **(7 marks)**

### **QUESTION TWO**

- a). Discuss conditions necessary for economic growth to translate into improvements in the quality of life. **(7 marks)**
- b). "The poor are little seen, and even less is the nature of their poverty understood" (Chambers 1983). Explain Chamber's view of obstacles in the way of rural development. **(8 marks)**

### **QUESTION THREE**

- a). Discuss three distinct conceptualizations of the likely response to population according to Bilsborrow. (1987). **(3 marks)**
- b). Explain why many economists blame minimum wage law for much of employment problems of youth. **(4 marks)**
- c) i). Discuss the concept of the optimal amount of inequality. **(4 marks)**
- ii). What are some of the practical problems in determining how inequality is really optimal? **(4 marks)**

### **QUESTION FOUR**

- a). Explain how the so-called household or micro-economists of fertility relates to the theory of consumer choice. **(6marks)**
- b). Explain the following concepts as used in Economic demography.
- i. Deprivation trap. **(3marks)**
  - ii. Opportunity costs of a woman's time **(3 marks)**
  - iii. Macro population – development. **(2marks)**
  - iv. Overlapping generation models **(2marks)**

### **QUESTION FIVE**

- a) i). Governments can influence the character, quality and content of their educational systems by manipulating important economic and non-economic factors or variables both outside of and within education systems. Discuss these external and internal factors. **(5 marks)**
- ii). Explain government policies that make education more relevant to the real meaning of development. **(6 marks)**
- b) Discuss the essential assumptions and features of Lewis-Fei-Ranis surplus labour model of development. **(4 marks)**

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