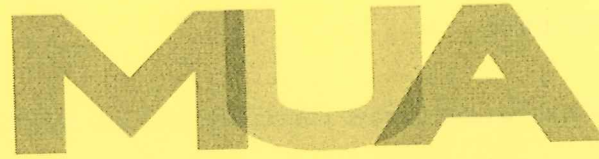


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UNDERGRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DEGREE OF BACHELOR OF ARTS IN DEVELOPMENT STUDIES

**BDS 100 : FOUNDATION OF DEVELOPMENT; CONCEPTS AND CRITICAL ISSUES**

**DATE: 1<sup>st</sup> December 2022**

**DURATION: 2 HOURS**

**MAXIMUM MARKS: 70**

**INSTRUCTIONS:**

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 MARKS** and the rest carry **15 MARKS** each.
7. Write all your answers in the Examination answer booklet provided.

**QUESTION ONE**

Read the Case Study below carefully and answer the questions that follow:

**WOMEN'S ISSUES**

Kabeer, Grown and Heyzer argued that increased focus on gender issues would accelerate MDG progress. Kabeer claimed that empowering women through access to paid work would help reduce child mortality. In South Asian countries babies often suffered from low birth weight and high mortality due to limited access to healthcare and maternal malnutrition. Paid work could increase women's access to health care and better nutrition, reducing child mortality. Increasing female education and workforce participation increased these effects. Improved economic opportunities for women also decreased participation in the sex market, which decreased the spread of AIDS, MDG 6A. Grown asserted that although the resources, technology and knowledge existed to decrease poverty through improving gender equality, the political will was missing. She argued that if donor and developing countries focused on seven "priority areas": increasing girl's completion of secondary school, guaranteeing sexual and reproductive health rights, improving infrastructure to ease women's and girl's time burdens, guaranteeing women's property rights, reducing gender inequalities in employment, increasing seats held by women in government, and combating violence against women, great progress could be made towards the MDGs.

Kabeer and Heyzer believe that the current MDGs targets do not place enough emphasis on tracking gender inequalities in poverty reduction and employment as there are only gender goals relating to health, education, and political representation. To encourage women's empowerment and progress towards the MDGs, increased emphasis should be placed on gender mainstreaming development policies and collecting data based on gender.

Progress towards reaching the goals has been uneven across countries. Brazil achieved many of the goals, while others, such as Benin, are not on track to realize any. The major successful countries include China (whose poverty population declined from 452 million to 278 million) and India. The World Bank estimated that MDG 1A (halving the proportion of people living on less than \$1 a day) was achieved in 2008 mainly due to the results from these two countries and East Asia. In the early 1990s Nepal was one of the world's poorest countries and remains South Asia's poorest country. Doubling health spending and concentrating on its poorest areas halved maternal mortality between 1998 and 2006. Its multidimensional poverty index has seen the largest falls of any tracked country. Bangladesh has made some of the greatest improvements in infant and maternal mortality ever seen, despite modest income growth. Between 1990 and 2010 the population living on less than \$1.25 a day in developing countries halved to 21%, or 1.2 billion people, achieving MDG1A before the target date, although the biggest decline was in China, which took no notice of the goal. However, the child mortality and maternal mortality are down by less than half. Sanitation and education targets will also be missed

**Required:**

- a) Describe seven ways how feminism and gender has improved organization development. (10 Marks)
- b) The concept of development as it is generally understood has various limitations, highlight five limitations as per the above case study. (5 Marks)
- c) Discuss the Kenya Vision 2030 Economic Pillar for development using five key focus areas (10 Marks)

**QUESTION TWO**

- a) Critical thinking as become core study area in the education system. Using suitable illustrations explain why Critical thinking is important in this unit. (5Marks)

- b) The concept of green development in business strategies is being emphasized.  
Discuss five reasons to justify this. (5 Marks)
- c) Examine the concept of scientific skepticism as used in the context of foundation of development. (5Marks)

### QUESTION THREE

- a) Explain any seven indicators of an underdeveloped economy that countries would use for a feasibility study. (10Marks)
- b) Discuss any five key indicators of development in a developing organization (5Marks)

### QUESTION FOUR

- a) With use of relevant examples, discuss the concept of development (5 Marks)
- b) With examples explain any five points of view of Michael Todaro on development concept. (10 Marks)

### QUESTION FIVE

- a) Using relevant examples, explain the difference between the economic development and the economic growth. (5 Marks).
- b) Development has got various theories. Explain the modernization theory of development. (5 Marks).
- c) Explain the dependency theories of development bringing out how this theory applies as far as African countries and their colonizers are concerned. (5 Marks)

### QUESTION SIX

- a) The industrial revolution is associated with a number of characteristics.  
Kindly explain the following characteristics by providing examples of your own choice:
- i) Specialization (2 Marks).

- ii) Standardization (2 Marks).
- iii) Synchronization (2 Marks).
- iv) Concentration (2 Marks).
- v) Maximization (2 Marks).
- vi) Centralization (2 Marks).

b) The world economy view theory of development has created a gap between the rich and the poor, and that gap keep increasing as days go by. Suggest strategies that could be put in place to reduce that existing gap. (3 Marks).

