
NEPAL STUDIES

8024/02

Paper 2 Written Paper

May/June 2016

MARK SCHEME

Maximum Mark: 75

Published

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1 (a) (i) State the first line of the national anthem of Nepal. [1]

Sayaun Thunga Phool Ka. Allow variations in the transliteration Sayaum Thunga phulka hami...’ or similar.

Allow English version, ‘Made of Hundreds of Flowers’. First line of anthem ‘Woven from hundreds of flowers, we are one garland that’s Nepal’ or ‘We are hundreds of flowers (but) one garland...’ or similar.

(ii) Explain two reasons why the national anthem was changed in 2007. [4]

e.g. The change of national anthem marks the transition from the monarchy which finally ended in 2007 to a new political order, republican, federal and inclusive of minority communities. The old anthem was no longer suitable because it praised the king.

e.g. The monarchy ended in 2007 and so the old national anthem was no longer suitable because it praised the king for being progressive and wished him a long life. This is no longer relevant for Nepal.

e.g. The old national anthem was a military sounding song and this is not appropriate in modern Nepal. The new anthem is based on a folklore tune and refers to the diversity of modern Nepal.

(b) Photograph A shows Singha Durbar Palace (The Lion Palace) in the 1920s. It was built in the 19th century by Chandra Shamsher Rana.

(i) What can you learn from Photograph A about the Rana dynasty? [4]

| Basic inference | Development / support |
|--|---|
| It is large / has very many rooms. | <ul style="list-style-type: none"> Building this palace shows that Rana thought they were far removed from the ordinary people of Nepal and much more important. |
| Ornate decorated palace with beautiful gardens / expensive to build. | <ul style="list-style-type: none"> Represented power, wealth and dominance. A good example of misappropriation of national resources. |
| It is built in a western style | <ul style="list-style-type: none"> The Rana copied British / Indian styles in this palace. Attempting to give the impression of power and longevity. |

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- (ii) Explain two ways in which the Rana dynasty limited the development of Nepal. Give reasons to support your answer. [4]

Award 1 mark for each reason, 1 additional mark for each explanation. Allow alternative correct reasoning.

e.g. The Rana dynasty made few attempts to develop the country and ordinary people were denied access to education.

This meant that people were unable to make economic advances because of their low level of literacy.

e.g. The Rana dynasty kept Nepal isolated from the outside world.

This meant that the economy did not develop as well and this in turn meant Nepali merchants and manufacturers could not trade with other nations and this kept them in poverty.

e.g. The Rana dynasty absorbed much of Nepal's tax revenue to finance the extravagant lifestyle of the elites. Rana Prime Ministers did not distinguish between state and private income. Government buildings were also the private palaces of the Rana.

- (c) To what extent do you agree that the Federal Democratic Republic of Nepal is an equal society? Support your answer with examples. [12]

| Level | Marks | Description |
|---------|-------|---|
| Level 3 | 10–12 | A developed, well focused and organised response which addresses the whole question. Examples are relevant, detailed and applied effectively in support. |
| Level 2 | 6–9 | A satisfactory response which may contain some good points, but which remains limited or partial in one or more of understanding, argument, evaluation or exemplar support. |
| Level 1 | 1–5 | A few creditable points. The approach may be faulty and the focus of the response may not be the focus of the question. Little or no relevant exemplar material. |
| | 0 | No response, or no creditable response. |

Indicative Content

Discussion around society becoming more equal (or moving towards equality) could include:

- The last 20 years have seen huge changes for Nepal: the beginning of democracy; Maoist rebellion; fall of monarchy and the devastating earthquake have had a huge impact.
- Under the constitution agreed in 2015, the government has a responsibility to ensure that all groups are represented in the state structure on a proportional basis.
- Literacy rates and attendance at primary school is improving and there is less inequality between boys and girls in this respect.
- In the new constitution from 2009 / 2015, Nepal has given equal rights and recognition to third gender, gay and lesbian, bisexual, etc. minorities.

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Discussion around society being unequal (or not moving towards equality) could include:

- Women still do not have equal access to education. From 2009 / 2015, women have not had equal rights to transfer citizenship onto their children.
- The caste system still exists, although the constitution and laws have banned the practice. Dalits continue to live in poverty and suffer discrimination.
- People from mixed marriages find it difficult to get Nepali citizenship and therefore cannot get access to higher education, legal rights.
- Politicians in Nepal are mainly from the higher castes and are generally Hindu.
- Minority groups in Nepal, such as the Madhesi from the lowlands, want more rights and control over what happens in their locality. Since the ratification of the new constitution many Madhesi people from the Tarai, the lowland groups, have continued to protest against the boundaries of the newly designed federal states that in their view favour the hill population of Nepal.
- A lack of will among politicians and absence of strong implementing mechanisms might make it less likely that the clauses of the constitution will be translated into practice.

2 (a) (i) Name the official script for the Nepali language. [1]

Devanagari. Alternative spellings allowed.

(ii) Explain two reasons why Nepal's linguistic diversity should be preserved. [4]

| Basic reason | Development / support |
|--|---|
| Preserving language is part of preserving culture | Threats to language / threats to culture / example of link between the two / languages in 2011 census |
| Using one's own language is a human right | Recognised in international law / constitutional provision / an example |
| Linguistic diversity is part of Nepal's heritage | Heritage matters culturally / threats from modernisation / an example |
| Linguistic diversity creates the need for understanding and cooperation among all groups | This promotes national unity much needed for democracy and development |

(b) (i) Identify two positive impacts of educating girls shown on Fig. 1. [2]

- they marry later; have fewer children;
- care for their children better;
- give their children better nutrition;
- seek medical help earlier;
- live / survive longer;
- give children better education.

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(ii) Briefly explain how educating girls lowers total fertility. [4]

Total fertility is the average number of children born to a woman over her lifetime. (Nepal TFR 2014: 2.3 estimated)

| Basic reason | Development / support |
|--|---|
| Education takes time and delays marriage | Years in secondary school / university |
| Education changes girls' priorities | Worldview changes / awareness of new opportunities, e.g. job and career |
| Education in reproductive rights | Knowledge of and access to contraceptives |

(iii) Explain one reason for the gender gap in literacy in Nepal. [2]

| Basic reason | Development / support |
|-----------------------|---|
| Gender discrimination | Boys are valued more than girls so get priority in schooling |
| A lack of empowerment | Many girls and women do not aspire to read and write or seek ways to learn |
| Poverty | Poor families have survival rather than literacy as a priority and girls work rather than study, e.g. cooking, looking after younger children |

(c) 'The success of attempts to promote social inclusion in Nepal depends on economic factors.' How far do you agree? Support your answer with examples. [12]

| Level | Marks | Description |
|---------|-------|---|
| Level 3 | 10–12 | A developed, well focused and organised response which addresses the whole question. Examples are relevant, detailed and applied effectively in support. |
| Level 2 | 6–9 | A satisfactory response which may contain some good points, but which remains limited or partial in one or more of understanding, argument, evaluation or exemplar support. |
| Level 1 | 1–5 | A few creditable points. The approach may be faulty and the focus of the response may not be the focus of the question. Little or no relevant exemplar material. |
| | 0 | No response, or no creditable response. |

Indicative Content

Discussion of social inclusion depending on economic factors might include:

- A number of attempts have been made and are being made in Nepal to overcome social exclusion (discrimination based on caste, language, religion and gender).
- Clearly economic factors are significant, most significantly in terms of funding (initial finance, on-going financial support, good financial management).
- Economic factors could also include labour, for example, employment, skills and training, and project management.
- The issue of foreign aid and of aid dependency is relevant.
- Other economic factors could be identified and applied to this question.

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Discussion of social inclusion depending on other factors might include:

- A developed assessment is likely to include ‘other factors’ and weighing the relative significance of economic factors alongside them.
- In many places, especially since the earthquake of April 2015, other priorities exist in this ‘post-conflict post-disaster’ country.
- These may include governance issues and constitutional provision, donor relations, traditionalism, cultural factors (both promoting and working as obstacles to limit social inclusion), and access issues, e.g. remoteness, need for translators and interpreters, etc.
- Gender may influence health. Unlike boys / men, girls, women do not inherit a share of parental property in Nepal. Girls / women are expected to marry and leave their parental home. As they are leaving the house and take their share as bride gift, the patriarchal understanding is that educating girls will not benefit the family. As the proverb goes – ‘educating your daughter is like watering your neighbour’s garden’.

3 (a) (i) Identify two services a citizen might obtain from a commercial bank. [2]

Any two from payment services, borrowing in the form of loans, savings accounts, foreign currency or valid alternatives. 1 mark each.

(ii) Explain how the role of Nepal Rastra Bank differs from that of a commercial bank. [3]

Nepal Rastra Bank is a central bank 1 mark, it is responsible for national monetary policy 1 mark, it supervises the banking system and its security 1 mark, it acts as the Government’s banker 1 mark, it is the lender of last resort to the banking system 1 mark. Any three functions are needed.

(b) (i) Give the meaning of the term inflation. [2]

Inflation is a persistent 1 mark, rise in the general price level 1 mark.

(ii) State in which year inflation was highest in Nepal. [1]

2009

(iii) Compare Nepal’s experience of inflation with that of India and China. [5]

| Basic reason | Development / support |
|--|---|
| It followed a similar pattern to India | But was less volatile |
| It stayed close to India’s rate mark | But was less volatile |
| The rate was always higher in China | Sometimes more than double |
| It was never negative | Unlike in China in 2009 |
| It followed a different trend | Has been higher but less volatile than in China |

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- (c) 'More than anything else, a person's health is the result of their income and wealth.'
 Explain the extent to which you agree with this statement with reference to examples from Nepal. [12]

| Level | Marks | Description |
|---------|-------|---|
| Level 3 | 10–12 | A developed, well focused and organised response which addresses the whole question. Examples are relevant, detailed and applied effectively in support. |
| Level 2 | 6–9 | A satisfactory response which may contain some good points, but which remains limited or partial in one or more of understanding, argument, evaluation or exemplar support. |
| Level 1 | 1–5 | A few creditable points. The approach may be faulty and the focus of the response may not be the focus of the question. Little or no relevant exemplar material. |
| | 0 | No response, or no creditable response. |

Indicative Content

Discussion of the relationship between health and income and wealth could include:

- Income and wealth determine the material standard of living. This includes housing and nutritional standards.
- Better quality housing will provide good sanitation and safe water supply, reducing the likelihood of disease.
- Good quality food will avoid malnutrition and increase resistance to illness.
- Better healthcare that can bring both preventative and curative advantages can be afforded.
- Affluent families generally have lower infant mortality rates and higher life expectancy than economically disadvantaged families.

Discussion of other factors which influence health could include:

- Gender may influence health; studies show that families delay seeking health care when girls / women are ill.
- Where people live affects access to health care. Life expectancy varies between rural and urban areas of Nepal and between regions.
- Other non-financial factors can also influence health. Personal behaviour such as smoking, excessive alcohol consumption and risk taking may lower life expectancy.
- Some types of highly paid employment may involve stress and danger that may reduce longevity. Genetic factors and luck can also play a part.

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Section B

Generic level descriptors for part (a)

| Level | Marks | Description |
|--------------|--------------|--|
| Level 3 | 8–10 | A developed, well focused and organised response which addresses all the demands of the question. Good knowledge and understanding with use of relevant and detailed example(s). |
| Level 2 | 5–7 | A satisfactory response which may contain some good points. Some use of example(s). Remains limited in knowledge and understanding or partial in not attempting to meet all the demands of the question. |
| Level 1 | 1–4 | A few creditable points in a response of basic quality. The approach may be faulty and the focus of the response may not be the focus of the question. Little or no relevant exemplar material. |
| | 0 | No response, or no creditable response. |

Generic level descriptors for part (b)

| Level | Marks | Description |
|--------------|--------------|---|
| Level 4 | 13–15 | Response is structured as an argument. Well directed knowledge, detailed examples and good understanding support a convincing argument and clear evaluation. |
| Level 3 | 9–12 | A solid response with some good knowledge and understanding and some use of examples. Argument is largely firm with some gaps or limitations. Evaluation offered is partial or may be brief where the response is narrative or explanatory in approach. |
| Level 2 | 5–8 | A limited response with some satisfactory points. Weak and inaccurate use of examples or some generality. Argument is partial or not sustained. Evaluation may be superficial or absent. |
| Level 1 | 1–4 | A few creditable points in a brief or poorly focussed response. Little or no use of relevant examples. Argument is weak and evaluation absent. |
| | 0 | No response, or no creditable response. |

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4 (a) Describe how push factors and pull factors combine to promote international migration from Nepal. [10]

Push factors and pull factors interact in terms of migration decision making. Push factors are usually negative and encourage the individual to migrate from Nepal; pull factors are usually positive and draw the individual towards the foreign destination such as India, the Middle East, UK or USA. All emigration involves a fundamental betterment motive.

How the factors combine depends on a variety of considerations and influences including:

- personal character, e.g. risk-taking attribute
- personal circumstances, e.g. bereavement, debt
- social networks: family, community, friends
- age
- gender
- income / available funds
- events, e.g. conflict, hazards
- availability of information (and its reliability)
- perception of life and prospects both at the origin and at the destination

Any examples may be used, including the specified case study of Nepalis abroad (Gurkha soldiers in the UK or Nepalis in India).

(b) Assess the impacts of international migration on the regions in Nepal from which people have migrated. Support your answer with examples. [15]

The syllabus has 'the social and economic impacts of migration' as a focus question and a full response should comprise these two dimensions (social / cultural and economic) only. Credit environmental and political impacts if offered, but do not require them.

In assessing the impacts of international migration on source areas / origins, candidates may refer to some of the following:

- the relief of population pressure and / or overpopulation, evidenced in a better balance between people and resources, e.g. food, land
- population decline seen in abandoned dwellings, fields, roles
- the breaking up of families: usually loss of husbands, fathers and sons with the impacts, both negative and positive, on the remaining women (labour, responsibility, loneliness, burden, empowerment)
- remittances (World Bank, 29% of GDP in Nepal in 2013, rising trend) and what the money can achieve for families (food, education, healthcare, etc.)
- in agricultural areas: greater availability of land; some abandoned holdings; agricultural labour provided by children, women and the aged; lower productivity; potential for environmental degradation
- loss of tradition, language and culture and a modernising influence through contact with the emigrant and the inflow of remittances
- consequences of return migration, e.g. migrants arrive back with money, experience, ideas and may become entrepreneurial or innovators
- chain migration as an impact – where other individuals, such as family members and / or close friends, follow an earlier migrant, continuing and deepening the cycle

Impacts may be seen simply as positive or negative. Responses may consider where impacts are differentiated by location, e.g. rural and urban, or by the groups of people impacted, such as migrants' wives, their children, community leadership, etc. Responses may also consider that it could be that impacts are assessed in terms of significance and severity, or according to timescale (short term, medium term, long term or permanent).

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5 (a) Outline the role of multinationals in Nepal’s economic development. [10]

Candidates will recognise that multinationals are foreign-owned companies operating and owning resources outside of their home economy, in this case in Nepal. They will be able to offer examples that show their diversity and cover manufacturing and services. They may suggest Unilever, Union Carbide, Coca Cola, Holiday Inn, Radisson Hotel and Standard Chartered Bank. Other examples are equally acceptable.

The positive contribution of multinational activity to development includes:

- Provision of investment
- Results in additional investments from domestic companies for ancillary units (multiplier effect)
- Opening of factories, offices and hotels
- Introduction of new techniques and technology
- Employment opportunities
- Higher incomes and standard of living
- Training and skill development opportunities
- Higher export revenue
- Higher tax revenue

The negative contribution of multinational activity to development includes:

- Low-paid work
- Local competitors and entrepreneurs are driven out
- Restricted management opportunities
- Overexploitation of natural resources
- Avoidance of tax liability
- Repatriation of profits
- Overt political influence

(b) With the help of one or more examples, assess the extent to which economic liberalisation is sustainable in Nepal. [15]

A definition of economic liberalisation would identify the relaxation of government rules and regulations, associated with a greater role for the private sector and the market system. This may affect a range of markets such as the goods and services market, the labour market, financial and currency markets. Candidates may offer examples of its introduction in Nepal.

Sustainability concerns the ability to maintain progress equitably over the longer term without reducing future welfare. Considering this will involve selective reference to both benefits and harms of liberalisation and clarification of possible outcomes.

Arguments for the sustainability of economic liberalisation might include:

- That it is sustainable because of the efficient use of resources and the market’s ability to adjust to changing circumstances in a way that reflects consumers’ wishes.
- More competitiveness and flexibility may raise economic growth and living standards.
- Higher incomes may allow higher saving and investment so that a ‘virtuous circle’ of development is established and sustained.
- A more capitalist approach may result in an entrepreneurial economy able to maintain development.
- The role of the government in ensuring a fair distribution of the benefits and avoidance of market failures may be crucial.

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Arguments that economic liberalisation is not sustainable might include:

- The costs are too high in terms of short-run casualties, e.g. more unemployed and it may be anti-developmental because of uneven benefits.
- Potential harm to the environment through overexploitation of natural resources.
- The harmful effects of tourism and mountaineering may be quoted.
- The necessary change in attitudes may be in conflict with local culture.
- The behaviour of multinationals with a view to short-run profit may be suggested as a danger.
- The relevance of the nature, rate and extent of the liberalisation and the willingness and ability of government to tackle any problems and unintended consequences that emerge could be considered.

6 (a) Outline why rapid urbanisation creates problems for the government of Nepal. [10]

Indicative Content

- The speed of growth makes urban planning difficult. The rapid pace of urbanisation (4% per year Kathmandu valley, 5% per year Pokhara) means that development is difficult to plan – the provision of schools, health care and infrastructure is inadequate.
- Rapid population growth increases waste; disposal systems are underdeveloped, and there is child labour on the waste heaps.
- Safe water supplies are insufficient, especially in Kathmandu valley, due to poor sanitation; waterborne disease is common.
- The transport network is insufficient for demand. Urban areas cannot cope with increased traffic. This leads to long commuting times and increased air pollution.
- Growth is underfunded and unregulated in some areas which are still officially classed as 'rural'. This means urban sprawl, substandard or inaccessible housing and, as a result, increased vulnerability to disasters.
- Where urban growth is funded by the government, the capital available is often inadequate to meet the needs of the new urban areas. In an attempt to stop overcrowding in the Kathmandu valley, public funding is focused on other areas – and this makes the situation there even worse.
- Economic growth is not sufficient to support urbanisation – people move to towns expecting to find work but the opportunities often do not exist. The industrial / tertiary sector is relatively small resulting in unemployment. This means that the new urban population lives in poverty, with little prospect of improvement. Those who do find work are often employed in low-skilled and poorly paid jobs and moving to the towns does not improve their situation. These circumstances can lead to increase in crime / trafficking through desperation to make ends meet.
- Poverty means people are less able to cope with crises. They do not have access to land so cannot be self-sufficient, meaning they are vulnerable when disasters strike.
- The expansion of tertiary / industrial sectors is limited by insufficient energy supply; load shedding is common, limiting work hours and reducing productivity.

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- (b) Assess the extent to which constitutional reform is a challenge to governance in Nepal. Support your answer with examples. [15]**

Candidates could approach this question by considering ways in which constitutional reform is / is not a challenge to governance in Nepal. They might argue that alternative factors such as unemployment / under-employment leading to migration or inadequate disaster management are more significant challenges. Either approach is creditworthy, but answers are expected to assess the challenges posed by the new constitution.

The demand for a new constitution was raised by Maoists, the constituent assembly. However, the process of drawing up the constitution has been protracted and fraught with difficulties. Amendments to the constitution will demonstrate that the democratic process to reform the country will continue.

Indicative Content

Discussion of challenges to governance include:

- Since the constitution was announced there has been violence and at least 40 people were killed in clashes with police.
- There were severe fuel shortages as protesters in the south blockaded the border with India and prevented supplies getting through. Fuel supplies for hospitals were maintained but supplies for private vehicles were cut off. This had implications for the economy.
- Interest groups do not share similar ideals for the restructuring of Nepal and are becoming more active politically. The Maoist movement, the Janajati movement (ethnic groups) and the Madhesi movement (lowland) feel unfairly treated by the new constitution. They claim that their representation has been manipulated by structuring the electorate in a particular way.
- The new republic will become a federal one. Although this is supposed to help to address the diversity of Nepal, there is deep division on whether the states should be ethnically delineated. Some ethnic communities are unhappy at the proposed boundaries of the new provinces and this has been especially intense in the Tarai. The indigenous Tharus are unhappy at the prospect of being split in two and forced to share their provinces with hill districts.
- The Madhesi would like separate lowland states. The seven state model includes two out of three lowland states with substantial hill regions. Madhesi groups see their political representation in the central government tilted to their disadvantage.
- A smaller percentage of Parliament will be elected by proportional representation – 45% compared with 58% under the interim constitution. PR has helped more members of indigenous and low-caste groups, historically repressed and marginalised, to get elected.
- Women's groups say the new constitution further discriminates against Nepalese women. If a Nepali woman marries a foreign man, their children cannot become Nepali unless the man becomes a Nepali citizen (giving up his own nationality as dual-nationality is not allowed); if the father is Nepali, his children can also be Nepali regardless of his wife's nationality. This will impact the eastern Tarai region (where many Nepalis already feel that they are discriminated against) as there are many cross-border marriages between Indians and Nepalese.
- Many feel that the constitution was rushed through and does not give sufficient power to the provinces, retaining power instead in the hands of the male, high caste, highland elite.

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Discussion that this is not a challenge to governance might include:

- The new constitution is secular although the state is responsible for protecting ancient religious practices, and also makes the cow the national animal. (Hindu groups wanted the restoration of Hinduism as the state religion.)
- Many are relieved that the country has a new constitution after seven years of debate and see this as an opportunity to move forward – if there are unpopular elements in the constitution there is now a possibility for them to be amended. The new constitution was endorsed on the 16th September and declared on 20th September.
- Some see the document as progressive as it provides for quotas for some groups, including women, indigenous communities and low-caste Dalits, to serve on constitutional bodies. Groups described as ‘gender and sexual minority people’ also have their rights protected. Inclusion.
- Senior politicians are very positive about the constitution. For instance, foreign minister, Mahendra Bahadur Pandey, said Nepal's people had achieved a republican nation that they have aspired to for decades. Maoist leader, Pushpa Kamal Dahal, called the adoption of the constitution ‘a victory of the dreams of the thousands of martyrs and disappeared fighters’.