Journal of
Productive Discourse

Critical Readings Across Disciplines

Aims of the Journal

The *Journal of Productive Discourse* (*ProD*) is an international, not for profit, blind peer-reviewed journal of critical readings across disciplines. It aims to provide teachers, students and learned members of the community an authentic open-access platform featuring scholarly research, reviews and perspectives on the state of current discourse on topics of interdisciplinary interest. The annual journal is published both in print and electronic forms once a year on the 3rd of the month of Jestha in the Nepali calendar.

Mission

The journal will strive to create a platform where scholars, experts and thinkers exchange informed, critical and respectful discourses on important topics to advance human, social and political sciences for the larger good of the people.

Vision

The vision of the journal is to become the leading international platform for multi-disciplinary research and writing, known for its high standards, innovative approach, and impact on the learned community.

Methodology

The journal uses a rigorous peer-review process, led by a team of experts from Nepal and abroad, to ensure high quality and impact of published research and writing in pursuit of productive and practicable discourse. Articles are subject to initial editor screening followed by a blind peer review before publication. Submissions are invariably checked for plagiarism. Manuscripts must be between 4000 and 8000 words excluding references in APA 7th edition format.

Peer Review Process

Articles received from open calls and individual invitations undergo double-blind, peer-review process. The Managing Editor sends original articles to editors for initial review to assess their relevence for the journal. The editors submit the initially reviewed articles to the Editor-in-Chief for the final decision concerning the further process. The initial review process will be completed in six weeks.

Advisory Board

Language of Publication: English

Article Processing Charge: Not Applicable

Policy: Double-blind Peer Review

Country of Publication: Nepal

Publication Ethics: Editorial Policy (Displayed on the Journal Website in line with |C|O|P|E| Guidelines)

Editorial

As we present this issue of the *Journal of Productive Discourse*, we reflect on the intellectual and political legacy of one of Nepal's most influential statesmen—Nepal Ratna and People's Leader, Madan Bhandari. Born on 27 June 1952 in Dhungesanghu, Taplejung, Bhandari began his formal education in a local Sanskrit *pathshala*. He later pursued higher education in Varanasi, India, completing his undergraduate degree in Sanskrit Literature and studying postgraduate courses in Oriental Philosophy at Banaras Hindu University. During this formative period, Bhandari became politically active and subsequently joined the Communist Party of Nepal as a full-time cadre under the leadership of Comrade Pushpa Lal Shrestha. Bhandari's ascent within Nepal's leftist political sphere culminated in his instrumental role during the 1990 People's Movement, a landmark event that led to the restoration of multiparty democracy in the country. His theoretical contribution, most notably the principle of People's Multiparty Democracy, has had a profound and enduring impact on Nepal's political trajectory, shaping both the ideological orientation and institutional structures of the post-1990 democratic era (Dhakal, 2023). Such a magnanimous statesman was killed in a mysterious road accident in Dashdhunga of Chitwan district on Jestha 3, 2050 B.S. (May 16, 1993). To commemorate his mission of serving people and the nation, the *Journal of Productive Discourse* is published every year on his soulful Memorial Day.

This issue of the *Journal of Productive Discourse* presents a diverse and interdisciplinary collection of scholarly articles addressing a broad spectrum of contemporary themes, including alternative media, the lived experiences of unemployed individuals, poverty, artificial intelligence, public health, knowledge management practices, organizational ethics in the education sector, consumerism, development discourse, literature, and social entrepreneurship. These contributions align closely with the vision and mission of the *Journal of Productive Discourse*: to advance innovative scholarship, interrogate prevailing paradigms, and foster forward-thinking perspectives across academic and professional domains.

Particularly, three articles in this issue exemplify this commitment. A notable contribution by Dura examines the diverse theoretical frameworks and conceptualizations of alternative media, tracing their evolution from traditional forms to contemporary digital platforms. The study highlights the dynamic nature of alternative media in the digital age, where decentralized platforms challenge dominant narratives and create new avenues for grassroot communication (Dura, 2025). Another important study by Agrawal explores the relationship between perceived ethical climate and faculty commitment in private higher secondary schools in Kathmandu and Lalitpur. The findings reveal significant correlations between three types of ethical climates—egoistic, benevolent, and principled—and faculty commitment. Among them, the benevolent climate exerts the most positive influence, while the egoistic climate is associated only with continuance commitment (Agrawal, 2025). Similarly, the study by Gautam investigates awareness, perceptions, and implementation of knowledge management practices in community colleges within the Kathmandu Valley. Focusing on knowledge acquisition, organization, and application, the research provides practical recommendations for policymakers and academic institutions to develop structured frameworks that foster a knowledge-driven culture in Nepalese higher education (Gautam, 2025).

As editors, we are especially encouraged by the increasing participation of faculties and students in research initiatives, which reinforces our QAA-certified college's efforts to strengthen its research culture in alignment with emerging pedagogical approaches. Such engagement is critical for cultivating a sustained ethos of inquiry and innovation in the institution. We trust that this collection will serve the interests of our readers, encouraging critical thinking, promoting dialogue, and inviting collaborative exploration among scholars and practitioners alike. We welcome constructive feedback and reflections that can help us grow through rigorous, rational discourse. Finally, we extend our sincere appreciation to all stakeholders, including the College Management Committee, academic staff, students, and researchers, for their valuable contributions and continued support.

Editorial Board

May 2025

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