



Editorial

This Issue (Vol 22, No. 4; 2023) of the Artha Journal of Social Sciences draws on a diverse yet rich topical landscape covering the global and international context and concerns. The first article by A.J.C. Bose's *Break on through to the Other Side: a Discerning Discourse for the Youth* presents a critical take on the United Nations Sustainable Development Goals (UN SDGs) for the youth and its incompatibility and contrast to the burgeoning capitalism worldwide encompassing aspirations of the youth. Quoting extensively from sources, Bose highlights the growing role of large corporations in lobbying and policy-making at national and intermediate levels. The mandate of the WEF that marks a shift from multilateralism to stakeholder capitalism leads to doubts on employment and environment sensitivity amidst a scenario where 'corporations no longer focus solely on serving shareholders but become custodians of society by creating value for customers, suppliers, employees, communities and others'. Corporates have aggressively pursued strategies of destroying open-ended employment contracts, deskilling and underpaying labour, defeating unions, downsizing and intensifying work, and flexible automation. As a way of addressing these issues, Bose urges the youth to map the global changes and shifts that have marked democracies, undertake research in these areas much like the Tricontinental Institute for Social Research and explore ideas and engage with concepts of 'capitalism with a human face', 'economic democracy' and 'people's economics'.

Yet another insightful article on this issue delves into phonetics. Abimbola and Ademuyiwa in *Differences in Russian and English Pronunciation* examine the nuances of Russian and English pronunciation, shedding light on how English speakers can effectively prepare themselves for learning Russian. Central to this endeavour is the recognition of pronounced phonemic disparities between these two

languages. The researchers' primary aim is to bridge this knowledge gap by scrutinising the pivotal challenges English speakers encounter in acquiring Russian proficiency. This study endeavours to comprehensively unravel the seminal pronunciation and phonetic distinctions inherent in Russian through an extensive exploration of existing literature and insightful interviews with proficient speakers of both languages. Employing a thematic analysis approach grounded in the theoretical frameworks of Saussure, Sapir, Bloomfield, and Krashen, the research elucidates how these linguistic giants' perspectives enrich our understanding of the subject matter. From a phonetic standpoint, the study discerns that the pronounced variance between Russian and English primarily manifests within vowel and consonant inventories. By meticulously dissecting these differences, the research aims to equip language learners with invaluable insights crucial for navigating the intricacies of Russian pronunciation. In sum, this article contributes to the scholarly discourse by exploring the phonetic disparities between Russian and English, facilitating a more informed approach to language acquisition.

An interesting theoretical underpinning by Anup Adhikari explores the interdisciplinary realm of disaster studies in the contribution titled Immanuel Wallerstein's World-System Theory and the Disaster Relief: A Mixed-Method Empirical Study of the 2015 Earthquake in Nepal. Using Wallerstein's World-System Theory, the study seeks to elucidate its applicability in understanding disaster relief policies, particularly in the context of the catastrophic 2015 earthquake in Nepal. Through an empirical investigation employing a mixed-method approach that combines secondary data analysis with an extensive literature review, the researcher endeavours to discern the relevance of Wallerstein's theoretical framework in the aftermath of the Nepalese earthquake. The findings culminate in a compelling argument that the seismic event serves as a poignant case study, underscoring the imperative for peripheral nations to solicit international assistance in bolstering social and physical resilience in the aftermath of disasters. Furthermore, the article posits that discernible World-System

patterns emerged in the post-earthquake period, shaping the trajectory of disaster relief policies. This nuanced exploration enriches our understanding of disaster governance and sheds light on the intricate dynamics between global structures and localised responses to humanitarian crises. In essence, this article contributes significantly to the scholarly discourse on disaster studies, offering valuable insights into the intersectionality of theory and practice in mitigating the impact of natural calamities on vulnerable communities.

Examining the transition to the Fourth Industrial Revolution: Implications on South African Education offers a comprehensive analysis of the transformative impact of the Fourth Industrial Revolution on the educational landscape. Against the backdrop of the transition from the 21st century to the fourth industrial revolution era, this study critically examines the challenges and opportunities encountered within teaching and learning, specifically focusing on South African education. Utilising a systematic literature review approach, the article synthesises research findings from the past three years, employing key interconnected themes such as the Fourth Industrial Revolution and education. Through this analytical lens, the study dissects various facets of the evolving educational landscape, including the development of relevant skills for both teachers and students, the imperative for sensitisation to change, adaptation to shifting workplace demands, challenges posed by the lack of technological skills, the proliferation of uncontrolled devices, and the myriad benefits ushered in by the fourth industrial revolution. Moreover, the article meticulously delineates these issues within the context of South African education, delineating detailed sections that elucidate the multifaceted dimensions of the discourse. From highlighting the need for upskilling and reskilling initiatives to addressing the digital divide, the study offers valuable insights into the nuanced challenges confronting educational stakeholders in South Africa. The conclusions drawn by Mamosa Thaanyane through this study

are informative and actionable, as they underscore the urgency for policymakers to prioritise strategic investments in education. By elucidating expenditure trends and enrollment levels, the article sets a roadmap for policymakers to navigate the complexities of the fourth industrial revolution while ensuring equitable access to quality education. In essence, this article contributes significantly to the ongoing dialogue surrounding the intersection of technological advancements and educational paradigms, providing a timely and insightful examination of the implications of the fourth industrial revolution on South African education.

The Issue culminates with Avani Rara’s review of *The Courage to be Disliked* by Ichiro Kishimi and Fumitake Koga. Grounded on the wisdom of psychologist Alfred Adler, the book centres on a conversation between two men – a philosopher and a seeker, who reflect on the relevance of Adler’s principles in a modern context. The dialogue in the book challenges conventional wisdom and imparts fresh wisdom on how we perceive and navigate our world.

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Editor,

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