**The Orissa famine of 1866**

Famine dominates the pages of Indian economic history. In 1866 one of the most devastating famines—known as the *Anka famine*—visited Orissa, killing a third of its population. Subsequently, a Famine Commission was formed and its recommendations constitute an important milestone in the economic history of Orissa. The development of roads, railways, ports, and navigational canals became a priority. Ganeswar Nayak argues that this focus on transport and communication in colonial Orissa was the precursor for the province’s socio-economic transformation.

**The Famine Commission of 1866**

The Famine Commission of 1866 (Chalmers, H.L. Dampier, and H.E. Morton: 1866-1867) enquired into the possibility of the population being relieved from the ravages of famine by the construction of roads and canals in Orissa. There was no precedent of such an inquiry in India. The commission, however, was not the first to recommend the same. The report of the Famine Commission clearly stated: “It is evident to us, therefore, that the development of the railways was undoubtedly a milestone in the economic development of Orissa. They were not only a means of providing irrigation for large tracts of the countryside and a much-needed communication link between Cuttack and the Bay of Bengal, but also a means of improving the communication network of the whole of the Indian subcontinent.”

**Conclusion**

In summary, the development of roads, ports and navigable canals constructed in the post-1866 famine period in Orissa brought an end to the notion of Orissa being an agrarian state. Factories and large-scale industries emerged in Orissa for the first time. The Commission’s recommendations regarding the development of the railways and canals, which were undertaken during the period, led to the emergence of a modern industry and infrastructure. The Commission also recommended that steps be taken to make Orissa a commercial hub. The railway network in Orissa was extended, and the commission suggested that steps be taken to make the state a commercial hub.

The study concludes that the development of the railways and canals was a precursor for the province’s socio-economic transformation. The Commission’s recommendations regarding the development of the railways and canals were undertaken during the period, leading to the emergence of a modern industry and infrastructure. The Commission also recommended that steps be taken to make Orissa a commercial hub. The railway network in Orissa was extended, and the commission suggested that steps be taken to make the state a commercial hub.

**References**


**International student mobility**

Most of what is written on the mobility of international students focuses on two particular topics: the means by which ‘providers’ access the ‘market’ and assure themselves a flow of paying clients; and the ways in which they may or may not be encouraged to accommodate themselves to what may be different styles of learning. Nicholas Talbot believes these topics should surely better be tackled in a world where ‘international’ students are no more different from ‘domestic’ students than people who study in other countries are different from those who study at home.

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The other country NZ has investigated is, of course, New Zealand. **Al.** Alcock argues that there are a number of differences between the mobility of students from the developing world and those from the developed world. Firstly, the developed world’s students are more likely to be on scholarships, whereas the developing world’s students are more likely to be on personal or professional reasons. Secondly, students in developed countries were sufficiently wealthy to pay for their education, whereas students in developing countries saw it as a necessity. The third reason is that the mobility was not only a ‘youth’ one, but how different does it develop in different social contexts?

Two countries have so far been the focus of research on the mobility of international students. One is the UK, where the government has been working on scholarships for a long time and with that a strategy to attract students from China and India has been pursued. The other is Australia, where the government has been working on scholarships for a long time and with that a strategy to attract students from China and India has been pursued.

Nicholas Talbot believes that students are not the same as ‘international’ students, but that the education system is the same. He argues that the education system in the UK is not different from the education system in the USA.

The issue of international student mobility in the UK is not different from the issue of international student mobility in the USA. The education system is the same, and the students are the same.

**References**