

# ROYAL HARBINGER

Reporting Fact of the Matter

Weekly



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## ECI Unveils 21 Reforms to Modernize Elections and Empower Voters

**Udaipur:** In a sweeping move to modernize India's electoral process and enhance voter participation, the Election Commission of India (ECI) has rolled out 21 major initiatives over the past 100 days. These comprehensive reforms—spanning polling infrastructure, digital systems, training, legal modernization, and stakeholder engagement—mark a significant shift under the leadership of Chief Election Commissioner Mr. Gyanesh Kumar, who assumed office earlier this year. The reforms were unveiled during the Chief Electoral Officers' Conference held in March 2025, attended by Election Commissioners Dr. Sukhbir Singh Sandhu and Dr. Vivek Joshi, where a clear roadmap for electoral reforms was outlined.

### Key Procedural Reforms

To reduce overcrowding

and improve accessibility, the maximum number of voters per polling station has been capped at 1,200 (down from 1,500). Additional polling stations in densely populated localities, including high-rise buildings and large colonies, ensuring that no voter travels more than 2 km to cast their vote.

Voter slips have been redesigned to clearly highlight serial and part numbers for easier navigation. Also, mobile phone deposit facilities will be provided at polling station entrances, and the distance for candidate booths has been revised from 200 meters to 100 meters.

### Digital Transformation and Integration

The Commission has launched ECI Net, a unified dashboard consolidating more

than 40 applications into a single platform. Some of its modules are already being used for by-elections, with full-scale implementation expected ahead of the Bihar Assembly elections. Further, a direct integration with the Registrar General of India (RGI) ensures real-time deletion of deceased voters from the rolls. The ECI has also implemented an e-office system and biometric attendance at its headquarters to boost efficiency.

### Training & Voter List Management

In a historic first, a special summary revision under the Representation of the People Act, 1950, was conducted before by-elections. A total of 28 stakeholder categories have been identified, and tailored training modules are being rolled out. Over 3,500 Booth

Level Officers (BLOs) and supervisors have already received training at IIIDEM, with another 6,000 scheduled in the next 45 days. The ECI plans to train 1 lakh BLO supervisors in coming years, all of whom will receive standardized photo ID cards.

### Political and Public Engagement

To ensure transparency and inclusive policy development, the Commission held 4,719 all-party meetings across the country—spanning CEO, DEO, and ERO levels—with participation from over 28,000 political representatives. Discussions have already taken place with national parties including AAP, BJP, BSP, CPI(M), and NPP, with more scheduled post by-elections.

Additionally, recognized parties' Booth Level Agents

(BLAs) have begun receiving training, starting with Bihar, Tamil Nadu, and Puducherry.

### Legal and Inter-Agency Coordination

A National Conference of ECI lawyers was held in New Delhi, involving senior advocates from the Supreme Court and 28 High Courts, aimed at evolving the legal framework to address emerging electoral challenges. Orientation programs were also conducted for media officers across all 36 State/UT CEO offices, and police officials in Bihar were trained for better multi-agency collaboration.

### List of 21 Notable Reforms (Feb 19 – May 29, 2025)

1. Voter limit capped at 1,200 per polling station
2. Additional polling stations in high-density areas
3. Integration with RGI to remove deceased voters
4. Redesigned voter slips for better clarity
5. Mobile deposit counters at polling stations
6. 4,719 all-party meetings conducted
7. Direct engagement with national and state parties
8. BLA training programs initiated
9. Campaign booth limit revised to 100 meters
10. Launch of unified ECI Net platform
11. Unique EPIC number to prevent duplication
12. Identification of 28 electoral stakeholders
13. Custom training content for each stakeholder group
14. National legal conference with ECI advocates
15. BLOs to receive uni-



form photo ID cards  
16. Training for 3,500+ BLOs; 6,000 more soon  
17. Media officer orientation for improved outreach  
18. Police training for election coordination  
19. Biometric attendance at ECI HQ  
20. Launch of e-office-work-flow

21. Periodic CEO review meetings for coordination  
These reforms underscore the ECI's commitment to modern, inclusive, and efficient election management—empowering voters, strengthening institutions, and promoting transparency at every level of the democratic process.

## Incomparable contribution of tribals in the life struggle of Maharana Pratap and the Battle of Haldighati



There have been many brave warriors in the history of India, but there are some names who became immortal not just on the strength of the sword, but by making a place in the hearts of the people. Veer Shiramani Maharana Pratap is one of them. The life struggle of Maharana Pratap is a symbol of self-respect and independence. The tribals of Mewar and Vagad region have played an important role in the life struggle of Maharana Pratap and the Battle of Haldighati. Especially when they were fighting the Mughals, the Bhil tribals not only actively supported them in the Battle of Haldighati but also gave shelter to Maharana Pratap and his family. He also guided them in discovering the secrets of the most difficult routes in the forests, especially the rare routes in the Aravalli Hills and helped them in implementing the guerrilla warfare method. Maharana Pratap spent most of his life in difficult forests, hills and caves, which was very close to the tribal life. He also spent his last days among the Bhil tribals in Chavand of Salumber district of Udaipur division of southern Rajasthan. Because of this, even today the tribal society feels connected to him. Maharana Pratap not only considered the Bhil community as his trusted ally, but also always considered his exclusive companion. He gave a respectable place to Bhil soldiers and their Bhil chief Poonja Bhil in his army and gave him the title of Rana Poonja, which gave social pride to the tribal society. When Maharana Pratap decided to confront the Mughal Empire, he had limited resources but he had the support of the Bhil tribe as a strong determination and real strength. History is witness that from the battle of Haldighati to fighting hiding in the forests, the Bhil tribals stood firmly with him on every front. Maharana Pratap also included them not only as soldiers in his army, but also gave them great importance as strategic allies. He never discriminated against the Bhil tribals, but gave them a lot of respect. This was a revolutionary thinking in that era. Maharana Pratap spent a large part of his life in the Aravalli hills, dense forests and caves. He was never afraid of difficulties. This struggling lifestyle was also deeply connected to the tribal culture, so the tribal society considered him as one of their own and even today it remembers him as a folk hero. The life of Maharana Pratap is an example of the fact that when there is a true relationship between the king and the people, no empire can stand before them. He showed that the real strength of India is not in its diversity, but in accepting that diversity. Maharana Pratap was not only a warrior, he was a ruler who gave the tribal society the respect and place it truly deserved, so even today he lives in the hearts of the tribals as a beloved leader, a true companion and an immortal hero.

**Bhil Commander: Raja Poonja Bhil** - The main commander who led the Bhil community in the Battle of Haldighati was Poonja Bhil. He was a local Bhil king who had his own tribal kingdom. Poonja joined Maharana Pratap's army along with hundreds of Bhil warriors from his region and adopted guerrilla warfare tactics. His soldiers attacked the huge Mughal army by hiding in the hills, bushes and forests and caused heavy damage to the Mughals. Bhil warriors were adept at mountain warfare and guerrilla attacks (guerrilla war). They were masters of guerrilla tactics. They used to attack quickly and disappear immediately. They used forest paths, caves and heights to surprise the enemies. This strategy proved to be a boon for Maharana Pratap's army on a remote battlefield like Haldighati. Bhil soldiers were true patriots and militant leaders. Bhil soldiers not only took part in the battle, but also played roles like Maharana's logistics, guidance, transport of weapons and messengers. He created a strong local support system behind Maharana Pratap's army. A strong network that was impossible for the Mughals to understand and penetrate. Today, Raja Poonja and other Bhil warriors are worshipped in many tribal areas of Rajasthan and the country. This alliance of Maharana Pratap and the Bhil community was not political, but spiritual. It was a unique shared legacy of struggle.

- Vasudev Devnani

## Electric Rickshaws Abandoned at Sukhadia University Campus



### Strong Appeal Made to Vice Chancellor for Action

**Udaipur :** In a glaring example of negligence and wastage of public resources, the electric rickshaws launched at Mohanlal Sukhadia University for environmental protection now lie unused and rotting behind the university auditorium. These rickshaws, introduced to promote a clean and pollution-free campus, were purchased with lakhs of rupees from government funds. Today, they are surrounded by garbage and have turned into junk, defeating the very

purpose for which they were introduced.

Initially, the university had proudly showcased these electric rickshaws through photographs and presentations sent to higher authorities, claiming to be an eco-friendly campus. However, this image appears to be far from the truth. While the initiative was commendable, its execution and follow-up have been completely ignored. It is deeply concerning that such an important step for environmental sustainability has been allowed to fail without any accountability. The money spent on these rickshaws belongs to the public, and its wastage reflects poorly on the institution's administration. A strong demand is now being made to the Vice Chancellor of Mohanlal Sukhadia University to:

1. Immediately investigate why the electric rickshaws have been neglected and who

is responsible for their current condition.

2. Take urgent steps to restore the rickshaws to working condition and reintegrate them into daily campus transportation.

3. Ensure regular maintenance and assign a department or cell specifically responsible for managing eco-friendly transport initiatives.

4. Take strict action against those officials or departments who failed to utilize the government funds properly and let the project collapse.

5. Issue a transparent report to the university community and public, clarifying the reasons for the failure and the corrective measures planned.

Students, faculty, and environmentally conscious citizens are united in this appeal. If the university truly wants to uphold its vision of sustainability and responsibility, this issue must be addressed without delay. Let not environmental initiatives become mere photo-ops—they must translate into real, lasting change on the ground.

- Mahzbeen Sardriwala

## Education and Professional Development



### Introduction

Education has been linked to both professional and personal development, as well as to economic growth and broader outcomes such as political interest or confidence in the justice system. In many countries, governments mostly focus on this direct relationship to persuade individuals to pay for their education. This one-sided perspective undermines the intrinsic and inherent value of education as such, fostering social justice, individuals' capabilities, or identity. The benefits of education are broad; they not only include labor market performances but also non-market effects encompassing further education, health, and well-being. As in the old story of the Grateful Children, the population might be in favor of education as being a public good, or at least partly so.

Education is a multifaceted measure affecting attributes of people at any stage of life. In the context of a cost-benefit analysis, these lifelong learning processes help to explain different effects of education on professional and personal behavior. Furthermore, understanding different education effects through the life cycle is of great importance in designing human-capital-promotion strategies, for instance by implementing training-intensive policies or by recommending continued learning schemes.

### Theoretical Framework

It is hard to imagine a strict and watertight separation between personal and pro-

fessional development. All of us are human beings first and professionals afterwards. The behavioral changes, such as an increase in responsibility and reliability, proper time organization, flexibility in relationships with colleagues and supervisors, are examples of personal views that are invaluable for any profession and organization. Nevertheless, the process of personal and professional education is quite different and is realized in different phases of human life. If professional education is mainly a domain of formal education, personal development is a continuous process and should be continuously fostered by any institution, independent of its type and goals. Whereas it is possible to finish with formal professional education within a 6 to 7-year period, personal education continues throughout our life.

### Key Concepts in Education and Development

The concept of development has significantly evolved over time. It is associated with economic growth and consequently with an increase in living standards. However, as of the 90s, the vision of development was replaced by the concept of sustainable human development which, beyond economic growth, considers the fulfillment of basic needs and rights of people, acknowledging human well-being as an essential component of a country's armed development.

The generation and effective utilization of human capital become critical to improving the standard of living and promoting sustainable long-term potential for economic development. Hence, the human development and human capital models arose, emphasizing the importance of education and training. Education is a fundamental tool in overcoming the challenges that our society and every society in the 21st century face. Without a doubt, we live in a society of uncertainty and transformation to which education must respond. Over the millennia, education has faced challenges to adapt and evolve.

### The Role of Education in Personal Development

The role of education in personal development is considered in terms of the following paradigms: 1) relativistic philosophical, considering which education can develop volitional senses belonging to the main psychological clusters that reflect the general directions of the child's behavior (towards oneself, others, a thing, an activity); 2) system-activity, which allows taking into account the connection between the process of personal development and the process of mastering general and professional knowledge and skills, readiness for professional work.

Education helps a person elaborate the system of life values, master the productive concepts of one's own existence, accomplish the task of self-determination. At the same time, the main means of personal self-development the person's development is the direct participation in the updating of relations with the phenomena of reality as a personally significant subject.

During the variability of pedagogical influences, only his own inner forces make it possible to find the right direction in life, even in cases where outside help is required, especially in difficult life circumstances, crises, doubts. The moral essence of the inner motives of behavior and life activity of the individual as a subject of life-self-determination and the maintenance of spiritual relations in society are controlled by the internal tape.

At such times, it is difficult to establish what is worse - this subjective helplessness of the personality, avoiding the necessary change, or the feeling of indifference and indifference to those phenomena of the learner surrounding reality, to thinking about their moral teaching implications.