



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
RKDF UNIVERSITY
U-0652**

**Bhopal
Madhya Pradesh
462033**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	RKDF UNIVERSITY Bhopal Madhya Pradesh 462033	
2.Year of Establishment	2011	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	16	
Departments/Centres:	16	
Programmes/Course offered:	65	
Permanent Faculty Members:	559	
Permanent Support Staff:	251	
Students:	9938	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Outstanding Innovation/Extension/Outreach 2. Adequate infrastructure with green campus 3. Excellent academic environment	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 20-12-2023 To : 22-12-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. NISHTHA JASWAL	Vice Chancellor,Himachal Pradesh National Law University
Member Co-ordinator:	DR. PRANVEER SINGH	Dean,Mahatma Gandhi Central University
Member:	DR. RAMESH CHANDRA	Professor,Kumaun University Nainital
Member:	DR. TABASSUM NAQVI	Professor,ALIGARH MUSLIM UNIVERSITY
Member:	DR. LALITA JOSHI	Professor,KAVIKULAGURU KALIDAS SANSKRIT UNIVERSITY RAMTEK DIST NAGPUR
Member:	DR. SUDHAKAR PATRA	Professor,BERHAMPUR UNIVERSITY
NAAC Co - ordinator:	Dr. Devender S Kawday	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curriculum Design and Development
1.1.1 QIM	Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the Programmes offered by the Institution.
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

Established in 2011, RKDF University is a State Private University offering PhD, UG and PG programmes in Law, Science, Engineering, Commerce and Management, Social Science, Nursing, Paramedical, Architecture, Management, Agriculture, and Education, is recognized by UGC under section 2f 1956. Being a University, the job of framing and revising the curriculum, looking into the global aspect, lies with the institution.

It is observed that around 95 percent of courses are aligned with employability, entrepreneurship, and skill development components. University has made concerted efforts in designing course curricula for its effective and efficient delivery through innovative and improvised pedagogy. Experts from NITTTR, industries, and other enterprises assist faculties through FDPs to design need and outcome based curricula. Curriculum enrichment is further ensured through the inputs from Governing body, Board of Management, Board of Studies, and Academic Council, which play a vital role in shaping the curricula to meet the current and future local, national, regional, and global needs. The combined efforts from the diverse stakeholders results in a comprehensive and innovative curriculum instilling the development of core competencies, creativity, innovation, excellence alongside value-based quality education. A systematic process is followed in the design and development of the curriculum; including inputs from Faculty, Academia, Industry, Entrepreneurs, and other stakeholders through regular interaction with them. The Board of Studies in the subject considers all the inputs obtained and then finalizes the curricula. After BOS it is sent to the Academic Council for approval. The University offers a variety of programs with a provision for lateral and vertical progression in the curriculum, which helps students to learn at their own pace and henceforth enables development as competent professionals to be an asset for the society, region, and nation.

The University has made a significant contribution towards national development by imparting value-based quality education for the country's multicultural society, with special emphasis on the underprivileged. It has developed a Value Based Curriculum with the help of Brahma Kumari's Vishwavidyalaya. To enhance the skill and professional competencies of the students, the University's curriculum, besides focusing on the core courses, integrates cross-cutting issues, viz. gender, environment sustainability, human values, and professional ethics to inculcate quality-related attributes and traits. Gender sensitization is accomplished at the University through the synergy of theory, practices, events, and activities. Gender equity is ensured through the equal representation in the University committees and activities, workshops, seminars, and awareness

campaigns. Professional ethics and human values are integrated directly in to the electives and core courses.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2 QIM	Teachers use ICT enabled tools including online resources for effective teaching and learning process.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.3 QIM	IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents
2.6.2 QIM	Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The RKDF University has a well established counselling system for slow and advance learners through mentorship. The faculty members and mentors observe the performance of the students in the class room and identify slow and advance learners. After identifying the slow and advance learners, Principal/Deans/Heads with collaboration of faculty members organize special program for both. Remedial and tutorial classes are arranged for slow learners. Advanced learners are encouraged to enroll for value-added courses. The University conducts career-counseling program for advance learners. In this process, various departments organize seminars, webinars and other counseling programs to advice students for better career options.

The Experiential learning is imparted through laboratory sessions, internships, educational tours, and workshops. Participatory learning is ensured through cultural programs, seminars, skill enhancements activities, extension activities, and moot-court etc. Problem solving ability is inculcated through the case-studies, extension/outreach programs.

The University emphasizes on providing an effective platform for students to develop their skills. All the departments conduct innovative programs which stimulate the creative ability of students and also provide them a platform to nurture their problem solving skills and ensure participative learning. Various departments are regularly working towards improving learning experience of the students with the help of different student centric methods, such as team-work, debate, seminars, quize and case-studies. Field visits, industrial visits and invited lectures are also a part of teaching and learning process. Experts from NITTTR are also invited for

FDP where they take induction lecture modules for effective teaching learning process, creating question banks, and methodology for mapping of POs and COs. Attainment analysis have been done in each department using Bloom's taxonomy.

The University has ICT enabled classrooms with wifi and LAN connectivity. The University has E-learning committee to facilitate ICT enabled learning. It utilizes video lectures from NPTEL, E-pathshala, E-resources, E-journals, open access journals, educational CDs for enhanced learning experience and also video lectures produced in their AVRC.

The University has fully automated *Examination Management System (EMS)* and the overall examination process is ERP enabled. Examination related processes starting from the generation of examination-forms to the publication of re-evaluation results are through ERP. This is reflected in the declaration of results in around 19 days over the last 5 years. Examination division has developed '*Self-service portal*' for students to perform examination related task.

The course curricula are mapped with learning outcomes (developing core professional competencies, multidisciplinary knowledge, ethical values etc.) in consultation with subject experts, industrialists, entrepreneurs, which is suitably disseminated to the stakeholders.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.
3.4	Research Publications and Awards
3.5	Consultancy
3.5.1 QIM	Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.
3.6	Extension Activities
3.6.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.
3.7	Collaboration

Qualitative analysis of Criterion 3

The University has '*Research promotion policy*' which largely aims at implementing the rules, procedures, and guidelines for the financial assistance and instituting awards. It further focuses on the development of Research ecosystem, interdisciplinary research, and joint ventures, MoUs for technology transfer and incubation etc. The policy is periodically reviewed and research facilities are regularly updated in a need-based manner. In the last 5 years, the University has provided seed money for research.

The University research promotion policy contains the provisions for the creation of '*Ecosystem for innovations*' and '*Incubation center*' for the creation and transfer of knowledge. The latter has already

received approvals from the *Department of Industrial Policy and Promotion*, Bhopal. The key focus areas are, IOT/IT mobile technology, Robotics, 3D printing, Pharmaceuticals, Healthcare, Agriculture, Green energy etc. The ecosystem for innovations and incubation center works with the objectives of nurturing job generator ecosystem, increasing new ventures, start-ups, agriculture and social entrepreneurship by providing networking, mentoring, training, technical assistance, and customized services for start-ups with environmental sustainability and social consciousness.

The University has well defined consultancy policy that lays down the provisions for undertaking consultancy work as per the university rules and regulations amended from time to time by the concerned regulatory bodies. The University has generated substantial revenues over the last 5 years from the consultancy related work.

The University aims at grooming and nurturing professionally competent students with strong sense of social responsibility and environmental consciousness. The University organizes '*Run Bhopal Run*' an annual event to instill a sense of healthy habit among the natives of Bhopal. The University has participated in '*Unnat Bharat Abhiyan 2.0*'. The University provides free legal aid, medical camps, agriculture assistance in its adopted villages. During COVID pandemic, the University has distributed food packets, blankets to the needy and immunity boosters to the COVID warriors and COVID test through Robot developed by the students. The University also provided COVID vaccines to the prison inmates. The University has conducted number of activities with the participation of students and has received awards from the government bodies over the last 5 years for their extension work.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)
4.1.3 QIM	Availability of general campus facilities and overall ambience
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS) and has digitisation facility
4.3	IT Infrastructure
4.3.2 QIM	Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The University has a sprawling green campus with an adequate infrastructure. Well- equipped classroom including smart class rooms, laboratories, seminar halls, drawing halls, board room and placement cell etc. are available in the institution. The University has separate hostels for boys, girls, and international students. However, these hostels need more facilities and maintenance. Residential quarters for officers and supporting

staff of the University exists. The University has ICT-enabled classrooms of which most are smart classrooms with provisions to access NPTEL, NMEICT videos, e-pathshala and SWAYAM lectures. The University has central as well as departmental libraries. The library is automated using ERP which provides access to e-journals through Delnet. The University has its AVRC studio for recording of e-lectures. Centralized computer lab and departmental computer facility has a good number of computers.

The University has outdoor (football, basketball, athletics, cricket, volleyball, khokho, kabbadi) and indoor game (Badminton, chess, carom, table tennis) facilities for students. The University annually organizes sports and cultural fest SANGRAM. The University has yoga center with trainer and gym with modern facilities. Oil paintings made by students are displayed in the Art gallery.

Mode of commute inside the campus is through bicycles and electric vehicles. The University has a canteen, a bank with ATM, ambulance, CCTV, sensor-based street lights, biogas plant, janaushadhi kendra, workshop, provision for organic farming etc. The University has ramp facility and appropriate washrooms for especially abled.

The University has IT policy for upgradation and procurement of IT related infrastructure. The University has dedicated website development center. The University has collaborated with paytm and Punjab National Bank to facilitate digital transaction for students and Gateway management group (MID) for firewall administration. The University campus is wifi enabled.

The University has established system and procedures for maintenance. However, the system needs proper utilization for regular maintenance.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
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5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of Student Council and its activities for institutional development and student welfare.
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Qualitative analysis of Criterion 5

The University has a Student Council which takes care of institutional development and student welfare. The activities conducted by the students include academic seminars, workshops, sports tournaments, cultural festivals, community services, blood donation camps etc. By planning and executing such events, the council not only enhances the overall campus experience but also fosters a sense of belonging and inculcates human values among students.

The Alumni Association of the University is registered under '*Registrar of Firms and Societies*'. Alumni association assists through the expert advice in curriculum enrichment, campus placements, donations, sharing experiences, insights, career guidance, resume reviews, mock interviews etc. Alumni of the University have donated books, computers, equipments, Mercedes engine, aircraft engine, culture for bacterial testing. Alumni have given limited monetary support, which needs to be enhanced.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.
6.1.2 QIM	The effective leadership is reflected in various institutional practices such as decentralization and participative management.
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic plan is effectively deployed.
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.4.4 QIM	Institution conducts internal and external financial audits regularly
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.
6.5.3 QIM	Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Qualitative analysis of Criterion 6

University envisions to build a strong ecosystem for education based on cutting-edge technology equilibrated with character building and human values to create a professionally competent and socially responsible workforce with environmental and human consciousness.

The University Acts, Statutes, and Ordinances lay down the provision for participative and decentralized mode of functioning. Faculties, students, and non-teaching staffs are involved in the decision-making process as per the requirement in the University Acts, Statutes, and Ordinances. The University has various committees and regulatory bodies for carrying out the task of admission process, finance, academics, and other functions.

As a long term strategy, the institution has prepared a 'Vision 2022' document focusing on governance, infrastructure, capacity building, academic excellence, research and innovation, extension activity, and sustainability. The University functions in participative and decentralized manner with decision making and reviewing through structured hierarchical system.

The institution has developed its transparent and accountable *Annual Performance Appraisal System*, which forms the basis for faculty and non-teaching staffs promotion and appreciation. The University has instituted various welfare measures for its teaching and non-teaching staffs, such as free medical aid, medical emergency fund, ambulance, leaves as per norms, free-transport, yoga and gym facility, provident fund etc.

RKDF University is a self-financed private University. The major source of revenue is through the collection of fees, overhead from research projects, revenue generated through consultancy, and donations from NGOs. The deficit is managed by taking advance from the sponsoring agency. The University budget is recommended by the Finance committee to the Board of Management, which further recommends for approval to the Governing Body. Purchase is monitored by the Purchase committee. The University regularly conducts its audit (Chartered accountant).

IQAC has contributed in institutionalizing the quality assurance strategies and process through the initiatives such as academic audit, feedback system, syllabus revision, NIRF participation, enhancing teaching, learning and research; organization of workshops ON IPR and research methodology/FDPs/seminars/, soft skill development, NAAC activity, MoUs, green campus initiatives, ISO certification, clubs and cultural committee, climate change and environment sustainability, earn while you learn schemes etc.

Improvements have been made in the preceding 5 years in creating avenues for experiential learning, hands-on-training; creation of ICT enabled infrastructure, access to online resources, identifying and counseling slow and advance learners, gender equity, extension activity, MoUs with industry and academia, financial assistance for research, consultancy etc.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The University has instituted internal committee to deal with any complaint of sexual harassment as well as women grievance cell for creating and sensitizing about gender issues. The constitution and role of these committees is displayed on the University webpage as well as conspicuous places. The University also organizes awareness programs related to human rights, women rights, women empowerment, government schemes, and celebrates international women's day. Additionally, the University provides day care facility, common room, counselling, and safety and security to its female fraternity.

Solid wastes are segregated into biodegradable, non-biodegradable, and hazardous wastes, which is collected by housekeeping staffs and finally disposed by Bhopal Municipal Corporation. Liquid waste is managed through two sewage treatment plants and an effluent treatment plant. The disposal of biomedical and e-waste is outsourced to the external agency. Degradable solid waste is processed through the Vermicompost unit in the campus, which is utilized by the agriculture department and also marketed. The University prohibits the use of hazardous substances such as pathogens, blood, and radioactive substances.

The University ensures inclusivity, tolerance, and harmony through the celebration of different festivals, organizing social activities in collaboration with NSS.

Sensitization of students and employees to the constitutional obligation is ensured through various extension activities in the adopted villages, such as free legal aid, medical camps, visits to jail, legislative assembly, courts etc. These adopted villages were also surveyed for demography, socio-economic status, literacy, and availability of basic amenities, such as hospital, school, bank, electricity, and cooking gas.

The University organizes and celebrates the events and festivals of national and international significance, such as National Youth day, Parakram divas, Republic day, National Science day, Martyr's day, World Environment day, Independence day, Teachers day, Engineers day, Gandhi Jayanti and Lal Bahadur Shastri Jayanti.

As a *first best practice*, the University provides free legal aid, free medical camp, free soil-testing, mushroom cultivation techniques, and cookies preparation from millets in the five adopted villages. The *second best practice* involves green initiatives that includes green campus initiative, organic farming, agriculture research farm, medicinal gardens, vermicomposting, green audit and energy audits. The Carbon capture plant established in the University is unique. The University has been suitably awarded for these initiatives by various agencies. Students have won laurels for the University at the national and international forums. These initiatives reflect University priority towards environment sustainability.

The University has envisioned to nurture and groom the professional with core competencies and social and environmental consciousness. In this direction, the University has established '*Carbon capture and sequestration*' (CCS) test plant through international technology transfer with Rensselaer Polytechnic Institute, New York, USA, a first of its kind in India using indigenous technology. This plant captures CO₂ at the rate of 45 kg/hour. University has designed and installed similar plant at ANPRA 500 MW unit at Singrauli, UP.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Overall Analysis

Strength:

1. Excellent innovations and extension programs.
2. Robust social outreach programs.
3. High Retention of faculty
4. Good outdoor, indoor sports, and gym facilities
5. Supportive Management and Dynamic leadership with good financial background.

Weaknesses:

1. Number of faculties with PhD is less
2. Recognition of teachers through awards from government and NGOs is very less
3. Student diversity is inadequate
4. Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR is less
5. Extramurally funded research projects per teacher is inadequate

Opportunities:

1. Academic and Research collaborations with international Universities .
2. Can play a leadership role in Net-Zero emission goal through its CCS plant
3. Impressive strength of teachers and students can be galvanized for good
4. Number of students progressing to higher education can be increased
5. Nurturing a professionally competent and socially and environmentally conscious workforce

Challenges:

1. Competition from other institute of national importance/ Private Universities regarding attracting quality students to different Programs.
2. Collaboration with other institute of national and international importance
3. Maintaining high levels of innovative spirit in research.
4. Increasing Gross enrolment ratio (GER)
5. Implementation of NEP 2020

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Career counseling and coaching needs to be strengthened so that more students can qualify the competitive examinations
- Quality and quantity of research publications need to be increased
- To have competitive edge and improved brand image, the Institute should strive for more MoUs and collaborations with industry and institutions.
- To enhance the employability of the students by adding more technology driven value added courses.
- Resource mobilisation for research and consultancy assignments should be strengthened
- The Institution should encourage the faculty to develop their own MOOCs
- New PG courses in Data Science, Artificial Intelligence, Integrated UG & PG courses should be introduced
- The libraries need to be revamped
- The University needs to focus on regular maintenance of infrastructure and facilities
- Alumni association needs to be more vibrant and functional

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. NISHTHA JASWAL	Chairperson	
2	DR. PRANVEER SINGH	Member Co-ordinator	
3	DR. RAMESH CHANDRA	Member	
4	DR. TABASSUM NAQVI	Member	
5	DR. LALITA JOSHI	Member	
6	DR. SUDHAKAR PATRA	Member	
7	Dr. Devender S Kawday	NAAC Co - ordinator	

Place

Date