
Research Type (Original Article/Case Study/Review Article)

PAPER TITLE IN ENGLISH (mandatory) (14pt Times New Roman/Cambria)

PAPER TITLE IN HINDI (optional) (16pt Kruti Dev 010)

Sub Title - If any

Author(s) (correspondence)* (11pt Times New Roman/Cambria)

Details: (11pt Times New Roman/Cambria, Left) (English mandatory)

First Name:

Middle Name (If any):

Last Name:

Affiliation: Designation, Department, College/University, city, (state), Country

Email Id:

ORCID Id: If available, the 16-digit ORCID of the author(s) (it's free you can create from link : <https://orcid.org/>)

Abstract English (mandatory) (11pt Times New Roman/Cambria)

Abstract Hindi (optional) (11pt Kruti Dev 010)

Each article should be accompanied by an abstract of up to 250 words in English, which should mention all the principal facts and conclusions set forth in the paper. A similar abstract in Hindi language may be added, but this is not required.

Keywords English (mandatory) (11pt Times New Roman/Cambria)

Keywords Hindi (optional) (12pt Kruti Dev 010)

Write here minimum Three (3) keywords relevant to the research presented in the manuscript.

(The complete manuscript content can be in English or Hindi language).

- For English font must be (11pt Times New Roman/Cambria)
- For Hindi font must be (12pt Kruti Dev 010)

HEADING 1: Use This Style For Level One Headings ↓

1. INTRODUCTION

Paragraph: use this for the first paragraph in a section, or to continue after an extract.

New paragraph: use this style when you need to begin a new paragraph.

Display quotations of over 40 words, or as needed.

- For bulleted lists
- 1) For numbered lists

Displayed equation

(1)

HEADING 2: use this style for level two headings ↓

1.1. POST OCCUPANCY EVALUATION (POE)

HEADING 3: *create the heading in italics.* ↓

1.1.1. FINDINGS AND DISCUSSION

HEADING 4: *create the heading in italics.* ↓

1.1.1.1. OBSERVATIONS

ACKNOWLEDGEMENTS

People who contributed to the work but do not fit criteria for authorship should be listed in the Acknowledgments, along with their contributions. It is advised that authors ensure that anyone named in the acknowledgments agrees to being so named. Funding sources that have supported the work should also be cited.

APPENDICES (if applicable)

A writer places in the appendices additional information that supports or illustrates points in the paper. Items in the appendices allow the reader to go deeper or gain a clearer view of what is being said in the main text.

Appendices are important but they are not a “dumping ground.” For example, not all data goes in the appendices; however, a log of data sets may be appropriate. Not all student work would be placed in the appendices, but a sample that clarifies an assignment would be appropriate. List each appendix as “APPENDIX A,” “APPENDIX B,” etc.

Possible inclusions in the appendices include:

- a log of data sets or specific items from a data set;
- assessments;
- surveys, questionnaires, and interview questions;
- letters home (including how you gained permissions);
- lesson plans;
- artifacts.

REFERENCES (English) (mandatory) (11pt Times New Roman/Cambria)

All references used for the study should be cited in accordance with APA style <https://apastyle.apa.org/style-grammar-guidelines/references/examples>.

The parenthetical citation must be given in content (you can give number with correspondence to the reference number in square bracket like [1]). Plagiarism is not only legally and ethically wrong; it cheapens the quality of your journey.

Some examples of APA style citation given below, more examples can be find on above link↓

1. [Journal Article References](#)

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture*, 8(3), 207–217. <https://doi.org/10.1037/ppm0000185>

• *Parenthetical citation:* (Grady et al., 2019)

2. [Book/Ebook References](#)

Jackson, L. M. (2019). *The psychology of prejudice: From attitudes to social action* (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000168-000>

Sapolsky, R. M. (2017). *Behave: The biology of humans at our best and worst*. Penguin Books.

Svendsen, S., & Løber, L. (2020). *The big picture/Academic writing: The one-hour guide* (3rd digital ed.). Hans Reitzel Forlag. <https://thebigpicture-academicwriting.digi.hansreitzel.dk/>

• *Parenthetical citations:* (Jackson, 2019; Sapolsky, 2017; Svendsen & Løber, 2020)

3. [Webpage on a Website References](#)

Bologna, C. (2019, October 31). *Why some people with anxiety love watching horror movies*. HuffPost. https://www.huffpost.com/entry/anxiety-love-watching-horror-movies_l_5d277587e4b02a5a5d57b59e

Roberts, N. (2020, June 10). *Trayvon Martin's mother, Sybrina Fulton, qualifies to run for elected office*. BET News. <https://www.bet.com/news/national/2020/06/10/trayvon-martin-mother-sybrina-fulton-qualifies-for-office-florid.html>

Toner, K. (2020, September 24). *When Covid-19 hit, he turned his newspaper route into a lifeline for senior citizens*. CNN. <https://www.cnn.com/2020/06/04/us/coronavirus-newspaper-deliveryman-groceries-senior-citizens-cnnheroes-trnd/index.html>

• *Parenthetical citations:* (Bologna, 2019; Roberts, 2020; Toner, 2020)

4. [Wikipedia Entry References](#)

Oil painting. (2019, December 8). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Oil_painting&oldid=929802398

* *Parenthetical citation*: (“Oil Painting,” 2019)

5. [Conference Proceeding References](#)

Duckworth, A. L., Quirk, A., Gallop, R., Hoyle, R. H., Kelly, D. R., & Matthews, M. D. (2019).

Cognitive and noncognitive predictors of success. *Proceedings of the National Academy of Sciences, USA, 116*(47), 23499–23504. <https://doi.org/10.1073/pnas.1910510116>

* *Parenthetical citation*: (Duckworth et al., 2019)

6. [Chapter in an Edited Book/Ebook References](#)

Aron, L., Botella, M., & Lubart, T. (2019). Culinary arts: Talent and their development. In R. F.

Subotnik, P. Olszewski-Kubilius, & F. C. Worrell (Eds.), *The psychology of high performance: Developing human potential into domain-specific talent* (pp. 345–359).

American Psychological Association. <https://doi.org/10.1037/0000120-016>

Dillard, J. P. (2020). Currents in the study of persuasion. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), *Media effects: Advances in theory and research* (4th ed., pp. 115–129). Routledge.

Thestrup, K. (2010). To transform, to communicate, to play—The experimenting community in action. In E. Hygum & P. M. Pedersen (Eds.), *Early childhood education: Values and practices in Denmark*. Hans Reitzels Forlag.

<https://earlychildhoodeducation.digi.hansreitzel.dk/?id=192>

* *Parenthetical citations*: (Aron et al., 2019; Dillard, 2020; Thestrup, 2010)

7. [Blog Post and Blog Comment References](#)

Ouellette, J. (2019, November 15). Physicists capture first footage of quantum knots unraveling in superfluid. *Ars Technica*. <https://arstechnica.com/science/2019/11/study-you-can-tie-a-quantum-knot-in-a-superfluid-but-it-will-soon-untie-itself/>

* *Parenthetical citation*: (Ouellette, 2019)

8. **Newspaper Article References**

Carey, B. (2019, March 22). Can we get better at forgetting? *The New York Times*.

<https://www.nytimes.com/2019/03/22/health/memory-forgetting-psychology.html>

Harlan, C. (2013, April 2). North Korea vows to restart shuttered nuclear reactor that can make bomb-grade plutonium. *The Washington Post*, A1, A4.

Stobbe, M. (2020, January 8). Cancer death rate in U.S. sees largest one-year drop ever.

Chicago Tribune.

* *Parenthetical citations:* (Carey, 2019; Harlan, 2013; Stobbe, 2020)

9. **Artwork References**

van Gogh, V. (1889). *The starry night* [Painting]. The Museum of Modern Art, New York, NY,

United States. https://www.moma.org/learn/moma_learning/vincent-van-gogh-the-starry-night-1889/

* *Parenthetical citation:* (van Gogh, 1889)

10. **Film and Television References**

Fleming, V. (Director). (1939). *Gone with the wind* [Film]. Selznick International Pictures; Metro-Goldwyn-Mayer.

* *Parenthetical citation:* (Fleming, 1939)

GUIDELINES FOR TABLES AND FIGURES

- Do not restate all the information from tables/figures in the text of the paper -Tables/figures should *not* be used to highlight what has already been said in the paper
- Tables or graphs?
 - Use tables to present detailed, important data
 - Use graphs to show trends in data
 - A common and simple table format is used in most of the tables on these pages. It includes a thin straight border under the title and heading cells and under the main body of data. There is usually no need for vertical borders. Often, the title is in bold. Putting the headings in bold is advised only if they are very short headings, and not if it is inconsistent with the format for other tables in the report.
 - Refer to all the tables/figures in the text
 - Point out the relevant part(s) of a table/figure when referring to it
 - Refer to tables/figures with their numbers (e.g., Table 1); do not refer to their location (like "in the table below")

TABLES

- Use tables to present data that is detailed and that is important
- Tables are “expensive” in terms of space requirements and formatting demands
- Each table needs a concise title of no more than one sentence, placed above the table with the table number. The legend and footnotes should be placed below the table. Footnotes may be used to explain abbreviations.
- Consider using text instead of tables if data is:
 - Not detailed: One or two sentences can be used to describe the data
 - Not important: The entire data does not need to be presented; instead, a summary can be given in text

Sample of a “Table”

Table 1: Tests of Normality for age, body mass index, level of education and level of happiness

Variable	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Age	.120	120	.000	.942	120	.000
Body Mass Index	.161	120	.000	.936	120	.000
Level of education (in years)	.204	120	.000	.940	120	.000

FIGURES

- Clarity: Make sure that all the parts of the figure are clear and legible at the figure size you have used.
- Figure number and title appear **below the figure**.
- Completeness:
 - Label the important parts of schematic diagrams
 - Insert scale in images and maps