



## FORMAT OF PAPER FOR J-PITA

*Papers without following this format will not be considered at the Review Desk.  
No communication, in such case, will be made to the authors*

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**Title of the Paper Must Be in Title Case, Bold, Times New Roman, 14-Point  
Font Size, Centered, 1.5 Line Spacing**

Author 1

Author 1's Designation and Institution

Author 2

Author 2's Designation and Institution

### **Abstract**

The abstract should be written in Times New Roman, 12-point font size, and left-aligned with single (1.0) line spacing. It must provide a concise summary of the research, including the background or context, objectives, methodology, key findings, and conclusions. Avoid citations or references in the abstract. The length should be between 150–250 words. The word “Abstract” should be written in bold, followed by the paragraph in regular font without indentation.

*Keywords:* The word “*Keywords*” must be written in italics, not bold, and placed one tab space from the left margin. Follow it with 5–7 relevant keywords separated by commas. Only the first keyword should begin with a capital letter; the rest should be in lowercase. Use Times New Roman, 12-point font size, single (1.0) line spacing, and do not use bullets or numbering. This line should appear immediately after the abstract, without any line break.



## Example:

*Keywords:* Grammatical competence, syntactic knowledge, morphology, phonology, communicative competence, linguistic transaction

## Major Heading

When writing paragraphs in an academic paper following the APA 7th edition guidelines, there are several key points to consider. First, each paragraph should begin with a clear topic sentence that introduces the main idea. Subsequent sentences should support, explain, or elaborate on the topic sentence. Paragraphs should be left-aligned and not indented at the beginning, unless specified otherwise. Ensure that there is a 12-point font size, using Times New Roman, and double spacing between lines. Additionally, the paper should maintain a consistent font style throughout the text. Each new paragraph should be separated by a single line, and all paragraphs should be well-organized and cohesive. Make sure to avoid overly long paragraphs, as each one should represent a single, coherent idea. Berry (2021:19) defines grammar as “the system of rules that enables users of a language to relate linguistic form to meaning”.

### Sub-heading Level 1: Title Case, Bold, 12-point Font Size

Content same as the paragraph.....

### Sub-heading level 2: Normal Case, Bold, 12-point Font Size

Sub-headings at level 2 should be formatted in normal case (only the first word and proper nouns capitalized), bold, and set at a 12-point font size.

## Figures



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Number

Figure 1

Title

Participant Response Frequencies Regarding Priority of Graduate School Advising

Image



Note  
(optional)

Note. The survey item read as follows: "Compared to your department's other educational goals for psychology students, how much of a priority is it to provide students advising about the process of applying to graduate school in psychology?"

## Tables

Table 1

Number, Mean, Standard Deviation and 't' value of the scores on Emotional Regulation among the Graduate Student Teachers with regard to Gender

Variable	Category	N	Mean	Standard Deviation	t value
Emotional	Male	106	89.37	17.70	2.087
Regulation	Female	494	93.27	17.36	

\*Significant at 0.05 level

## References



References must follow APA 7 style of referencing. The layout must be done as follows. References must be organised in alphabetical order. URL must not have hyperlinks.

## References

- Aggarwal, J.C. (1994). *Essentials of Educational Psychology*. New Delhi: Vikas Publishing House.
- Ahuja, R. (2014). *Research Methods*. Jaipur: Rawat Publications
- Charles, S. T., & Carstensen, L. L. (2007). Emotion Regulation and Aging. In J. J. Gross (Ed.), *Handbook of Emotion Regulation* (pp. 307-327). The Guilford Press.
- Denollet, J., Nyklicek, I. & Vingerhoets, A. (Eds) (2007). *Emotional Regulation: Conceptual and Clinical Issues*. New York: Springer.
- Dodge, K. A. & Garber, J. (Eds.) (2007). *The Development of Emotional Regulation and Dysregulation*. New York: Cambridge University Press.
- Gross, J. J., & John, O. P. (2004). Healthy and Unhealthy Emotion Regulation: Personality Processes, Individual differences and life span development. *Journal of Personality*, 72 (6), 1301-1333. Doi No: 10.1111/j.1467-6494.2004.00298.x.
- Gross, J.J. & Thompson, R. A. (2007). Emotion Regulation: Conceptual Foundations. In J. J. Gross (Ed.), *Handbook of Emotion Regulation* (pp. 3-24). New York: Guilford Press.
- Gross, J.J. (1999). Emotion Regulation: Past, Present, Future. *Cognition & Emotion*, 13 (5), 551-573, doi:10.1080/026999399379186.

