Title of the Abstract [Calibri, Font Size 14, Line Space 1, Bold, Centerd]

**INITIALS Surname\*1, INITIALS Surname2 and INITIALS Surname3 [Calibri, font size 12, line space 1, bold, centerd]**

1Affiliation of First Author (Eg. Department, Institute/University), 2affiliation of Second Author, 3Affiliation of Third Author [Calibri, Font size 11, line space 1, centerd]

\**author@abc.com [Corresponding author - email: Calibri, font size 10, line space 1, Italic,* *centerd]*

**Introduction** [Font calibri, 11 points, regular, line space 1, justify]

<<Write your Introduction here>>

**Research Problem/s, Objective/s** [Font calibri, 11 points, regular, line space 1, justify]

<<Write your Research Problem/s, Objective/s here>>

**Materials and Methods** [Font calibri, 11 points, regular, line space 1, justify]

<<Write your Materials and Methods here>>

**Results and Discussion** [Font calibri, 11 points, regular, line space 1, justify]

<<Write your Results and Discussion here>>

**Table1.** Tables should be clear and legible. Each table should have a brief title, which should appear at the top of the table with the table number. [Font calibri, 11 points, regular, line space 1, centerd]

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All graphical illustrations, flow charts, line drawings etc. are considered as figures. Number and the title of the figures should be indicated below them.



**Figure 1.** Each figure should carry a brief title. This should appear at the bottom of the figure with the figure number. [Font calibri, 11 points, regular, line space 1, centerd]

**Conclusions and Recommendations** [Font calibri, 11 points, regular, line space 1, justify]

<<Write your Conclusions and Recommendations here>>

***Keywords:*** *Maximum 5 keywords separated by commas [Font calibri, 11 points, regular, line space 1, regular, justify]*

**References** [Use APA 7 Referencing Stsle, Maximum 5 References, Font Calibri, 11 Points, Regular, Line Space 1, Right Intend, justify]

Barnet, S., Bellanca, P., & Stubbs, M. (2013). *A short guide to college writing*. Pearson Education.

Caron, T. (2008). Teaching writing as a con-artist: When is a writing problem not? *College Teaching*, 56(3), 137-139. https://doi.org/10.3200/CTCH.56.3.137-139

Cismas, S. C. (2010). Educating academic writing skills in engineering. In P. Dondon & O. Martin (Eds.), *Latest trends on engineering education* (pp. 225-247). WSEAS Press.