# A guide to house style

April 2023

# The purpose of this guide

This guide is intended for authors of reports in Disha Social Organisation by programme managers, programme coordinators, project coordinators and content writers for website, social media pages and media. It gives advice on the main points of writing style, grammar and punctuation, and preparing text for publication for the web or in printed form.

This guide is adopted from the document Writing for Home Office Science of the UK Government and BBC News Style Guide. It is a working document, and if there is something that in the opinion of the reader has been left out, or that requires more clarification, please let us know.

For more detailed information, the following publications may be useful.

- *Oxford Advanced Learner's Dictionary*
- *The Oxford Guide to Style*
- *The Penguin Guide to Punctuation*
- *BBC News Style Guide*

All the best!

# Report writing – key points

| Do | Don't |
|---|---|
| <ul><li>Be clear and direct.</li><li>Ensure the report is clearly structured and signposted – not all readers will read the entire report.</li><li>Make sure there is a full but succinct account of the methods employed.</li><li>Keep sentences short.</li><li>Keep the text flowing between paragraphs.</li><li>Keep the tense consistent throughout the report.</li><li>Where there is a clear choice, use the active voice in preference to the passive.</li><li>Use the simpler word – 'begin' rather than 'commence', 'main' rather than 'principal', 'because' rather than 'by virtue of the fact that'.</li><li>Refer to tables and figures by number, for example Table 2, not as 'above', 'below' or 'overleaf' as formatting may change the pagination.</li><li>Try to keep acronyms and abbreviations to a minimum but use if the term or organisation is referred to more than once in quick succession or more than, say, three times in the report. Avoid using the same word or phrase more than once in the same sentence or, ideally, the same paragraph.</li><li>Keep tables within text margins.</li></ul> | <ul><li>Assume that all readers will be familiar with the subject of your report.</li><li>Assume that all readers will be based in the India or are native English-speakers.</li><li>Use jargon. Where this is unavoidable, explain the term the first time you use it.</li><li>Use complex cross-referencing.</li><li>Change style – this can be a problem where there is more than one author.</li><li>Use same font or line/paragraph spacing in tables as in the text when another format gives a better layout. This table has a 3 pt space above and below paragraphs, and text is not justified.</li><li>Use unnecessary capitals – see later in this guide.</li></ul> |

# A guide to house style

We follow Indian English, which is largely based on British or UK English. This guide is intended for use by staff of Disha Social Organisation, so they write their documents and repots in a standardised way. Let's begin the journey.

## A or an?

Before abbreviations and acronyms, the use of 'a' or 'an' depends on pronunciation, not spelling – for example, 'an MP' but 'a UN adviser'.

## Abbreviations and acronyms

Write out abbreviations and acronyms in full the first time they occur in the text, followed by the abbreviation in brackets – Basic Command Unit (BCU). You can then use the abbreviation throughout the text, including in headings. In a long report with long chapters spell out the abbreviation the first time it is used in each chapter.

There is no need to write out common abbreviations, such as BBC and DNA. Omit full stops in abbreviations with more than one capital letter – BCU *not* B.C.U. Omit full stops after contractions such as Dr. and Mr.

Avoid the use of an apostrophe in the plural: OGDs not OGD's (unless used as a possessive – see "Apostrophes").

## Ages

Use hyphens for age groups (for example 18-year-olds or 16- to 24-year-olds).

Don't use hyphens when referring to ages (for example, 18 years old or 16 to 24 years old). Write 40s not forties (remember there is no apostrophe before the 's').

## Ampersand (&)

Do not use an ampersand in place of 'and'. The only exceptions are:

- when there is not enough room in a table or figure to write 'and' (but be consistent within the table and between comparable tables);
- when an ampersand is part of a company's name;
- in abbreviations in which it is common to do so (e.g. R&D, H&S); and
- in reference lists and in journal titles.

## Apostrophes

Use apostrophes to show that:

- something belongs to someone or something else – for example, the practitioner's views. The apostrophe follows the s in plurals: the practitioners' views (where there is more than one practitioner); two weeks' work; but the apostrophe should come before the 's' with plural nouns that don't end in 's' – for example, the people's voice or children's needs;
- one or more letters have been omitted from a word – it's (for 'it is' or 'it has'), what's, don't, he'd.

Do not use apostrophes in the following cases.

- With possessive pronouns – its, yours, ours, theirs, hers. A common punctuation error is to use it's for the possessive its.
- To indicate plurals – the Joneses *not* the Jones', 1960s *not* 1960's, CDs *not* CD's.

## Archaic language

Where there are two equivalent words, use the simpler one, e.g. among *not* amongst, while *not* whilst.

Unless required by the context, use people *not* persons.

Use per year *not* per annum unless the latter would be expected by the readers because of the subject or professional context.

## Brackets

Use round brackets (parentheses) to add supplementary information to the text – for example: 'most respondents had attained the highest-level educational qualifications (diploma, first degree and higher degree qualifications) or expected to do so within a year'.

If the whole statement is within the brackets, the final full stop should also be inside the closing bracket. However, avoid this whenever you can.

Give references to sources in round brackets – (Subramanian, 1999).

Square brackets are used chiefly to enclose an explanation by someone other than the author, for example to add information to a quotation to make it comprehensible.

## Bullet points

Punctuate bullet-point lists as if they were part of an ordinary paragraph. Where the leading phrase is a complete sentence, each bullet point should be a complete sentence.

- Begin each point with a capital letter.
- Do not use semicolons between points.
- Close each point with a full stop.

Where the text runs on after the lead phrase:

- use a colon to break the lead sentence;
- begin each bullet point with a lower-case letter;
- use semicolons to separate points;
- do not capitalise the first letter of each item;
- do not use a full stop in the middle of an item. That would be wrong;
- use a full stop at the close of the final point.

Use a '•' rather than other symbols such as '➤'.

For lists within a bullet point, start each item with a dash (en rule) and make each main point a complete sentence, as in the following list.

- There was no effect of age or gender.
- There were non-significant trends for:
    - ethnic origin;
    - income;
    - employment status.
- Opinion was significantly more positive in London than elsewhere.

## Capital (upper-case) letters

Avoid the use of too many capital letters. These should be used to punctuate sentences and to distinguish proper nouns. The following should be capitalised:

- names of people and places;
- days, months, festivals and holidays, but *not* the seasons;
- trade names (but, where possible, use generic names instead);
- names of institutions and organisations, including government departments: the House of Commons, Oxford University, the Home Office;
- the Government when referring to the Cabinet and specific Ministers (but ministers or government when referring to a general concept);

- titles and ranks when they accompany a personal name – 'Chief Inspector Pandey', but not when they are used in place of a personal name – 'the chief inspector';
- ethnic groups, including Black, White, Asian and African-Caribbean;
- points of the compass if they are part of the title of an area or a political division – South West Africa, Western Australia, the West, but *not* if they are descriptions in general terms – southern Scotland, the south of Scotland.

Except for acronyms, abbreviations or organisation names that are traditionally written in capitals, no word should be all in CAPITALS. Only the first word of the title of a report, headings and sub-headings should be capitalised unless other words within the title or heading are covered by any of the above.

Use lower case:

- for generic terms – so use trade unions not Trade Unions;
- for the worldwide web, website, email, e-commerce, e-business, online, etc. unless at the start of a sentence.

## Captions

All photographs and illustrations should have a caption. These should be placed below the photograph or illustration.

Headings for tables, boxes and figures should be above.

Number tables and figures sequentially throughout the document.

## Collective nouns

Collective nouns may be singular or plural. Decide which so you can choose the correct verb. For example:

If the emphasis is on the group treat it as singular noun as in 'the committee is meeting on Wednesday'.

If the emphasis is on the individuals in a group treat it as a plural noun. For example 'The French are proud of their language'.

Take care with the word 'number'. 'The number of' is singular but 'a number of' is plural. So write 'the number of accidents has risen' but 'a number of accidents were investigated'.

See also 'Data'.

## Colon

The colon shows that what follows expands or elaborates on what precedes it. It generally marks a step forward – from introduction to main theme, from cause to effect, premise to conclusion.

Never follow a colon with a hyphen or a dash (:-). Never precede a colon with a blank space.

A colon is nearly always preceded by a complete sentence. What follows may or may not be a complete sentence; it may be a list or a single word.

## Commas

Generally, commas should be inserted between adjectives preceding and qualifying a substantive, for example: 'a drunk, abusive youth' or 'a cold, damp, dark room'.

But where the last adjective is in closer relation to the substantive than the preceding ones, omit the comma, for example: 'a distinguished foreign author' or 'he was sorry for the little old lady'.

Where *and* joins two single words or phrases, the comma is usually omitted, as in 'the honourable and learned member'.

But where more than two words or phrases or groupings occur together in a sequence, a comma should precede the *and* to avoid ambiguity:

'New shops were opened by Agarwal and Gupta, Sahu and Goel, and Srivastava'.

Such words as moreover, however, etc., are usually followed by a comma when used as the first word of a sentence and preceded and followed by a comma when used later in a sentence. For example, 'in every case, however, the prisoner failed to comply'.

When it means 'to whatever extent', however needs no following comma, e.g. 'you cannot eat yet, however hungry you are'.

Commas are often used instead of brackets, where the qualifying phrase is not too complex, e.g. 'these findings, according to the author, have wide implications'.

Do not use commas in dates, addresses or in 'not only but also'.

## Contractions

Do not use contractions such as "don't", "isn't", "can't" (except in direct quotes). Spell it out: do not, is not, cannot etc.

## Copyright

Copyright is a form of protection provided to the author or creator of an original work. This can be, for example, literary, dramatic, musical, or artistic. It also covers the reproduction, distribution and storage of material downloaded from the internet. Infringing the rights of copyright holders should be avoided at all costs.

## Corporate guidelines

*Logo*

Disha logo is available in different formats and sizes. Do not attempt to recreate the logo or change its proportions. And most importantly when using the logo put nothing above it. This covers text and anything else such as another organisation's logo.

*Colours*

The primary Disha colours are black and green (CMYK 36/0/59/49; RGB 83/129/53; Hex #538135). If printing in-house in one colour use black as the green is hard to reproduce on in-house printers.

*Fonts*

For MS Word documents, the approved font is Segoe UI font. For body text 11 points, paragraph space 12 points, line space 1.2 have been fixed. For documents going for commercial printing, new set of instructions are available.

For MS PowerPoint Segoe UI font will be used.

For MS Excel and MS Outlook default font Calibri is approved.

## Cross references

Use lower case with initial capital for Table and Figure, followed by the number.

## Dashes, *en* rules, *em* rules

An *en rule*, which is longer than a hyphen and half the length of an *em rule*, is available in the 'Insert Symbol' special character set in Word. Alternatively, hold down the Ctrl key and press the minus key on the number pad.

An *en rule* can be used instead of parentheses to indicate an interruption from the rest of the sentence. In this case, there should be one space before and one space after the *en rule*. For

example: 'the young man kept driving – despite the police road-block – towards the border'.

An *en rule* can also be used in place of 'to' in times and dates: 2005–2011 (without spaces either side of the *en rule*).

The longer *em rule* is available in the 'Insert Symbol' special character set in Word. It is used with spaces to indicate the omission of a word. It is used without spaces to indicate the omission of part of a word. For example, 'the police were about to arrest — but Inspector S— intervened'.

### Data

Although it has become accepted practice to use words such as 'data', 'criteria' and 'media' in the singular, 'the data is incorrect'; they are all plural words and if used in a scientific context 'data' should be used in the plural – for example 'the data are provided below'.

### Dates

Dates should be in the order: day month year – for example, 1 May, 1 May 2003, May 2003. Decades should be expressed as 1960s (not 1960's or 60s).

Century numbers are usually spelt out: the twenty-first century (adjective twenty-first-century).

When referring to a year, such as a financial year, comprising parts of two calendar years, use an oblique stroke (2010/11). This leaves the en rule (dash) to indicate a period covering more than one year: the years 2009/10–2010/11.

When describing a stretch of time between two years, write 'from 2004 to 2008' or '2004–08', *not* 'from (or between) 2004–8".

Avoid references that could become misleading unless the reader is aware of the date of writing: 'in the last ten years', 'recently', and so on should be changed to 'in the 1990s', 'since 2010' or whatever is appropriate.

### Decimals and equations

Use a zero before decimals with no whole number, e.g., 0.5 not .5 and set decimal points on the line.

Use normal (i.e., not super/subscript) text for complex fractions or equations so that they can be printed on one line, e.g., $2x (m + n)/3$). Remember to italicise the letters in a formula or equation.

If a formula appears on its own line, you can also express it as:

$2x(m+n)$ 3

See also 'Fractions'.

## Et al., e.g., etc., i.e.

See 'Latin abbreviations'.

## Exclamation mark

The exclamation mark is used at the end of a sentence or short phrase to express strong feelings, such as surprise, emphatic statements and commands. Do not use an exclamation mark unless it is really necessary and never use more than one per sentence.

## Fewer or less than?

Use 'fewer' with numbers of individual items or people. Use 'less than' with:

- continuously measured quantities – less than one-quarter, less than 200 km, less than three years;
- things that cannot be counted or do not have a plural – for example, less time.

## Figures

Number figures sequentially throughout the report. Include a key, where appropriate.

Label axes fully, with units of measurement if appropriate.

## Footnotes

Footnote references should appear after the full stop when the reference refers to the whole sentence.

> Four projects were funded under the CRP initiative.[1]

This does not apply when the footnote reference refers only to the adjacent word or phrase.

> Four projects were funded under the CRP initiative[2].

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[1] All four projects received equal funding.
[2] The initiative did not examine the needs of male victims.

(See 'Tables' for guidance on notes in tables.)

## Fractions

Fractions should be written out in the text and hyphenated – for example, one-third, three-quarters. However, mixed numbers are not written out (for example 2½ or 2.5) unless they begin a sentence. If using fractions with a whole number use superscript and subscript for the fraction, e.g., $2^2/_3$. In Word this is under Format/Font.

In tables and figures fractions should be in numerical form but decimals are usually more appropriate.

## Full stop

The full stop is used to mark the end of a sentence expressing a statement. A common error is to link two separate statements with a comma when a full stop or semicolon should be used.

Leave one space after a full stop. Do not use full stops:

- in titles – Mr, Dr;
- in acronyms and abbreviations in upper case letters (e.g., BBC);
- in abbreviated phrases in lower case, e.g., mph; other than those derived from Latin such as i.e.
- after headings and subheadings.

## Gender neutral language

Use gender neutral language and avoid bias, but without appearing stilted or contrived.

'Man' and its compounds can usually be replaced without resorting to 'person'. The exact choice of word will depend on the context, but here are some examples:

- man, mankind, womankind *could become* people, we, human beings;
- to man (verb) *could become* to staff;
- manpower *could become* staff, workforce, human resources.

To avoid misleading uses of 'he', 'she', 'his', 'hers' etc., it might be possible to rewrite the sentence in the plural or repeat the noun. Otherwise use he/she, his/her etc.

## Headings and subheadings

Headings provide structure to a report. Do not use more than four levels of heading as this

can confuse the organisation of the report.

The hierarchy of headings is as follows.

Chapter headings (level one), section headings (level two), subsection headings (level three), sub-subsection headings (level four)

## However

See 'Commas'.

## Hyphens

Hyphens are often essential if the text is to make immediate sense. The phrases 'Mother-to-be assaulted' and 'Mother to be assaulted' telling very different stories, just as 'an easy seal pack' and an 'easy-seal pack' conjure up very different images and 'She never gives tips to black-cab drivers' is a world apart from 'She never gives tips to black cab drivers'.

There are no universal rules on hyphens, but in general do not overuse. They are required for compound adjectives, as in: "If I come with you in first class, will you buy me a first-class ticket?" But they are not used when part of the adjective is an adverb ending in -ly: "badly researched report", "severely wounded man", "newly cleaned car".

We would say 'Prasoon is a father of two', but it is 'father-of-two Prasoon'. Likewise, 'Prasoon is 25 years old' but '25-year-old Prasoon'.

Phrasal verbs are constructions such as build up, turn out, drive in, take over. Some need hyphens when they are used as nouns. Those ending in -in, -to, -on or -up use a hyphen (check-up, break-in, turn-on). Nouns ending in -off have a hyphen (pay-off, turn-off, drop-off) but those ending in -out do not (payout, turnout, dropout, bailout). Nouns where the second part is four or more letters are one word: takeover, clampdown, giveaway, setback, lookahead, runaround. Rare exceptions are where two vowels need to be separated by a hyphen, as in go-ahead, though this isn't always necessary.

In general, use a hyphen to separate repeated letters in a compound word – re-emergence, co-operative, film-maker, night-time – but there are some exceptions, including overrun, override, overrule, underrate, withhold. As usual, consult the Oxford Advanced Learner's Dictionary if in doubt.

Examples of words and phrases which do and don't need hyphens:

- airbase
- aircrew

- airdrop
- air force
- airlift
- air raid
- air strike
- A-level - also AS-level, O-level
- anti-retroviral
- asylum seeker
- Ban Ki-moon
- best-seller, best-selling
- bushfire
- by-election
- by-law
- clear-cut
- codebreaker
- crash-land
- crowdfunding
- crowdsourcing
- expat
- filmgoer (also theatregoer, partygoer etc)
- film-maker
- fine-tooth comb
- flypast
- fox-hunting
- full-time
- fundraising
- half-time
- handheld
- hat-trick
- heatwave
- holidaymaker
- homegrown
- homemade
- infrared
- knifepoint
- lamp-post
- landmine
- machine-gun (but sub-machine gun)
- multicultural

- multimillionaire
- off-peak
- orangutan
- peacekeepers, peacekeeping
- plane-spotter, train-spotter (but no hyphen in the book/film Trainspotting)
- prisoner of war
- post-mortem examination
- quarter-final
- ram-raid
- reopen
- retweet
- right-wing, left-wing - hyphenated if used adjectivally; no hyphen if used as a noun
- rollercoaster
- Rolls-Royce
- sat-nav
- seabed
- schoolchildren
- second half, second-half - no hyphen in the noun, but there is a hyphen in the adjective
- short-term, in the long term - as an adjective it takes a hyphen, but no need for one for the noun
- smartphone
- South East Asia
- substation
- sunbed
- suncream
- Sven-Goran Eriksson
- tear gas, tear-gas - the noun is two separate words; the verb is hyphenated
- think tank
- touchline
- three-quarters (and other fractions)
- under age - a child may be under age but is an under-age child
- waterboarding
- whistleblower
- wildfire
- Xbox
- X-ray
- Zanu-PF

### I or me

Use 'I' when you are talking about someone who has done something (the subject), and use 'me' when you are talking about someone who has had something done to them (the object). For example:

Swamy and I went to the meeting. Swamy met Dipika and me.

If you are unsure which to use, try the sentence with only the pronoun to see if it sounds right. 'Me went to the meeting' is obviously wrong and therefore so is 'Swamy and me went to the meeting'. Similarly, 'Dipika met I' is wrong and therefore so is 'Swamy met Dipika I'.

### Italics

Italic is used for:

- titles of published books and periodicals (but not titles of chapters, articles and unpublished theses);
- mathematical variables (including geometrical 'points' and generalised constants such as constants of integration);
- names of parties in legal cases (but not the 'v.' between them);
- directions to the reader, e.g., *see also* in an index, or *above* in a caption;
- foreign words, except for those already incorporated in English, such as café;
- for emphasis, rather than bold;
- for long quotations pulled out of the main text.

Italic should not be used for the names of Acts of Parliament.

### Jargon

Avoid using jargon, 'government speak' and other invented words that cannot be found in a standard dictionary.

### Latin abbreviations

Include full stops in the abbreviations e.g., etc. and i.e. There should not be a second full stop (etc.) if one of these falls at the end of a sentence. Do not use both e.g. and etc. in the same sentence – for example 'e.g., India, Pakistan, etc.' since one or the other is redundant.

It is better to use 'for example', 'for instance' or 'such as' rather than e.g., and 'that is' for i.e. unless there is repeated use in a section of text.

*Et al.* has one full stop after '*al.*' and is written in italics. Use when citing more than two

authors within the main text (Jones *et al.*, 2010).

### Libel

A useful rule is do not write anything about another person or organisation that you would not like to see in print or on the web about yourself (but remember that other people may have different sensitivities). Also do not write anything about another person or organisation that is incorrect, ambiguous or misleading.

### Lists

See 'Bullet points'. Bullet points are preferred for lists but where a list describes the steps in a process or a natural sequence, number each step using Arabic numerals.

### Marks of omission

To mark omitted words, for example in the middle of a quotation, insert an ellipsis … (under 'Insert/Symbol' in Word).

### Measurements

Within one publication use the same units of measure, preferably SI (International System of Units). Use the following abbreviations for singular and plural amounts. Note the use of capital letters too.

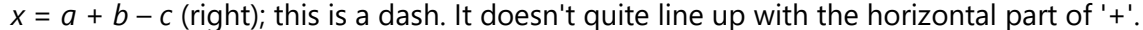| Celsius | °C | Fahrenheit | °F |
|---|---|---|---|
| Kelvin | K | Giga | G |
| gram | g | kilo | k |
| litre | l | metre | m |
| micro | m | milli | m |
| millisecond | ms | mole | mol |
| second | s | nano | n |
| pico | p | pound | lb |

There is a space between a number and a unit of measurement, e.g., 20 mg – except for temperatures, e.g., 20°C and percentages, e.g., 20% (or in text use 20 per cent).

When giving a range do not repeat the unit, e.g., 5 to 8 mg and not 5 mg to 8 mg. Use the word 'to' in text, not a dash.

There should be no full stop after 'per cent' or abbreviated units of measurement such as mm or lb. Note that the plural of abbreviated units is the same as the singular: 65 mm, *not* 65 mms.

## Minus sign

The mathematical minus sign is a separate symbol. In Word go to Insert Symbol: Mathematical Operators with the font set to normal text (the default). It looks similar to a dash but is aligned to the + sign. (You can get away with using a dash but don't use a hyphen.) Examples: $x = a + b - c$ (wrong); this is a hyphen and is too short.

$x = a + b – c$ (right); this is a dash. It doesn't quite line up with the horizontal part of '+'.

$x = a + b − c$ (right); this is a true minus sign.

## Money

Whole rupees (or other currency) and fractional amounts should be treated in a similar way – for example, '₹6.00, ₹5.25 and ₹0.25', not '₹6, ₹5.25 and 25 paise'. This is not necessary when all values are in whole numbers or all less than ₹1, e.g. ₹10, ₹20 or ₹25 / 3 paise, 25 paise and 50 paise.

Where sums of money are tabulated, put the units in the column heading rather than beside each item.

## Months

The names of months should be written out in full in the text but can be abbreviated in tables using the first three letters – Jan, Feb etc.

## Numbers

In text, write out numbers from zero to ten; for numbers 11 and over, use numerals.

Where numbers in the same sentence fall below and above ten, use figures for both: "between the ages of 10 and 15", not "ten and 15".

Avoid starting sentences with a numeral. If this cannot be avoided, the number should be written in full – for example, "Fifty-two people took part in the survey".

Spelt-out numbers such as twenty-one are hyphenated.

Figures must be used before abbreviations of units: 5 kg, 6 mm etc., when referring to specific pages and in tables – for example 'see Table 1' but 'there are two tables in the report'.

Include a comma in numbers with four or more digits.

Do not write long strings of numbers – 34.6 million not 34,600,000.

## Page references

In references, use 'p' or 'pp' without full stops.

Avoid references to page numbers in the main text as these are likely to change with formatting: refer to sections by name.

## Percentages

In text, write out the words 'per cent' (two words). In tables and when quantifying a percentage in parenthesis, use the symbol '%'. In tables, write '%' in the column or row heading where it is reasonable to do so – not after each individual value.

'Of those interviewed, 32 per cent agreed.'

'Approximately two-thirds (67%) completed a questionnaire.'

Make sure that percentages are distinguished from actual numbers in tables.

Do not worry if percentages do not add up to exactly 100; the individual percentages are usually rounded up or down, and the total should fall between 99 and 101, though given as 100.

## Personalising

Adopt an impersonal tone when writing reports and normally avoid the first person: 'we' or 'I'.

## Quotation marks

Use double marks for a first quotation; then single marks for a quotation within a quotation: The note read, "He said 'Gone fishing' and then left".

When used, quotation marks should be repeated at the beginning of each new paragraph.

Pull out substantial quotations (over three lines), for example from survey respondents, from the main text and write in italics.

Use single marks to highlight a particular word or term but double marks if it is a direct quotation.

## References

When referring to a publication, the main text should cite the author's surname and the date of the publication.

Examples: Taylor (2010) concluded that ...

... a direct cause of crime (Smith, 2008)

Use the abbreviation '*ibid*' when citing the same reference in uninterrupted succession.

If a publication has more than three authors, cite the first name followed by '*et al'*. (See also *et al*. in Latin abbreviations.)

All references should be given in full at the end of the publication. These should be set out as follows. [Punctuation is given in square brackets.]

**Author's surname** [comma] **initial(s)** [each one followed by a full stop and then a comma if more than two authors] (Date) *Title of publication* [full stop] Place of publication [colon] Publisher [full stop]

Example:

**Kothari C. R., Garg G.** (2019) *Research Methodology Methods and Techniques*. New Delhi: New Age International Publishers.

If you are citing two different works written by the same author in the same year, distinguish these with a lower case letter after the date.

Example:

Gaurav (2004a, 2004b)

### Articles

The title of an article should be given in roman type within single quotation marks, followed by the name of the journal in which it is published in italics.

Example:

**Tiwari, P., Gupta K. L., Soni R. P.** (2003) 'Accreditation of behaviour programmes in Prison Service', *Legal and Criminal Psychology*, vol. 8 (1), pp 69–81.

### CAST publications

If referring to another part of the publication within the text put the reference in brackets after the text with single quote marks around the reference. For example, (see section 1.2 'Using material').

Put references to CAST publications in the format: reference number/last two digits of year i.e. CAST report 04/11 or Publication 14/04.

### Chapters

A chapter title should be contained in single quotation marks followed by a full stop, the word 'In' and then the title of the book in italics.

### Circulars

Government Circulars/Orders should be referred to in the text as: 'Government Circular/Order number/year', with the full title given in the References.

### Command Papers

In printing references to Command Papers, the author's use of C., Cd., Cmd., and Cmnd. must be followed. These distinctions are significant in that they each represent a different series.

### Contribution in edited book

A contribution in an edited book should be cited as follows:

Example:

**Tiwari, P., Gupta K. L., Soni R. P.** (2003) 'Accreditation of behaviour programmes in Prison Service', In *The Fourth National Survey of Ethnic Minorities*, Aiyar, S. and Kumar, S. (eds), pp 45–51. New Delhi: Centre for Policy Research.

### Conference papers

Published conference papers should be cited as follows:

Example:

**Tiwari P.** (1996) 'Ethnic Minorities in India: Diversity and Disadvantage'. *Proceedings of the Fourth National Conference on Ethnic Minorities*, vol. 1, pp 25-31, New Delhi, April 1996. New Delhi: Centre for Policy Research.

### Volume and page numbers

If specific volumes or pages have been used, these should be cited in the references.

When referencing one volume of a multi-volume work, cite the title of the complete work followed by the relevant volume number written as vol. 1 and the volume title if this is different. Part numbers should be cited in brackets.

Example: vol. 22 (1) would mean volume 22 part 1.

To indicate specific pages use the abbreviation p for a single page and pp for a range of pages – p 6, pp 20–25.

### Websites

Online sources should be presented in references in the same way as printed sources but giving a date when the web page was created or posted up on site (if known) and then the address of the URL in between < > and the date accessed. This is to give the reader an idea how old the information may be.

The reference should read:

Author name (if known), Title of article, section or page, Title of complete work in italics, (date created, published, posted) <URL address of electronic source, including http://> date accessed.

## Semicolon

Use the semicolon:

- to separate two or more clauses which are of more or less equal importance and could also be joined by a conjunction, such as 'and' or 'but', or be written as two separate sentences;
- to join clauses that complement or are parallel to each other;
- in sentences already subdivided by commas, to indicate a stronger division;
- in lists, especially where the elements themselves contain commas (see 'Bullet points').

## Significant

As this word has a particular statistical meaning, avoid using it in any other way in reports. If it cannot be avoided, ensure that the meaning is specified.

## Spelling

As a general rule, refer to the Oxford Advanced Learner's Dictionary - and where there is an option choose the first use – hence, say protester and not "protestor", medieval and not "mediaeval", focused/focusing and not "focussed/focussing").

One exception is that we use ...ise rather than "...ize" – hence, organise and not "organize"; recognise and not "recognize"; specialise and not "specialize". Do not to use "x" in the middle of a word where there is an alternative spelling of "ct" – hence, inflection – and not "inflexion"; reflection – and not "reflexion"; connection – and not "connexion".

Take care not to pick up US spelling ("color", "TV program". "apartment", etc). However, US spelling will be retained when we are using the official name of a place, an organisation, building, etc. (e.g., Pearl Harbor, US Department of Defense, Australian Labor Party, World Trade Center, World Health Organization). Take special care with proper names. Always use the spell-checker but be aware of its limitations – and get everything checked by your pair of eyes before the document is finalised.

In these cases where there are more than one spelling, the preferences are:

| | | |
|---|---|---|
| adrenalin | dispatches | judgement |
| adviser (but advisory) | impostor | protester |
| burka | inquiry | tsar (not czar) |
| Caesarean | jail | yoghurt |

Watch out for words with similar spellings but different meanings, alternative spellings but the same meaning: the fact that both spellings are in common use makes it easy to miss inconsistencies. The following are examples:

| | | | |
|---|---|---|---|
| acknowledgement | acknowledgment | encyclopedia | encyclopaedia |
| ageing | aging | focused | focussed |
| appendixes | appendices | gipsy | gypsy |
| biased | biassed | gram | gramme |
| by-law | bye-law | guerrilla | guerilla |
| centring | centering | inflection | inflexion (use in maths) |
| disk (computers) | disc (recordings) | inquiry | enquiry |
| dispatch | despatch | premiss | premise |
| judgement | judgment (use in legalese) | programme | computer program |
| medieval | Mediaeval | Programmer | computer programmer |
| movable | moveable (use in legalese) | reflection | reflexion |

Watch out, too, for the inclusion of accents on such words as 'elite', 'regime', 'role' which are completely anglicised and written without accents, and for the spelling of proper names; and

also, of course, for hyphens.

Distinguish between the following pairs of words:

| | | |
|---|---|---|
| dependant (noun) | *and* | dependent (adj.) |
| forbear (abstain) | | forebear (ancestor) |
| forgo (do without) | | forego (precede) |
| practice (the noun) | | practise (the verb) |
| principal (chief) | | principle (rule) |
| prophecy (noun) | | prophesy (verb) |

Watch out for the following words, which are often misspelt.

| | |
|---|---|
| accommodate | millennium |
| analogous | minuscule |
| battalion | pavilion |
| desiccation | sacrilegious |
| embarrass | stratagem |
| feasibility | superseded |
| gauge | trade union (*but* Trades Union Congress) |
| harass | vermilion |
| idiosyncrasies | weird |

## Split infinitives

A split infinitive is where a word is put between 'to' and the main verb as in 'to boldly go'. It is often better not to split infinitives but don't be afraid to do so if it makes your meaning clearer and helps a sentence flow.

## Tables

For, bear the following in mind.

For table body, use Segoe UI font, size 10 pt, paragraph spacing top and bottom 0 pt and line space single.

Number tables sequentially throughout the report.

Headings of columns and rows should begin with a capital letter.

Notes to tables should be consistent and numbered sequentially with lower case letters – a., b., c. Do *not* use other symbols such as * or a mixture of symbols and numbers.

The space between data displayed in columns should be tabbed not space barred, using appropriate tabs (range right, decimal, etc.).

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Make sure the number of characters following a decimal point is consistent for example, 6.2, 7.8 and 5.0 *not* 5 or 5.00. The exception would be if the range of values in a column is so wide that the zeros become distracting; in such cases, decimal tabs should be used. See Table 1 for examples of the two approaches.

**Table 1:**      Heading with half blank line above and below, columns minimum width

| Similar range | Dissimilar range[a] |
|:---:|:---|
| 2.01 | 1,000 |
| 3.10 | 0.0002 |
| 10.35 | 1.23 |
| 5.00 | 231,359 |
| 11.20 | 0.1 |
| 7.18 | 6.5512 |

[a] Should not happen very often. Put table footnote a half line under the table and then leave a line plus paragraph space below the footnote.

## That and which

Which qualifies, that defines. Hence, "this is the house that Jack built" defines the house to which we are referring whereas "the house, which Jack built" presumes we already know which house we are talking about and makes a qualifying statement about the house. This can be important. For example, "pubs that break the rules should be closed down" says that we should close any pub that breaks the rules. "Pubs, which break the rules, should be closed down" says that all pubs break the rules and should be closed.

## Tautologies

Try to avoid them. Common examples include:

| | | |
|:---|:---|:---|
| advance warning | fixed phone line | anti-government rebel forces |
| armed gunmen | local resident | pre-conditions |
| universal panacea | crew members | pre-planned |
| She gave birth to a baby boy | past history | Sharia law (Sharia means Islamic religious law) |
| mutual co-operation | exact replica | weather conditions |

## Underlining

Avoid underlining. It can easily be confused with a hyperlink. Use italics *not* underlining to emphasise words.

## Version control and document naming

Version control helps you to manage multiple versions of the same document and avoids confusion as to which version is which. Please save each version of your document with that day's date.

For example: Disha Simple Grants Application Form_14Jun2022.docx

If more than one version of a document is produced on the same day, label the second v_2, the third v_3 etc.

For example: Disha Simple Grants Application Form_14Jun2022_v_2.docx and Disha Simple Grants Application Form_14Jun2022_v_3.docx

Please do not name documents with words such as 'Latest' and 'Final'. This can be confusing if the 'Final version' is subsequently amended.

## Which and that

See 'That and which'.

–   EOD –