MANUAL OF STYLE
(Eighth Revised Edition)

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Preface

In developing this *Manual of Style,* I have been mainly inspired by *The Chicago Manual of Style*, though I have also consulted the formats of other similar manuals and style sheets of journals in social sciences. The *Manual* was originally prepared in 2001 for use by students and research scholars of the Department of Sociology and other departments of the Faculty of Social Sciences at Goa University. It was subsequently revised thrice (in 2006, 2009, and 2012) for use by students and research scholars at the Tata Institute of Social Sciences, Mumbai. In 2015, it was revised and adapted for use by the students of the Master's Programme in Public Policy (MPP) at the National Law School of India University, Bengaluru. Based on the inputs from the MPP students, this version was revised twice (in 2016 and 2018) and a section on punctuation, based largely on *How to Punctuate* by George Davidson (London: Penguin Books, 2005), was added. The current edition incorporates the suggestions received from the users since the last revision in 2018. The feedback received from the users, especially Ms Genesia Rodrigues, is gratefully acknowledged.

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Contents

1. Organisation of a Dissertation/Thesis

A dissertation or thesis generally consists of three major parts:

1. The front matter (preliminaries)

– Title page (see Appendix 1 – MPP Dissertation; Appendix 2 – PhD Thesis)
– Declaration by the student/scholar (see Appendix 3)
– Certificate by the supervisor (see Appendix 4)
– Epigraph (if any) (see Appendix 5)
– Abstract
– Table of contents (see Appendix 6)
– List of abbreviations
– List of tables
– List of illustrations: figures, charts, maps, and diagrams
– Preface (including acknowledgements)/Acknowledgements

2. The text (organised as chapters with each chapter starting on a new page)

– First text-page (Chapter I or Introduction) will appear as page 1

3. The back matter (reference matter)

– Appendix(es) (including research instruments)
– Glossary
– Bibliography/References

Pagination

1. The front matter pages are numbered consecutively with lowercase *Roman* numerals (e.g., i, ii, iii, iv, etc.).

2. The text and back matter pages are numbered consecutively with *Arabic* numerals starting with page number 1 (e.g., 1, 2, 3, etc.).

3. Pagination is suppressed on pages which begin with a chapter title.

4. Pagination position: Top of page; centre.

2. Organisation of a Research/Term Paper

A research/term paper generally consists of four parts:

1. The text

– Title and subtitle (if any)
– Name(s) of the author(s)
– Abstract
– Epigraph (if any)
– Text

2. The endnotes or footnotes (see p. 32)

3. Appendix(es)

– Supplementary tables
– Supplementary texts
– Glossary

4. References

Note:

(i) Each journal has its own style sheet.

(ii) Editors of anthologies or compendia provide publisher's style sheet.

3. Subheadings

The different levels of headings can be contrasted by varying the font size (font size must not exceed that of the chapter title), emphasis (e.g., regular, **bold**, or *italic*), and location (centre justification, flush left, and beginning of paragraph).

The following pattern is recommended for dissertation/thesis: Three levels, with varying location and emphasis, as follows:

Level 1 **(principal) subhead:** separate line, font size 14, centred, title case: initials capitalised (excepting the prepositions), and bold. This usually indicates a distinct part/section, e.g.,

The Politics of Cultural Renaissance

Level 2 **(secondary) subhead:** separate line, font size 12, flush left, title case: initials capitalised (excepting the prepositions), and bold, e.g.,

The Idiom of Culture

Level 3 **(run-in side head):** set at the beginning of a paragraph, in italics (font size 12, bold), followed by a period, e.g.,

   Politicisation of ethnicity. The advent of universal suffrage saw the candidates overtly appealing to ethnicity...

Note:

(i) Unless parts/sections in a chapter are referred elsewhere in the text, subheads need not be numbered. If subheads are to be numbered, the use of 'double numeration' system (in which the number of a part/section consists of the number of the chapter, a decimal point, and the number of the part/section within a chapter) is recommended: e.g., 3.4 means the fourth section in Chapter 3.

(ii) Subheads must *not* be underlined; also, the insertion of ':' (a colon) or ':-' (a colon and a hyphen) at the end of the subhead must be avoided.

Formatting Specifications: Paper Size, Margins, Spacing, and Font

1. Paper size: A4

2. Margins: Top, Bottom, and Right = 1" and Left = 1.5"

3. Chapter Number and Chapter Title: Times New Roman Font 16

4. Subheadings: as suggested above

5. Text: 1.5-line spacing; Times New Roman Font 12

6. Indented matter/block quotations: 1-line spacing; Times New Roman Font 10

7. Endnotes/Footnotes: Single-line spacing; Times New Roman Font 10

8. Bibliography/References: 1-line spacing; Times New Roman Font 12

9. Beginning of paragraph (excepting the first paragraph following the title and the first two levels of subheading): Tab set at 0.3"

4. Quotations

In academic writing the use of ideas and texts which have already been published (in whatever form – printed, electronic, etc.) or unpublished (in whatever form – dissertations or theses, conference/seminar papers, lecture notes, etc.) is inevitable. Similarly, a scholar benefits from several sources (persons and institutions) in various ways in her/his academic endeavours. These sources have to be acknowledged: it may be a statutory requirement (as in the case of published materials), a matter of professional ethics (as in the case of unpublished materials), or an academic obligation. *Plagiarism* (from Latin *plagiarius*, meaning kidnapper), that is, appropriating the work or an idea of someone else and passing it off as one's own is both ethically reprehensible and legally punishable (as it may violate the copyright law or institutional norms). The reuse of one's own work without due acknowledge-ment of its original source of publication is called *self-plagiarism*, which could also be a violation of the copyright law.

Copyright refers to the exclusive legal right, given to the originator or her/his assignee for a fixed number of years to publish etc., and to authorise others to do the same. This right (shown as '©') may be held by the author, editor, institution, publisher, etc. Permission to reproduce extensive quotations from previously copyrighted works is a statutory necessity. Underlying these rights and permissions (now subsumed under *Intellectual Property Rights*) is the body of law known as *Copyright Law*.

NLSIU Policy on Plagiarism: All dissertations/theses submitted to the National Law School of India University, Bengaluru, are checked for plagiarism. Any dissertation/ thesis showing more than 20 per cent repetition (that is, copying from sources without acknowledgement) will be summarily rejected. Further, the student concerned is punishable as per the University norms.

Note:

(i) An author's work is now protected under Copyright Law for 70 years after the date of her/his death.

(ii) Unpublished as well as published materials (letters, diaries, etc.) may be protected under Copyright Law.

However, it is not always necessary to obtain written permission of the copyright holder to reproduce the original work or idea, and this is embodied in *the doctrine of fair use*: this is the legally permissible use of copyrighted material in another work – as the use of quotations and ideas in scholarly writings – reviews, dissertation/thesis, and research/term papers. The purpose and character of use, including whether such use is of a commercial nature or is for non-profit educational purposes, the amount and substantiality of the portion used, the effect of the use upon the potential market for, or value of the copyrighted work are the important considerations governing this doctrine. While no formal permission is necessary, the doctrine of fair use requires the scholar to make due acknowledgments and citations in the text and/or bibliography/ references (see infra 8. Documentation).

Commonly known facts should not be enclosed in quotation marks or given a source citation unless the wording is taken directly from another work. Similarly, well-known ideas and expressions and proverbs are not to be treated as quotations.

All quotations must be meticulously checked for accuracy. Since all the sources consulted may not be readily available, it is advisable that the researcher is careful in taking notes. While taking notes, it is necessary to enclose *verbatim text* in quotation marks, as it would be easy to distinguish it from *paraphrased ideas*.

Direct quotations must be reproduced exactly – not only the wording, but also the spelling, capitalisation, and internal punctuation of the original. The following changes are, however, permissible:

a) Single quotation marks may be changed to double quotation marks and vice versa.
b) The initial letter may be changed to a capital or a lowercase letter.
c) The final punctuation marks may be changed, and punctuation marks may be omitted where *ellipsis* points are used.
d) Obvious typographical errors may be corrected, but idiosyncrasies of spelling and errors in usage must be preserved using '[*sic*].'

Quotations may be incorporated into the text in two ways:

i) *As run in*, that is, in the same font (type and size) as the text and enclosed in quotation marks.

Use single quotation marks ('abcd') generally, and double quotation marks marks ("ijkl") when a quotation appears within a quotation ('abcd "ijkl" qrst').

ii) *As set off from the text*, *without* quotation marks. These are called *block quotations*, extracts, or excerpts. All quotations exceeding four lines or fifty words and case histories should be blocked. Blocks are typed in Times New Roman Font 10 and in single space. The entire quotation is indented 0.3" (or equivalent) space from the left and leaving a line space each above and below. Quotation within a blocked text must be enclosed in single quotation marks.

When a quotation is used as a syntactical part of a sentence, it begins with a lowercase letter, even though the original is a complete sentence beginning with a capital (e.g., Nehru believed that 'it is the system that is wrong ...'). But when the quotation is not syntactically dependent on the rest of the sentence, the initial letter is capitalised, even if in the original form it was not so (e.g., As Mahatma Gandhi advised, 'Go to the village.'). The same rule is applicable to block quotations.

The closing quotation mark (' or ") should follow punctuation marks, if any: e.g., (.'), (,'), (?'), etc.

Ellipses

Omission of a word or phrase from a quoted passage is indicated by ellipsis points (three dots with a space in between, as ...).

Omission of the last part of the quoted sentence, the first part of the next sentence, or a whole sentence is indicated by ellipsis points (four dots with a space in between, as ....).

Omission of a whole paragraph is indicated by ellipsis points (four dots) enclosed in brackets as [....].

All interpolations or alterations must be enclosed in brackets, e.g., [emphasis added], [italics mine/author's], [*sic*], etc.

5. Language

Use simple English. Keep your sentences short: long sentences, complex sentence constructions, and involved language make the text difficult to understand. Unless inevitable, avoid using jargons and neologisms.

Use English (UK) (not US) spelling convention: your readers are trained in that and it is easy to notice inconsistencies from normal English spelling. In 'Set Language' option in your word-processing programme, opt and set as default 'English (UK)'. Also, be wary of the Americanisms being introduced through the grammar check programmes.

Where interchangeable, use 's' instead of 'z'.

Avoid using ligatures (e.g., 'æ' and 'œ').

Avoid using ampersand, i.e., the logogram '&' representing the conjunction 'and', unless it appears in a quotation or a title of a book or the name of a publisher.

Compass points. When compass points are used to describe recognised geographical areas, they should be capitalised, e.g., 'the Far East,' 'unemployment in the North-East'. When the area described is not commonly recognised as a unit, use lower case (e.g., 'southern India'), and use lower case too for simple directions (e.g., 'Shivaji attacked from the west', 'the monsoon is moving towards the north', etc.).

Useful writing aids:

1. *A Dictionary of Modern English Usage* (ed. by H. W. Fowler)
2. *Concise Oxford Dictionary* (ed. by Judy Pearsall)
3. *Current English: A Guide for the User of English in India* (K. S. Yadurajan)
4. *Dictionary of Idioms and their Origins* (Linda and Roger Flavell)
5. *Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation* (Lynne Truss)
6. *Have You Eaten Grandma?* (Gyles Brandreth)
7. *How to Punctuate* (George Davidson)
8. *Mind the Gaffe: The Penguin Guide to Common Errors in English* (R. L. Trask)
9. *Roget's Thesaurus* (ed. by D. C. Browning)
10. *The Art of Nonfiction: A Guide for Writers and Readers* (ed. By Robert Mayhew)
11. *The New Fowler's Modern English Usage* (ed. by R. W. Burchfield)
12. *The Oxford Thesaurus* (ed. by Laurence Urdang)
13. *The Penguin Guide to Punctuation* (R. L. Trask)
14. *Usage & Abusage* (Eric Partridge)
15. *Webster's Guide to English Usage*

In addition, there are dictionaries and encyclopaedias specific to different disciplines and area studies.

Numbers

Whole numbers from one through ninety-nine (as also when any of these is followed by hundred, thousand, million, etc.) are spelt out in ordinary text. For all other numbers, figures are used. This principle is applicable to both cardinal (three, fifty, 122, 150, etc.) and ordinal (third, fiftieth, 122nd, 150th, etc.) numbers.

At the beginning of a sentence any number that would ordinarily be set in figures is spelt out (e.g., 'Two hundred forty tourists …', not '240 tourists …'; 'Forty-five per cent of the migrants …', not '45 per cent of the migrants …'). If this is cumbersome, the sentence has to be recast, as no sentence begins with a figure.

Physical quantities (age – 32 years old; century – 20th century; currency – Rs 23; distance – 40 km; electricity – 220 volts; percentage – 6 per cent; weight – 12.5 kg; period – 1990s, etc.) are expressed in figures, unless a sentence begins with a figure indicating a quantity.

In the text, the word 'per cent' is used, and in a table or parenthesis, the symbol '%' is used.

See page 18 on the use of hyphen in writing numbers in words and page 19 on the use of En Dash in indicating ranges of numbers.

Emphasis

A word, phrase, or sentence may be set in italics to emphasise it if the emphasis might otherwise be lost. Non-English and unconventional terms are to be italicised. Proper names, Indian words in common usage (e.g., darga, devi, guru, karma, sati, etc.), and well-known names of religious books or epics (e.g., Bhagavadgita, Bible, Guru Granth Sahib, Mahabharata, Quran, Ramayana, Talmud, Torah, Zend Avesta, etc.) are *not* italicised. Standard non-English citation abbreviations are also not italicised (Roman type is used). But, because of its peculiar use in quoted matter, it is advisable to retain italics for [*sic*]. *Note:* [*sic*] is not followed by a period and is always placed in brackets.

(Parentheses) and [Brackets]

> **Parentheses** '(parentheses)' are used to set off amplifying, explanatory, or digressive elements. If such an element has a direct logical relationship to the rest of the sentence, it is better to use commas.

> **Brackets** '[brackets]' are used
> a) to enclose editorial interpolations, corrections, explanations, or comments in quoted material,
> b) to enclose the phonetic transcript of a word,
> c) to enclose such phrases as 'To be continued,' 'Continued from ...,' etc., and
> d) as parentheses within parentheses.

All punctuations, except the terminal punctuation (periods, question marks, and exclamation points) must be dropped before closing parenthesis/brackets.

Punctuation
(For details, see George Davidson: *How to Punctuate.* London: Penguin Books, 2005)

Careful attention needs to be given to punctuation of the text. In face-to-face or voice-to-voice context, the intended meaning of what is said/heard can easily be clarified and misunderstandings corrected. This is not possible in written text, as the writer is usually not present when the reader is reading what has been written.

The basic unit of a text is sentence. A sentence expresses a complete thought. Punctuation clarifies the sentence by giving the reader information that the letters of the alphabet alone cannot do. Punctuation separates words, groups words, and links words, thereby clarifying the structure and meaning of a sentence. Punctuation indicates emotion and attitude, too.

Some illustrations of how punctuation works:

1. *Mr Speaker, I said the honourable member was a liar it is true and I am sorry for it. The honourable member may place the punctuation where he pleases.*

   – Richard Sheridan, the playwright and politician, on being ordered to apologise for calling a fellow Member of Parliament a liar

   This supposed 'apology' from Sheridan without punctuation can be read in more than one way.

   Mr Speaker, I said the honourable member was a liar, it is true, and I am sorry for it. [An apology, because Sheridan is 'sorry' for what he 'said'.]

   Mr Speaker, I said the honourable member was a liar. It is true, and I am sorry for it. [Not an apology, because Sheridan is 'sorry' for what he said being 'true'.]

2. Sheridan worded his apology very carefully. [Sheridan apologised]
   Sheridan worded his 'apology' very carefully. [Sheridan did not really apologise]

3. *Salman wanted to stay till Katrina arrived.* [because Salman liked Katrina]
   Salman wanted to stay, till Katrina arrived. [because Salman did not like Katrina]

3. *Akshay said his sister was already married.* [the sister was married]
   Akshay, said his sister, was already married. [Akshay was married]

4. Teacher: *Students had left thankfully.* [students were thankful]
   Teacher: *Students had left, thankfully.* [teacher was thankful]

5. *Have you eaten grandma?* [suggests cannibalistic inclination of the person to whom the question is put]
   Have you eaten, grandma? [enquires of dear old grandmother if she has eaten yet] [Note: the comma after the third word makes all the difference]

6. *the deep blue sea* [this is a confusing expression]
   the deep-blue sea [sea that is deep blue in colour]
   the deep, blue sea [sea that is both deep and blue]

7. *a light green dress* [this is a confusing expression]
   a light-green dress [a dress that is light green in colour]
   a light, green dress [a dress that is both light and green]

8. *Postmen and women were robbed in Nagarbhavi.* [postmen and women are victims]
   Postmen and -women [or *postwomen*] were *robbed in Nagarbhavi.* [postmen and postwomen are victims]

Thus, punctuation is essential to clear communication. Punctuation consists of full stops (periods), commas, colons, dashes, hyphens, apostrophes, capital letters, and so on.

Full Stop (Period) (.)

The full stop is the most basic of all the punctuation marks. It is used

(a) to mark the end of a complete sentence that is neither a question nor an exclamation; it provides a definite pause

(b) to indicate an abbreviation (but no additional full stop is added if the sentence ends with an abbreviation that has a full stop, e.g., 'He was allowed to complete his Ph.D.' and not 'He was allowed to complete his Ph.D..'

(c) to separate the numerals or letters from the items enumerated in a list

(d) to mark decimal numbers (e.g., 46.25%); to separate main and smaller units of a decimal currency (e.g., Rs 129.99); to separate the hour and minutes in stating time (4.20 p.m.).

Full stop should be omitted at the end of a sentence that is included within another sentence.

Full stop should not be used after titles, captions, headlines, heads or subheads, excepting in Level 3 (run-in side head).

For the use of full stops in abbreviations, see Section 6: Abbreviations.

Question Mark (?)

In a sentence that asks a direct question, a question mark (?) replaces a full stop. Sometimes, a question mark is the only indication that a sentence is intended as a question: e.g.,

'The teacher is extending the deadline. By one week.' and *'The teacher is extending the deadline? By one week?'*

'Why read Karl Marx now.' and *'Why read Karl Marx now?'*

Question mark may be used to indicate uncertainty about a fact or figure; in that case the question mark is placed in parentheses after the fact or figure concerned.

Unlike full stops (see above), question mark is not omitted from headlines, picture captions, heads and subheads, etc.

Exclamation Mark (!)

An exclamation mark is used in place of a full stop to add emphasis, underline emotion, or express surprise.

Unlike full stops (see above), exclamation mark is not omitted from headlines, picture captions, heads and subheads, etc.

Comma (,)

The comma is, perhaps, the most important of all the punctuation marks. A comma marks a momentary pause between different parts of a sentence. The comma is used:

   (a) to split up sentences into smaller parts; to indicate logical breaks in sentences
   (b) a indicate slight pause in the spoken sentence
   (c) to clarify the structure or meaning of a sentence.

In sentences with two or more clauses, some linking words such as *and*, *but*, *for*, *or*, *nor*, *so*, *while*, and *yet* can be preceded by a clause-separating comma. Other linking words such as *also*, *consequently*, *for example* (*e.g.*), *furthermore*, *hence*, *however*, *instead*, *moreover*, *nevertheless*, *therefore*, and *thus* must be preceded by a semicolon (;), and are usually followed by a comma. If there is both a linking word such as *and* or *but* and a word such as *moreover, consequently*, etc., a comma is used.

A clarification on the use comma with the adverb *however* is in order. The adverb *however* when used to introduce a statement that contrasts with or seems to contradict something that has been said previously is followed by a comma if it appears in the beginning of a sentence (e.g., *However,*) and is both preceded and followed by commas if it appears between two contrasting clauses of a sentence (e.g., There may*, however,*).

Demonetisation did not curb black money. However, it improved the rate of income-tax returns.

There may, however, be other measures required to curb black money.

If this adverb is used to mean in whatever way or regardless of how, it is *not* immediately followed by a comma.

Students have to sit the examinations, however much they do not feel like doing them.

A comma may be used after the penultimate item in a list of three or more items, before 'and' or 'or' (or 'nor'):

Primary yellow, primary red, and primary blue are considered the root of every other colour. [note the comma before 'and']

Students are required to choose health, education, or energy as an optional area of study. [note the comma before 'or']

This is called *Serial Comma* or *Oxford Comma*. Of course, the above sentences can be written omitting the comma after the 'and' and 'or'. But, the use of serial comma is recommended for it avoids ambiguity and adds clarity to the sentence:

I love my parents, Jaya and Amitabh [it suggests I love my parents, and my parents are Jaya and Amitabh; this ambiguity can be avoided by rephrasing the sequence in which the entities are mentioned, e.g., *I love Jaya, Amitabh and my parents*; but then parents appear at the end of the list!]

I love my parents, Jaya, and Amitabh [it is clear that I love the three entities mentioned]

A comma used where there is a balance or contrast in a sentence with repeated or similar elements is called *balancing comma*:

So little done, so much to do. [Cecil Rhodes]

From each according to his abilities, to each according to his needs. [Karl Marx]

When the balance is between two sentences already punctuated with commas, the two should be separated by a semicolon:

Those who can, do; those who can't, teach. [George Bernard Shaw]

A comma inserted for a word omitted from a sentence is called the *comma of omission:*

To err is human; to forgive, divine. [note the omission of 'is']

Colon (:) and Semicolon (;)

A *colon* is used to introduce a part of a sentence that explains, completes, or elaborates on what has gone before.

> *1950 is a landmark for India: we proclaimed ourselves a republic that year.*

It can be used to introduce definitions, descriptions, lists, a summing-up, direct speech, and quotations:

> *Spectrum: a band of colours, as seen in a rainbow, produced by separation of the components of light by their different degrees of refraction according to wavelength.* [definition]

> *This is the textbook that I was looking for: comprehensive in coverage, logical in organisation, and simple in presentation.* [description]

> *Three ingredients of good health: nutritious food, regular exercise, and sound sleep.* [list] [If the items in the list are long, they can be set apart on separate lines. If the number of items is mentioned (e.g., three aspects), they can be serialised using Arabic or Roman numerals (1., 2., 3. or i., ii., iii.); if the number of items is not mentioned (e.g., some of its features), they can be serialised using alphabets (a., b., c.).

> *Nutritious food, regular exercise, and sound sleep: these are the three ingredients of good health.* [summing-up]

> *She [the teacher] thrice mouthed: 'Please switch-off your mobile phones.'* (direct speech]

> *Addressing the Constituent Assembly of India in New Delhi on 14–15 August 1947, Jawaharlal Nehru made the famous observation: 'At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom.'* [quotation] [a comma could serve the purpose, but colon makes the introduction emphatic.]

It can be used in interview transcripts, and between the title and the subtitle:

> *Interviewer: Have you personally experienced any episode of crime?*
> *Interviewee: No, I haven't.* [interview transcript]

> *Social Dynamics of the Urban: Studies from India* [title and subtitle]

It is used to express ratios:

> *30:120 = 1:4* (ratio)

A *semicolon* is used to link passages of a text that could be written as separate sentences, but which a writer feels are so closely connected in sense or theme that a

full stop would make too strong a break between them. That is, semicolon lessens the break; it provides a break in a sentence that is stronger than a comma, but weaker than one marked by a full stop.

Hyphens (-) and Dashes (–, —)

A *hyphen* joins two or more words (or parts of words) together; it is not separated by spaces. Hyphens add clarity to text by indicating what is stressed or intonated; see the difference between the following examples:

> *little known streets through the city centre* [= small streets, but known]
> *little-known streets through the city centre* [= streets that are not well known]
>
> *a good pen-repairer* [= a good repairer of pens]
> *a good-pen repairer* [= a repairer of good pens]
>
> *secret-weapon technology* [= secret weapons]
> *secret weapon technology* [= secret technology]
>
> *a Bengali scholar* [a scholar who is Bengali]
> *a Bengali-scholar* [a scholar of Bengali]

When two or more words together form a phrase describing a following noun, they must be hyphenated:

> *A town* on the west coast *is a* west-coast *town.*
> *Instructions that are* easy to follow *are* easy-to-follow *instructions.*

Such phrases need to be hyphenated only when they *precede* the noun they describe, not elsewhere:

> *An* easy-to-follow *manual* is easy to follow. [correct hyphenation]
> An easy-to-follow manual is easy-to-follow. [wrong hyphenation]

Other examples: *a four-stroke motor cycle*; *a walk-in interview*; a *sixteenth-century temple*; *a right-of-centre policy think-tank; Bengaluru-based policy analyst; caste-like social organisation*; *a first-rate programme*; etc.

Numbers from 21 to 99 and fractions, when written in words, are to be hyphenated:

> This batch of MPP Programme has *fifty-two* students.
> *Four-fifth*s of the class volunteered to clean up the campus.

As a general rule, hyphens are not used with prefixes (e.g., *un-*, *dis-*, *mis-*, *pre-*, *re-*, etc.), suffixes (e.g., *-ly*, *-ness*, *-ful*, etc.), or word-forming elements (e.g., *electro-*, *hydro-*, *photo-*, *itis*, *-lysis*, etc.). But, a hyphen would be necessary to avoid the juxtaposition of identical letters, especially vowels (e.g., *re-enter*, *electro-optics*, *anti-immigration*, *bell-like*, *cross-stich*, etc. Hyphen is generally used with such prefixes as *ex-* (ex-minister), *non-* (non-member), *pro-* (pro-reform), etc. However, the prefix *anti*

is not followed by a hyphen, unless it is a one-off coinage (e.g., anti-hero, anti-caste, etc.)

Compound adjective made up of a noun and an adjective (accident-prone, sugar-free), or a noun and a participle (computer-driven, record-breaking, thought-provoking), or an adjective and a participle (good-hearted, bad-tempered, quick-thinking) should usually be hyphenated.

In compound adjectives formed from the adverb 'well' and a participle (well-known, well-intentioned, well-received), or from a phrase (up-to-date, last-minute, world-famous), hyphen must be used only when the compound comes *before* the noun, but not *after*.

> Shah Rukh Khan is a well-known good-looking actor.
> Having said that, he is less well known in Timbuctoo than in Trinidad, but just as good-looking.
>
> This is up-to-date *Manual of Style*. At least, I have done my best to ensure that it is up to date.

The use of hyphen distinguishes words that would otherwise be identical:

> *re-cover* = cover again; *recover* = to get better
> *re-count* = count again; *recount* = tell
> *co-op* = a co-operative society; *coop* = a cage in which poultry are kept [noun] or put or keep (poultry) in a cage or confine in a small place [verb]

Use a hyphen to separate a prefix from a name or date, e.g., 'post-Brexit', 'pre-1947'.

Use a hyphen to stand for a common second element in all but the last word of a list, e.g., 'There are two-, three-, and four-year-olds in the same class'.

Dashes serve functions different from hyphens. The two most commonly used dashes are En Dash or n-dash (–) and Em Dash or m-dash (—); they correspond in length to the width of the letters *n* and *m* respectively. The n-dash (–) is twice as long as a hyphen (-).

Dashes may be used to separate off comments in the same way as parentheses; they are called *separating dashes*:

> *You can be a patriot—as many people are—without publicly demonstrating your patriotism.* [m-dash; note there is no space between the dash and the words at either end]
>
> *You can be a patriot – as many people are – without publicly demonstrating your patriotism.* [n-dash; note the space before and after the two dashes]
>
> *You can be a patriot (as many people are) without publicly demonstrating your patriotism.* [parentheses]

En Dash (–) may be used to link words in the same way as hyphens; they are called *linking dashes*:

Rural–urban *continuum is a much-debated theoretical proposition in sociology.*

India–Pakistan *foreign secretaries' meeting will be held early next month.*

En Dash is

(i) used to indicate spans of time or ranges of numbers; it conveys the meaning of either 'to' or 'through':

The number of Income-Tax Returns field for the assessment year 2018–2019 *is an all-time record.*

The scheduled window for consultation is 2.00–4.00 *p.m.*

The background to the policy statement can be found in pages 13–28 *of the document.*

(ii) used to connect terms that are already hyphenated or a two-word phrase is used as a modifier; when en-dash is used thus, it creates a compound adjective:

The pro-choice–pro-life *argument is central to the debate on abortion.*

Sir V. S. Naipaul, the Nobel Prize–winning *author died on 11 August 2018.*

Em Dashes (—), as mentioned earlier, are primarily used as *separating dashes.* However, many writers prefer to use En Dash for the same purpose, as shown in the illustrations earlier. The one use that Em Dash serves, which En Dash cannot, is to replace unknown, censored, or intentionally omitted letters:

The speaker used a word that began with the vocal sound trs—. (unclear word)

The salesperson accused the customer as calling him a b—d. (censored or intentionally omitted letters from a word)

Miscellaneous

In cross-references in the text, the convention for the use of the word 'chapter' is as follows:

'In the next chapter ...' (lowercase)

'In Chapter 5 ...' (capital)

In references to chapters in cited books, it is usual to make 'chapter' lower case in order to make a distinction from the above:

'In chapter 3 of her *A New God in Diaspora,* Vineeta Sinha argues ....'

The word chapter must not be abbreviated in running text; it may be abbreviated (as 'Ch.' or 'ch', as the case may be) in footnotes/endnotes and bibliography/references.

6. Abbreviations

Standard Abbreviations

Several citation abbreviations are conventionally used in scholarly writing. Many of them are Latin (L.) in origin. The important ones are reproduced below in their standard form. For others, one may consult *Concise Oxford Dictionary*.

'a.m.' (L. *ante meridiem*) – before midday

'ca' (L. *circa*; approximately) – used preceding a date or amount

'cf.' (L. *confer*; compare) – compare with [different from 'c.f.' (carried forward) in accounting]

CIP – Library of Congress Cataloguing in Publication

'e.g.,' (L. *exempli gratia*; 'for the sake of example') – for example

'et al.' (L. *et alii*) – and others

'etc.' or 'etc.,' (L. *et cetera*; 'and' 'the rest') – and other similar things

'et seq.' (L. *et sequentes*) – and the following

'f.' – and following (plural 'ff.')

'fv' (L. *folio verso*), on the back of the page

'ibid.' (L. *ibidem*; in the same place) – in the same source (referring to a previously cited work)

'idem' (L.; the same) – used in citations to indicate an author or word that has just been mentioned

'i.e.,' (L. *id est*; 'that is') – that is to say

'inf.' (L. *infra*) – below

ISBN – International Standard Book Number – a number assigned to each book by its publisher under a system set up by the R.R. Bowker Co. It uniquely identifies the book. E.g., 0-226-07522-2 (0 = published in English-speaking country, 226 = publisher UCP, 07522 the book - 2 check digit).

ISSN – International Standard Serial Number – A number assigned to serial publications either in book or journal form.

'loc. cit.' (L. *loco citato*) – in the place cited

'NB.' (L. *nota bene*) – note well, or take careful note

'nd' – no date

'Np' – no publisher; no place

'op. cit.' (L. *opere citato*) – in the work cited

'p.' – page (plural 'pp.')

'p.m.' (L. *post meridiem*) – after midday

'PS.' (L. *postscriptum*) – written after; an afterthought

'passim' (L. *passus*, *pandere*; scatter) – (of references) at various places throughout the text

'pub.' – publication, publisher, published by

'quart.' – quarterly

'qv' – (L. *quod vide*) – which see

'repr.' – reprint

'rev.' – review; revised, revision

'sec.' – section

'ser.' – series

'*sic*' (L.; 'so, thus') – used after a copied or quoted word to indicate that it is written exactly as it stands in the original.

'sup.' – (L. *supra*) – above

'viz.' (L. abbreviation of *videlicet* – *z* being a medieval L. symbol for *et*) – namely; as follows; in other words, or that is to say. Usually, this abbreviation is used to introduce examples or further details to illustrate a point.

'vol.' – volume

Internet Abbreviations

blog[1]   Web log

email   – electronic mail

Id.   – identity

html   – hypertext mark-up language

http   – hypertext transport/transfer protocol

URL   – Uniform Resource Locator (used to specify addresses on www)

www   – world wide web

Note: 1. Individual articles on a *blog* are referred to as 'post', the person who created the *blog* post is often called a 'blogger', and the activity of keeping a *blog* is known as 'blogging'.

Non-standard Abbreviations

The expanded form of an abbreviation must be given when first used, e.g., Indian Council of Social Sciences (ICSSR), National Law School of India University (NLSIU), University Grants Commission (UGC), etc.

Abbreviations must be written out in full when they form the first word in a sentence (or the sentence must be rearranged to avoid this problem.

As a general rule, periods (full stops) must be left out in abbreviations made up of capitals, e.g., EU, not E.U.; NLSIU, not N.L.S.I.U.; UGC, not U.G.C.; UNO, not U.N.O.; USA, not U.S.A.;. Abbreviations of units of measurement are written without full stop, e.g., cm, not c.m. or C.M.; km, not k.m. or K.M.; kg, not k.g. or K.G.

Abbreviations of university credentials may be written with full stops (B.Sc., M.A., M.P.P., M.Phil., Ph.D., D.Litt.), but are usually written without full stops (BSc, MA, MPP, M Phil, PhD, DLitt).

Abbreviations of Latin words are written with full stops: a.m., p.m., e.g., i.e., ibid., et al., etc., and so on.

7. Tables

Tables offer a useful means of presenting large amounts of detailed information in small space. They contribute to clear, concise, and comparative presentation of data.

Tables may be used to present either primary data or secondary data. Tables based on secondary data must mention their 'source(s)' at the bottom of the table.

Types of Tables

There are two broad types of tables:

1. A *frequency table* describes the distribution of some characteristic(s) (see Appendix 7)

   - Sequence of entry: serial number, variable (category), frequency, and percentage.

   - Column-wise total is presented.

2. A *cross table* shows the relationship between variables (categories), that is, variations in a given category of responses (the dependent variable) with respect to some other category(ies) of responses (the independent variable) (see Appendix 8).

   - Position of variables: independent variable to the left (column) and dependent variable to the right (row).

   - Sequence of entry: As in frequency table.

   - Both row-wise and column-wise totals are presented, but only row-wise comparison yields statistically permissible results, though column-wise comparisons may sometime yield crucial/confirmatory insights.

   - Row-wise percentages are presented in parenthesis adjacent to the frequency; column-wise percentages are presented under the frequency.

More complicated tables (relating three variables), matrix, etc. can be prepared.

Table Numbers

Every table should be given a number (Arabic numeral) and should be cited in the text by that number, either directly, e.g., 'as seen in Table 4.1,' or parenthetically, e.g. '(see Table 4.1).' Tables should be referred to only by their serial numbers; expressions such as 'in the table below' and 'in the table above' must be avoided.

Tables are numbered in the order in which they are to appear in the text. Since tables are likely to appear in more than one chapter, tables can be assigned numbers as

follows: chapter number followed by a point followed by the table number, e.g., Table 4.1 refers to the first table in chapter 4.1.

Table should always follow a reference to it in the text. Table number (typed in Arabic numerals) and the title of the table (initial capital and no period at the end) must be place on a line above the table. Tables may have footnotes.

A list of all tables in the serial order must be placed as a front matter as suggested in Section 1 (see also Appendix 6).

8. Documentation: Referencing and Bibliography

The *author-date* system is the most economical and efficient system of documentation. Author's name and year of publication are given in the text, usually in parentheses, and keyed to a list of references, which is placed at the end of the dissertation/thesis or paper. This list is arranged alphabetically, and is called 'Bibliography' or 'References' or 'Bibliography and References.'

The following are some illustrations of how the works are referenced in the text (the non-highlighted explanation for 'One author' is the same for others, too:

One author (one work)

(Stone 2008) – last name of the author and the year of publication with no punctuation mark in between. The citation is in parentheses.

Stone (2008) – name of the author is part of the running text and only the year of publication appears in parentheses.

(Stone 2008: 42) – last name of the author, the year of publication followed by a colon, and a specific page number).

(Stone 2008: 5–6); (Stone 2008: 125–32); (Stone 2008: 198–203) – last name of the author, the year of publication followed by a colon, and specific page numbers). The beginning and the ending pages are joined by an En-dash.

One author (multiple works)

(Stone 1984, 1988a, 2008) – multiple works listed chronologically and separated by commas.

One author (two or more works published in the same year)

(Stone 1988a, 1988b) – two (or more) works published in the same year suffixed with alphabets and separated by comma(s).

Two authors (co-authored/-edited publication)

(Grindle and Thomas 1989)

More than two authors (co-authored/-edited publication)

(True et al. 2007)

Two or more separate authors

(Stone 1984; Grindle and Thomas 2007; Soni 2017) – works of two (or more) separate authors, listed chronologically separated by a semicolon.

Authorship attributed to an Institution, Agency, or Body

> **(Government of Karnataka 2006); (BBC News 2014); (Data Protection Working Party 2017);** National Crime Records Bureau (NCRB). 2017 (National Crime Records Bureau 2017); **(Ministry of Electronics and Information Technology [MEIT] 2018); Department of Industrial Policy and Promotion 2019)** – work published or sponsored by an institution and there is no author's name.

When more than one person with the same last name is cited (e.g., Khan, Rao, Singh, Smith, Young, etc.), it is advisable to give their initials (e.g., M. Khan and W. Khan; P. Rao and S. Rao; R. Singh and Y. Singh; V. Smith and W. Smith; K. Young and M. Young), or full first names, if the initials are also identical (e.g., Yogendra Singh and Yuvaraj Singh).

Secondary references must be cited as '(quoted in or cited in ....).'

All reference material (published or unpublished, recorded, microfilm, Internet, etc.) to be included in a comprehensive list called **References** or **Bibliography** or **References and Bibliography**.

Bibliography

Each item in a bibliography should begin flush left. If the item requires more than one line, run-over lines should be indented 0.3" (or equivalent) space (hanging indention).

E.g.,
Stone, Deborah. 1988. *Policy Paradox: The Art of Political Decision Making*. London: W. W. Norton and Co.

All bibliographic material must be typed single line-spaced using Times New Roman Font 12.

Author's names in alphabetical list are typed last name first. If several works by the same author are listed, it is advisable to repeat the name for each item following the first. This will facilitate the location and identification of the author(s) through electronic search.

Capitalise the first and last words and all nouns, pronouns, adjectives, verbs, adverbs, and subordinate conjunctions. Lowercase articles (*the*, *a*, *an*), co-ordinate conjunctions (*and*, *or*, *for*, *nor*), and prepositions, regardless of length, unless they are the first or the last words of the title or subtitle. Second element in a hyphenated compound word in a title should be capitalised only if it is a noun or a proper adjective or if it has equal force with the first element (e.g., Twentieth-Century, Non-Indian, City-State, etc.). The second element must not be capitalised if it is a participle modifying the first element or both elements constitute a single word (e.g., Konkani-speaking People, Large-sized Library, Re-establish, Self-sustaining Village, etc.).

Titles of books, journals, magazines, newspapers are *italicised*.

Items listed in the Bibliography/References must have the following details:

1. Book
- Full name of the author(s) (starting with the last name of the [first] author)
- Year of publication
- Complete title and subtitle (if any) of the book (in *italics*)
- Volume number, if any
- Edition, if not the original
- Number of volumes (if the entire multi-volume work is cited)
- Facts of publication: city where published and the name of the publisher

> E.g.,
> Stone, Deborah. 1988. *Policy Paradox: The Art of Political Decision Making*. London: W. W. Norton and Co.

2. Chapter in an anthology or edited book
- Full name of the author(s) (starting with the last name of the [first] author)
- Year of publication
- Complete title and subtitle (if any) of the chapter (in regular fonts; within single inverted commas)
- Full name of the author(s), preceded by 'in'
- Complete title and subtitle (if any) of the book (in *italics*)
- Volume number, if any
- Edition, if not the original
- Facts of publication: city where published and the name of the publisher
- Inclusive (beginning and ending) page number(s) of the chapter

> E.g.,
> True, James L., Bryan D. Jones and Frank R. Baumgartner. 2007. 'Punctuated-Equilibrium Theory: Explaining Stability and Change in Public Policy-making', in Paul A. Sabatier (ed.): *Theories of the Policy Process.* Boulder, Colorado: Westview Press, 2007, pp. 155–187.

3. Paper/Article in a Journal/Periodical
- Full name of the author(s) (starting with the last name of the [first] author)
- Year of publication
- Complete title and subtitle (if any) of the paper/article (in regular fonts; within single inverted commas)
- Name of the journal/periodical (in *italics*)
- Volume and Issue numbers of the journal/periodical
- Inclusive (beginning and ending) page numbers of the paper/article

> E.g.,
> Warren, Samuel D. and Brandeis D. Louis. 1890. 'The Right to Privacy'. *Harvard Law Review* 4 (5): 193–220.

4. Newspaper
- Full name of the author(s) (starting with the last name of the [first] author) or the name of the news agency (Times News Network; Reuters, etc.)
- Year of publication
- Complete title and subtitle (if any) of the article/news item (in regular fonts; within single inverted commas)
- Full name of the newspaper (in *italics*)
- Place of publication (edition)
- Date of publication (e.g., 8 January 2012)
- Inclusive (beginning and ending) page number(s) of the article/news item

E.g.,
Vagishwari, S. P. 2017. 'Are Lingayats not Hindus?', *Deccan Herald* (Bengaluru), 12 September, p. 10.

Newspaper report from the Internet is listed as follows:
The Hindu (Bangalore). 2010. Editorial: 'Census and Caste', 6 May 2010, http://www.thehindu.com/opinion/editorial/census-and-aste/article 13666103.ece (accessed on 12 September 2017).

5. Internet
- Full name of the author(s) (starting with the last name of the [first] author) or the agency
- Year of posting
- Complete title and subtitle (if any) of the article/news item (in regular fonts; within single inverted commas)
- Website Id. (e.g., http://www.......html)
- Date of accession

E.g.,
Soni, Anusha. 2017. 'In democracy, liberty cannot exist without right to privacy, Gopal Subramanium argues in Supreme Court', (https://www.indiatoday.in/india/story/right-to-privacy-aadhaarsupreme-court-gopal-subramanium-1025158-2017-07-19) (posted on 18 July 2017) (accessed on 18 August 2018).
The Hindu (Bangalore). 2010. Editorial: 'Census and Caste', 6 May 2010, http://www.thehindu.com/opinion/editorial/census-and-aste/article 13666103.ece (accessed on 12 September 2017).

6. Social Media
Blog
- Full name of the author(s) (starting with the last name of the [first] author) or the agency
- Complete title and subtitle (if any) of the entry (in regular fonts; within single inverted commas)
- Title of the blog (in italics) and URL (If the word *blog* is not part of the title, then add 'blog' in parentheses after the title.)
- Date of accession

E.g.,

Bailey, Rishab. 2019. 'Disclosures in privacy policies: Does "notice and consent" work?' (blog), (https://blog.theleapjournal.org/2019/02/disclosures-in-privacy-policies-does.html) (accessed on 20 March 2019).

Twitter Post

- Full name of the author(s) (starting with the last name of the [first] author)
- Twitter post (add 'twitter' in parentheses)
- Day, month, year, and time
- Tweet URL
- Date of accession

Facebook Post

- Name of Facebook page
- Facebook URL
- Date of accession

   Note: For more details on citing social media sources, see
        https://libguides.murdoch.edu.au/Chicago/social_media

7. Court Cases are only cited in endnotes or footnotes, not in Bibliography or References. If many cases are cited in the text, then it is advisable to add a separate section in the Bibliography or References, under the heading 'Court Cases'. The format for citing a case is 'Keshavananda Bharati v. The State of Kerala and Others' (AIR 1973 SC 1461 [*All India Reporter*, Year of judgement, Supreme Court, Docket number]).

8. Unpublished Material

- Title of document, if any, and date
- Name of collection

E.g.,

Jayaram, N. 2017. 'Dynamics of Symbolic Inclusion in a "Secular" State: The Tipu Jayanthi Embroilment in Karnataka'. Paper presented at the National Seminar on 'Secularism, Equality, and Inclusion: Understanding the Paradox of Indian Modernity', Department of Sociology, Guru Nanak Dev University, Amritsar, 10–11 March 2017.

(for details on bibliography/references, see Appendix 9)

Bibliographies can also be generated by using an appropriate style in recent versions of word-processing programmes. Some of the popular styles available in MS Word include APA (American Psychological Association), Chicago, Harvard, and MLA (Modern Language Association). Whichever style is chosen, it must be followed consistently throughout the dissertation/thesis.

9. Miscellaneous

Epigraph

Epigraph is a relevant quotation at the beginning of a book or a paper. This is not part of the text (unless it is repeated in the text) and hence no referencing is necessary. Only the author's name and title of the work need be given on a line (set flush right) following the quotation (see Appendix 5).

Frontispiece

Frontispiece in illustration or photograph carried before the title page. This is not part of the text, but this may be explained in the Preface or Introduction (see Appendix 10).

Glossary

Glossary is an alphabetical list of words relating to a specific subject or language/ dialect with short explanations. If such words are very few, the explanations can be given in parenthesis (or in an endnote/footnote) when the word appears first in the text.

Notes (see p. 5)

Footnotes and *endnotes* are both ways to add clarifying information into a text. A footnote or an endnote provides details about a point or argument made in the text. Generally, these details are *not* directly related to that point or argument made; they are in the nature of interesting elaboration or digression.

Footnotes and endnotes must *not* be used for citation and referencing purposes.

A *footnote* is inserted at the bottom (or 'foot') of whatever page the note is on. An *endnote* is inserted at the end of the document. In term papers or research papers, the use of *endnotes* is recommended; in dissertations or theses, the use of *footnotes* is recommended.

Footnotes and endnotes are serially numbered with *Arabic* numerals starting with 1 (e.g., 1, 2, 3, etc.). Author identification as a footnote or endnote is not numbered; single asterisk [*] is used instead. Similarly, acknowledgements and disclaimers are not numbered; double asterisk [**] is used instead.

Recto – (L. on the right [*folio*] page): right hand page (always odd number).

Verso – (L. on the turned [*folio*] page): left hand page (always even number).

Appendix 1: Specimen title sheet – MA Dissertation

WHITHER PROFESSORIATE?
A CRITICAL INQUIRY INTO THE
ENACTMENT OF FACULTY
APPRAISAL POLICY

Shrikant V. Wad

**A dissertation submitted in partial fulfilment of the requirements for
the Degree of Master's in Public Policy**

**National Law School of India University
Bengaluru**

2016

Appendix 2: Specimen title sheet – PhD Thesis

SOCIAL CAPITAL AND BUSINESS VENTURE

Entrepreneurship in the ICT Industry

Anirban Sengupta

**A dissertation submitted in fulfilment of the requirements for
the Degree of Doctor of Philosophy in Social Sciences**

**School of Social Sciences
Tata Institute of Social Sciences
Mumbai**

2009

Appendix 3: Specimen declaration

DECLARATION

I, [full name of the student], hereby declare that this dissertation entitled [*full title of the dissertation*] is the outcome of my own study undertaken under the guidance of [title, full name, and designation of the guide]. It has not previously formed the basis for the award of any degree, diploma, or certificate of this University or of any other institute or university. I have duly acknowledged all the sources used by me in the preparation of this dissertation.

[Signature of the student/scholar]

[Date, month, and year]   [(Name of the student/scholar)]

Appendix 4: Specimen certificate

CERTIFICATE

This is to certify that the dissertation/thesis entitled [*full title of the dissertation/thesis*] is the record of the original work done by [full name of the student/scholar] under my guidance and supervision. The results of the research presented in this dissertation/ thesis have not previously formed the basis for the award of any degree, diploma, or certificate of this University or any other institute or university.

[Signature of the supervisor]
[(Name of the supervisor)]

[Date, month, and year]   [Designation of the supervisor]

Appendix 5: Specimen epigraph

. . . one has to admit that nationalism in both its historical expressions [liberating and expansionist] is dead today. But we can still say: 'Nationalism is dead, long live Nationalism,' for a new Nationalism like a new monarch has appeared. What is it like?

– Nirad Chaudhuri: *Three Horsemen of the New Apocalypse*

Appendix 6: Specimen table of contents

Contents

Note:

(i) The table of contents is titled **Contents** and includes the title and beginning page number of each part of the dissertation/thesis covering the front matter, the text divisions (chapters) and the back matter.

(ii) The table of contents is followed by (1) the list of abbreviations (if there are many) (titled **Abbreviations**), (2) the list of tables (titled **List of Tables**), and (3) the list of illustrations (covering figures, charts, maps, and diagrams) (titled **List of Illustrations**). The titles of illustrations and tables may be shortened, if necessary.

Appendix 7: Specimen frequency tables

<div align="center">

Table 4.3
Results of the 1967 Goa Assembly Elections

Party	Candidates	Valid Votes	Percentage	Seats
MGP	25	110,991	40.37	16
UGP	30	104,426	37.98	12
Others	171	59,504	21.65	2
Total	226	*274,921	65.71	30

</div>

Note: * out of 418,404
Source: Assembly Elections Ready Reference (1994: 28)

<div align="center">

Table 2.6
Type of Schooling

Type of School	Research scholars	Post-graduate students	Private medical college students	Government medical college students	Total
'Public school'	6.8	3.0	42.7	9.6	14.5
English medium private school	40.9	50.0	40.0	77.6	56.7
English medium government school	15.9	15.0	1.3	8.0	9.6
Vernacular medium private school	15.9	17.0	13.3	3.2	11.1
Vernacular medium government school	20.5	15.0	2.7	1.6	8.1

</div>

Note: Only percentage distributions are given

Appendix 8: Specimen cross table

Table 4.1
Father's Educational Status Compared with Grandfather's Educational Status

Grandfather	*Father*			*Total*
	High educational status	Medium educational status	Poor educational status	
High educational status	53 (89.8) 40.2	6 (10.2) 8.8	–	59 25.5
Medium educational status	45 (71.4) 34.1	17 (27.0) 25.0	1 (1.6) 3.2	63 27.3
Poor educational status	34 (31.2) 25.7	45 (41.3) 66.2	30 (27.5) 96.8	109 47.2
Total	132 (57.2)	68 (29.4)	31 (13.4)	231

Note: Figures in parentheses refer to row-wise percentages; figures in the second row refer to column-wise percentages.

Appendix 9: Specimen bibliography/references

Bibliography/References

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Appendix 10: Specimen frontispiece

Appendix 9: Specimen frontispiece

Portrait of Abbe J.A. Dubois appearing in
Dubois' *Hindu Manners, Customs and Ceremonies*
edited by Henry K.Beauchamp (Third edition 1906)

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