Handbook of Style and Usage (English)

May 2020
I. Rights and Permissions

a. Licence for Use:
This work is available under the following licence:
All the content created by the author(s) for the purpose of the Handbook of Style and Usage is copyrighted.
For permission to reproduce copyright materials, contact the authors of the copyright and IIHS, noted as the "Source" on each page. You are free to share, to copy, distribute and transmit the work under the following conditions:

Attribution: You must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that the author endorses you/your use of the work).

Non-commercial: You shall not use this work for commercial purposes.

Restrictions on use: The content of this work shall not be modified, edited or altered in any manner without prior written permission of IIHS.

With the understanding that:

Public Domain - Where the work or any elements is in the public domain under applicable law, that status is in no way affected by the licence.

Other Rights - In no way are any of the following rights affected by the licence:
- Your fair dealing or fair use rights, or other applicable copyright exceptions and limitations;
- The author's moral rights;
- Rights other persons may have either in the work itself or in how the work is used, such as publicity or privacy rights;

Explanation: "Work" means the literary and/or artistic work offered under the terms of this license including without limitation any production in the literary, scientific and artistic domain, whatever may be the mode or form of its expression including digital form, such as a book, pamphlet and other writing; a work of drawing, painting, architecture, sculpture, engraving or lithography; a photographic work to which are assimilated works expressed by a process analogous to photography; a work of applied art; an illustration, map, plan, sketch or three-dimensional work relative to geography, topography, architecture or science; a performance; a broadcast; a phonogram; a compilation of data to the extent it is protected as a copyrightable work.

b. Translation: Where a translation of this work has been created by a third party, prior written permission must be obtained from IIHS. Attribution to IIHS shall be accompanied by the following disclaimer:

"All rights in relation to the material contained in the original work vest with the Indian Institute for Human Settlements (IIHS)."

c. Adaptation: Where an adaptation of the original work has been created, prior written permission must be obtained from IIHS. Attribution to IIHS shall be accompanied by the following disclaimer:

"All rights in relation to the material contained in the original work vest with the Indian Institute for Human Settlements (IIHS). This work is an adaptation of the original work created by IIHS. IIHS does not endorse the modified content or views/opinions contained in this adaptation in any manner."

d. Third Party Content: This work contains third party owned material which has been duly attributed by IIHS. It is the responsibility of the user to determine the requirements for permission and obtain such permission from the respective copyright owner(s) in the event of use/reuse of third party owned material that constitutes a component of this work. Examples of components may include, but are not limited to, tables or figures. IIHS shall not be liable for any claims arising out of the infringement of material owned by a third party as a result of use/reuse by a user.

e. DOI: https://doi.org/10.24943/HSU.2020

f. Cover and interior design:
All images and illustrations that appear in this work have been used with the permission of the creator. For further use/reuse, relevant permission must be obtained from the creator.

All queries on rights and licenses should be addressed to: wordlab@iihs.ac.in
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>SPELLING</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>ABBREVIATIONS</strong></td>
<td>5</td>
</tr>
<tr>
<td>- When and how to abbreviate</td>
<td></td>
</tr>
<tr>
<td>- Plurals</td>
<td></td>
</tr>
<tr>
<td>- Possessives</td>
<td></td>
</tr>
<tr>
<td>- Articles and abbreviations</td>
<td></td>
</tr>
<tr>
<td>- Headings</td>
<td></td>
</tr>
<tr>
<td>- Tables</td>
<td></td>
</tr>
<tr>
<td>- List of abbreviations</td>
<td></td>
</tr>
<tr>
<td><strong>QUOTATIONS</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>CAPITALISATION</strong></td>
<td>6</td>
</tr>
<tr>
<td>- Ethnic groups</td>
<td></td>
</tr>
<tr>
<td>- Geographic names</td>
<td></td>
</tr>
<tr>
<td>- Government, ministries, departments and other government bodies</td>
<td></td>
</tr>
<tr>
<td>- Political parties, religions and religious bodies</td>
<td></td>
</tr>
<tr>
<td>- Titles and designations</td>
<td></td>
</tr>
<tr>
<td>- Historical events</td>
<td></td>
</tr>
<tr>
<td>- Parts of a publication</td>
<td></td>
</tr>
<tr>
<td>- Plans, policies and laws</td>
<td></td>
</tr>
<tr>
<td><strong>NUMBERS AND MEASUREMENTS</strong></td>
<td>7</td>
</tr>
<tr>
<td>- Countable or uncountable</td>
<td></td>
</tr>
<tr>
<td>- Figures or words</td>
<td></td>
</tr>
<tr>
<td>- Ordinal numbers</td>
<td></td>
</tr>
<tr>
<td>- Fractions</td>
<td></td>
</tr>
<tr>
<td>- Currencies</td>
<td></td>
</tr>
<tr>
<td>- Percentages</td>
<td></td>
</tr>
<tr>
<td>- Weights and measures</td>
<td></td>
</tr>
<tr>
<td>- Singular or plural</td>
<td></td>
</tr>
<tr>
<td><strong>DATES AND TIME</strong></td>
<td>8</td>
</tr>
<tr>
<td>- Days</td>
<td></td>
</tr>
<tr>
<td>- Months</td>
<td></td>
</tr>
<tr>
<td>- Years</td>
<td></td>
</tr>
<tr>
<td>- Decades</td>
<td></td>
</tr>
<tr>
<td>- Centuries</td>
<td></td>
</tr>
<tr>
<td>- Time</td>
<td></td>
</tr>
<tr>
<td><strong>HEADINGS</strong></td>
<td>9</td>
</tr>
<tr>
<td>- Abbreviations in headings</td>
<td></td>
</tr>
<tr>
<td>- Hyphenated words</td>
<td></td>
</tr>
<tr>
<td><strong>TABLES, FIGURES AND BOXES</strong></td>
<td>9</td>
</tr>
<tr>
<td>- Title</td>
<td></td>
</tr>
<tr>
<td>- Notes and explanatory material</td>
<td></td>
</tr>
<tr>
<td><strong>LISTS</strong></td>
<td>10</td>
</tr>
<tr>
<td>- Vertical lists</td>
<td></td>
</tr>
<tr>
<td>- Run-in heads</td>
<td></td>
</tr>
<tr>
<td><strong>FOOTNOTES AND ENDNOTES</strong></td>
<td>10</td>
</tr>
<tr>
<td>- Abbreviations in footnotes/endnotes</td>
<td></td>
</tr>
<tr>
<td>- Cross-referencing</td>
<td></td>
</tr>
<tr>
<td>- Footnote/Endnote indicators</td>
<td></td>
</tr>
<tr>
<td>- Tables, figures and boxes</td>
<td></td>
</tr>
<tr>
<td><strong>APPENDIXES</strong></td>
<td>11</td>
</tr>
<tr>
<td>- Abbreviations in appendixes</td>
<td></td>
</tr>
<tr>
<td>- Citing in text</td>
<td></td>
</tr>
<tr>
<td><strong>PUNCTUATION</strong></td>
<td>11</td>
</tr>
<tr>
<td>- Apostrophe</td>
<td></td>
</tr>
<tr>
<td>- Colon</td>
<td></td>
</tr>
<tr>
<td><strong>COMMA</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>HYphen</strong></td>
<td></td>
</tr>
<tr>
<td><strong>EN dash</strong></td>
<td></td>
</tr>
<tr>
<td><strong>EM dash</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Brackets</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Quotation marks</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Punctuation after a quotation</strong></td>
<td></td>
</tr>
<tr>
<td>- Slash</td>
<td></td>
</tr>
<tr>
<td>- Ellipses</td>
<td></td>
</tr>
<tr>
<td><strong>ARTICLES</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>NON-ENGLISH TERMS</strong></td>
<td>13</td>
</tr>
<tr>
<td><strong>GENDER-NEUTRAL LANGUAGE</strong></td>
<td>13</td>
</tr>
<tr>
<td><strong>REFERENCES</strong></td>
<td>13</td>
</tr>
<tr>
<td>- Citation style</td>
<td></td>
</tr>
<tr>
<td>- In-text citations</td>
<td></td>
</tr>
<tr>
<td>- List of references</td>
<td></td>
</tr>
<tr>
<td>- Books</td>
<td></td>
</tr>
<tr>
<td>- Journals</td>
<td></td>
</tr>
<tr>
<td>- Newspapers</td>
<td></td>
</tr>
<tr>
<td>- Online and electronic sources</td>
<td></td>
</tr>
<tr>
<td>- Others</td>
<td></td>
</tr>
<tr>
<td>- Cross-references</td>
<td></td>
</tr>
<tr>
<td><strong>HOW TO CREATE YOUR OWN STYLE SHEET</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>CHEATSHEET</strong></td>
<td>17</td>
</tr>
</tbody>
</table>
Introduction

The IIHS Handbook of Style and Usage (HSU) is intended to establish certain basic stylistic conventions for all IIHS publications, to ensure consistency and to help you edit your own work. This includes all reports, working papers, cases, policy briefs, books and other standalone texts published by IIHS.

The guiding principles of the HSU are clarity, consistency and easing the readers' experience. The idea is not to impose a standard or uniform writing style but to point out correct usage as well as preferred usage where multiple options exist.

Towards this end, this handbook contains some rules and several suggestions.

For ease of use, this third edition also includes a ‘cheat sheet’—a handy one-page guide for quick reference—though we suggest that you also read the longer version. Take a quick look at it before you start writing, rather than after.

These guidelines pertain to all IIHS publications, though you may find some of them useful even otherwise. If your writing is meant for external clients or publishers, remember to check if they have their own style guides. It is always useful to create a style sheet.

We carry forward the disclaimer from the first two editions: the HSU is not comprehensive. If you are lost or confused, the Chicago Manual of Style is usually a good place to go to since much of the HSU is based on it. And, of course, the Word Lab is always happy to help. For queries or suggestions, write to us at wordlab_team@iihs.ac.in
| **SPELLING** | Use British, not American, spelling. | Avoid: labor, traveler, center  
Prefer: labour, traveller, centre |
| --- | --- | --- |
| | End your words with -ise, -yse, -isation, not -ize/-yze/-ization. | Avoid: recognize, analyze, urbanization  
Prefer: recognise, analyse, urbanisation |
| | When in doubt, refer to the Oxford English Dictionary (British spelling). | |
| | When quoting from or citing documents and publications, and when referring to established titles, use the spelling in the original. | |
| **ABBREVIATIONS** | The excessive use of abbreviations makes text cumbersome to read. Therefore, introduce an abbreviation only if (i) the term appears at least three times in each part of a work, and  
Exception 1: If an abbreviation is better known than the spelled-out form, use the abbreviation even if the term appears only once.  
Exception 2: Some abbreviations are better known than the words they stand for and do not have to be explained in the text or added to the list of abbreviations.  
Avoid using contractions unless you are reproducing a direct quotation that contains a contraction. | United Nations Children’s Fund (UNICEF)  
AIDS, ATM, DVD, jpeg, GIF, URL  
Avoid: can’t, we’ll, shouldn’t  
Prefer: cannot, we will, should not |
| | When and how to abbreviate | Besides elected representatives from these Urban Local Bodies (ULBs), the team also interacted with ULB staff. |
| | Spell out each term on first mention, with the abbreviation in parenthesis. Thereafter, only use the abbreviation.  
Because parts of a document may be extracted and used for other purposes, spell out each term to be abbreviated at its first appearance in the front matter (e.g., executive summary),  
Use no periods or spaces with abbreviations that appear in capitals.  
Use no periods or spaces between people’s initials.  
Use periods with abbreviations that appear in lowercase letters. | |
<p>| | Plurals | SHGs, SMSes |
| | Possessives | the UN’s mandate |
| | Articles and abbreviations | NATO, UNESCO, UNICEF |
| | Other abbreviations may be preceded by ‘a’, ‘an’ or ‘the’. | a ULB, an MoU, the UN |
| | Headings | Spell out abbreviations in headings, and in titles of boxes, figures and tables, even if they have already been defined in the text. Do not add abbreviations in parenthesis in headings |
| | Tables | List abbreviations in alphabetical order below the table with their definitions. |</p>
<table>
<thead>
<tr>
<th>List of abbreviations</th>
<th>Spell out every abbreviation used in the document under the heading ‘List of Abbreviations’ at the front of documents and publications.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The list of abbreviations should be arranged alphabetically by the abbreviation (not by the definition).</td>
</tr>
<tr>
<td></td>
<td>Terms included in the list must be worded, spelled and punctuated as they are in the text. Mention all abbreviations in the list in their singular form, even if they are used in the text.</td>
</tr>
<tr>
<td>QUOTATIONS</td>
<td>Attribute all source material correctly and completely.</td>
</tr>
<tr>
<td></td>
<td>Use single quotation marks throughout; use double quotation marks only for quotations within quotations.</td>
</tr>
<tr>
<td></td>
<td>If the quoted material contains errors of fact or spelling, insert ‘[sic]’ in the text to indicate that it is reproduced exactly from the source.</td>
</tr>
<tr>
<td></td>
<td>Provide a source for paraphrased material in an in-text citation. Do not enclose paraphrased material in quotation marks.</td>
</tr>
<tr>
<td></td>
<td>Long quotations (more than 40 words) should be indented, with a line space above and below. Do not italicise indented quotations or use quotation marks.</td>
</tr>
<tr>
<td>CAPITALISATION</td>
<td>Keep the use of capitals to a minimum.</td>
</tr>
<tr>
<td></td>
<td>Exception: Some documents, such as legal or other official documents, have their own rules and precedents with regard to capitalisation, which may override those given here.</td>
</tr>
<tr>
<td>Ethnic groups</td>
<td>Capitalise names of ethnic and national groups; do not italicise them. Dalit, Brahmin</td>
</tr>
<tr>
<td>Geographic names</td>
<td>Capitalise names of specific places and geographic features. Capitalise generic terms when they form part of the name. Bay of Bengal, Ho Chi Minh City, Black Lake</td>
</tr>
<tr>
<td></td>
<td>Use lowercase when the term is descriptive rather than part of the formal name. the city of Mysore, the sea, north Delhi</td>
</tr>
<tr>
<td></td>
<td>Use lowercase when the term refers to more than one distinct item. the Beas and Ravi rivers</td>
</tr>
<tr>
<td>Governments, ministry, political parties, religions and religious</td>
<td>Capitalise complete names of governments, ministries, departments and other permanent bodies. Passing references need not be capitalised. The Government of Gujarat reports a 12.5 per cent growth in the industrial sector. The government also estimates Gujarat's share in the Communist Party, Communists, Buddhism, Buddhists</td>
</tr>
<tr>
<td></td>
<td>Capitalise names of political parties and religious bodies and of their adherents. Chief Minister Sangma launched the Jackfruit Mission today. The minister said the mission would benefit farmers.</td>
</tr>
<tr>
<td>Titles and designations</td>
<td>Capitalise titles and designations when used along with a name; passing references need not be capitalised. Independence, Partition, Renaissance</td>
</tr>
<tr>
<td>Historical events</td>
<td>Capitalise the names of major historical events.</td>
</tr>
<tr>
<td>Parts of a publication</td>
<td>Capitalise references to appendixes, boxes, chapters, figures, maps, parts, schedules, and tables. See Figure 2 The methodology is detailed in Chapter 3</td>
</tr>
<tr>
<td>Plans, policies and laws</td>
<td>Capitalise formal names of laws, policies, treaties, programmes and major national economic plans. Incomplete or generic references need not be capitalised.</td>
</tr>
<tr>
<td>NUMBERS AND MEASUREMENTS</td>
<td>Be accurate and consistent when presenting numerical data.</td>
</tr>
<tr>
<td>Countable or uncountable</td>
<td>Use ‘less than’ with nouns that cannot be counted and ‘fewer than’ with countable nouns. ‘Less’ refers to ‘how much’; ‘fewer’ refers to ‘how many.’</td>
</tr>
<tr>
<td>Figures or words</td>
<td>Spell out numbers from zero to nine; use figures for 10 and above.</td>
</tr>
<tr>
<td>Exception: Use ‘less than’ when referring to time and money.</td>
<td></td>
</tr>
<tr>
<td>Figures or words</td>
<td>Exception: Always use figures for</td>
</tr>
<tr>
<td>1. currencies;</td>
<td>Almost half the world's population lives on less than $2 a day. The agriculture sector grew 5 per cent in the 1990s.</td>
</tr>
<tr>
<td>2. percentages, decimals, and ratios;</td>
<td>The project required only 9 person-months of international consulting services in the first 2 years. Pollution from the plant affected 2 hectares (ha) within the project area. During 2006-2007, the company's stock traded at 8 times its earnings. Chapter 2 explains the methodology adopted during the study. For the distribution of respondents across age groups, see Table 3.</td>
</tr>
<tr>
<td>3. days, weeks, months, person-months, quarters, years, decades, and centuries;</td>
<td></td>
</tr>
<tr>
<td>4. weights and measures;</td>
<td></td>
</tr>
<tr>
<td>5. earnings multiples;</td>
<td></td>
</tr>
<tr>
<td>6. parts of a book (pages, chapters, volumes, etc.); and</td>
<td></td>
</tr>
<tr>
<td>7. figures, tables and boxes.</td>
<td></td>
</tr>
<tr>
<td>Avoid beginning a sentence with a number. If you must, spell it out.</td>
<td>Twenty-nine of them found the workshop useful.</td>
</tr>
<tr>
<td>If there are multiple numbers in a single sentence—below or above 10—use figures throughout.</td>
<td>Of the households interviewed, 15 had kuchha toilets, 11 had pucca toilets and the remaining 9 did not have any.</td>
</tr>
<tr>
<td>Ordinal numbers</td>
<td>Spell out ordinal numbers from two to nine; use figures for numbers above nine.</td>
</tr>
<tr>
<td>Do not use superscript for ordinal numbers.</td>
<td>Avoid: 19th century Prefer: 19th century</td>
</tr>
<tr>
<td>Fractions</td>
<td>The bill requires a two-thirds majority vote for it to pass into law. The district was divided into three quarters.</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Spell out and hyphenate simple fractions unless the individual parts are discussed.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Currencies</th>
<th>$3,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currency symbols should precede the number, with no space or punctuation in between.</td>
<td>Tk10,000</td>
</tr>
<tr>
<td>Express a small monetary amount as a percentage of the main unit of currency rather than as a smaller unit.</td>
<td>Avoid: 40 cents</td>
</tr>
<tr>
<td>Prefer: US$0.40</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentages</th>
<th>Avoid: 11 percent, 11%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use 'per cent' (two words) to denote percentages in the main text; use the % symbol only in tables and figures.</td>
<td>Prefer: 11 per cent</td>
</tr>
<tr>
<td>If a percentage appears at the beginning of a sentence, recast the sentence.</td>
<td></td>
</tr>
<tr>
<td>A percentage takes a singular or a plural verb depending on whether the subject of the sentence is a singular or a plural noun.</td>
<td>More the 20 per cent of the population lives in poverty. More than 80 per cent of the people in the village have access to</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weights and measures</th>
<th>17 kilograms (kg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers with units should be in figures, with a space between the figure and the unit.</td>
<td>10 km, 2 ml</td>
</tr>
<tr>
<td>Spell out a frequently used weight or measure the first time it appears and give the abbreviation in parentheses. Thereafter use only the abbreviated form.</td>
<td></td>
</tr>
<tr>
<td>Use only the singular form when abbreviating a unit. Do not use a period with the abbreviated form.</td>
<td>Avoid: 22 kms, 2 ha.</td>
</tr>
<tr>
<td>Prefer: 22 km, 2 ha</td>
<td></td>
</tr>
<tr>
<td>Do not hyphenate an abbreviated measure acting as an adjective. However, the spelled out form may be hyphenated.</td>
<td>Avoid: 11-kV line, 50 hectare field</td>
</tr>
<tr>
<td>Prefer: 11 kV line, 50-hectare field</td>
<td></td>
</tr>
<tr>
<td>Define all weights and measures (in alphabetical order) at the front of documents and publications under the heading 'Weights and Measures'. If three or fewer units are to be numbered as a collective noun takes a singular or plural verb depending on whether it is preceded by a definite article ('the') or an indefinite article ('a' or 'an').</td>
<td>cm - centimetre</td>
</tr>
<tr>
<td>km - kilometre</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Singular or plural</th>
<th>The number of loans approved this year has doubled. A number of studies have confirmed the success of this approach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number as a collective noun takes a singular or plural verb depending on whether it is preceded by a definite article ('the') or an indefinite article ('a' or 'an').</td>
<td>The consultant will be recruited for 1 person-month. The consultant will be recruited for 0.7 person-months.</td>
</tr>
<tr>
<td>The only individual number that is treated as singular is exactly one, neither more nor less.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATES AND TIME</th>
<th>Avoid: a few months, next year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be accurate and consistent in specifying both periods of time and specific points in time.</td>
<td>Prefer: 3 months, 2021</td>
</tr>
<tr>
<td>Days</td>
<td>Avoid: 1st June 1977; June 1, 1977; 1/6/1977</td>
</tr>
<tr>
<td>Prefer: 1 June 1977</td>
<td></td>
</tr>
<tr>
<td>Use an en dash to indicate a range.</td>
<td>Avoid: 4 June to 10 August 2000, 12th to 28th February 2005</td>
</tr>
<tr>
<td>Prefer: 4 June-10 August 2011, 12-28 February 2005</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Months</th>
<th>Avoid: Sept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spell out the names of months.</td>
<td>Prefer: September</td>
</tr>
<tr>
<td>Where space is limited (as in tables or lists), abbreviate the month to three letters without a period. Do not include these in the list of abbreviations.</td>
<td>Jan, Feb, Mar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years</th>
<th>Avoid: The project ended last year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years should be expressed consistently throughout a document or publication. Do not use imprecise or relative descriptions of time; always specify the date or time period.</td>
<td>Prefer: The project ended in 2008.</td>
</tr>
<tr>
<td><strong>Decades</strong></td>
<td>Use numerals for decades. Do not use apostrophes.</td>
</tr>
<tr>
<td><strong>Centuries</strong></td>
<td>Use numerals for centuries. Do not use superscript for the letters that accompany ordinal numbers.</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Use either the 12- or 24-hour clock—not both in the same text.</td>
</tr>
<tr>
<td><strong>HEADINGS</strong></td>
<td>Level 1 headings should be left-aligned and in title case, i.e., capitalise the first letter of all major words.</td>
</tr>
<tr>
<td></td>
<td>Level 2 headings should be left-aligned, bold and in title case.</td>
</tr>
<tr>
<td></td>
<td>Level 3 headings should be left-aligned, italicised, and in sentence case, i.e., capitalise only the first letter of the first word.</td>
</tr>
<tr>
<td><strong>Abbreviations in headings</strong></td>
<td>Avoid abbreviations in headings, even if they have previously been defined. Do not add abbreviations in parentheses in headings.</td>
</tr>
<tr>
<td><strong>Hyphenated words</strong></td>
<td>In Level 1 headings (title case), capitalise the first element of a hyphenated word and all subsequent elements unless they are articles, coordinating conjunctions or prepositions.</td>
</tr>
<tr>
<td><strong>TABLES, FIGURES AND BOXES</strong></td>
<td>Number each table, figure and box, followed by a colon and a short descriptive title.</td>
</tr>
<tr>
<td></td>
<td>Exception: If the document has only one table, figure or box, you need not number it; just mention the title.</td>
</tr>
<tr>
<td></td>
<td>In books, tables, figures and box labels usually include the chapter number.</td>
</tr>
<tr>
<td></td>
<td>Cite all tables, figures and boxes in the text along with their number.</td>
</tr>
<tr>
<td></td>
<td>Place each table, figure and box as soon as possible after the end of the paragraph in which it is first cited.</td>
</tr>
<tr>
<td></td>
<td>Provide a source for every table and figure. In case of multiple sources, list them in alphabetical order by author.</td>
</tr>
<tr>
<td></td>
<td>All table, figure and box titles should be left-aligned, bold and in sentence case.</td>
</tr>
<tr>
<td></td>
<td>Figures and tables need to be self-contained (e.g., abbreviations need to be defined, even if they have already been defined in the text), because figures are often extracted from a place all explanatory material immediately below the figure or table, vertically listed in this order: abbreviation(s), general explanatory note(s), footnote(s), and source(s).</td>
</tr>
<tr>
<td></td>
<td>List abbreviations in alphabetical order with their definitions.</td>
</tr>
</tbody>
</table>
| | A note applying to the figure or table as a whole is unnumbered and is introduced by 'Note(s):...'. If a figure has a few such notes and they are short, run them on. Number the Notes: Each dot represents one country. Data for Nepal are for 2004.
| **LISTS** | Avoid: Source: International Monetary Fund  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The items in a list must use parallel wording and consistent grammatical structure.</td>
<td>Avoid: The government will provide funding to improve tax collection, for modernising computer systems and staff training.</td>
</tr>
<tr>
<td>Use a colon before a list if there is a natural break.</td>
<td>The purpose of composting is as follows: (i) to manage one's organic waste at home, (ii) to take the burden off the municipal corporation and</td>
</tr>
<tr>
<td>If the sentence flows easily into the list, punctuation before the list is not needed.</td>
<td>The purpose of composting is to (i) manage one's organic waste at home, (ii) take the burden off the municipal corporation and</td>
</tr>
</tbody>
</table>
| When items are longer or require more emphasis, create a vertical list. | There are five interdisciplinary Schools at IIHS:  
• School of Governance |
<p>| Use either numbered or bulleted lists, not both in the same document. | Institutional arrangements for wastewater management include (i) training and capacity building. |
| If the items in a list are not complete sentences, treat a vertical list as a single long sentence. Lowercase the word that begins each item, and separate items with commas. | If the items in a list are complete sentences (or when they contain more than one complete sentence), capitalise the first word and put a period at the end of each of item. Do not use |
| Vertical lists | |
| Run-in heads | |
| If run-in heads are needed within a list, capitalise the first word, place a period at the end of the phrase and make the run-in head bold. The run-in heads should be short; they should not be distracting. | |
| <strong>FOOTNOTES AND ENDNOTES</strong> | |
| Footnotes are placed at the bottom of the page while endnotes are placed at the end of an article, chapter or book. They serve the same function, so use one and not both in the same document. | Footnotes/endnotes distract readers from the flow of text. Therefore, minimise their use, keep them brief and avoid footnote/endnote indicators in headings and subheadings. |
| If a term has already been abbreviated in the text, the abbreviation may be used in a footnote/endnote. | Abbreviations in footnotes/endnotes |
| Cross-referencing | Rather than repeat a footnote/endnote, cross-reference the earlier footnote/endnote by placing a cross-reference in parentheses at the end of the sentence. |
| If a cross-reference contains additional information (e.g., a page number), place it in a new footnote/endnote. | A recent IIHS study shows the impact of a 10 per cent rise in food prices.33 |
| Footnote/Endnote indicators | Use superscript Arabic numerals to indicate footnotes/endnotes (not asterisks or other symbols). Do not use underlines or slashes around the numbers. |
| Number footnotes sequentially throughout the main text, but begin again with “1” in each appendix. | Footnote/endnote numbers in the middle of a sentence are distracting. Place superscript numbers at the end of the sentence as much as possible, after the punctuation mark. |
| Exception: Place footnote numbers before a closing em dash in a parenthetical passage. | Marginal landowners accounted for 78 per cent of the population.3 |</p>
<table>
<thead>
<tr>
<th><strong>Tables, figures and boxes</strong></th>
<th>Use superscript lowercased letters (not numbers, asterisks, or other symbols), and place footnotes at the end of the table, figure, or box (not at the bottom of the page). The letters should appear in the table or figure in alphabetical order when reading from the top left across, then down and across, until the bottom right.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APPENDIXES</strong></td>
<td>Material in appendixes should not duplicate information given in the main text. List all appendixes on the contents page, including supplementary appendixes.</td>
</tr>
<tr>
<td><strong>Abbreviations in appendixes</strong></td>
<td>Spell out every term, and then give the abbreviation in parentheses at first appearance in each appendix, even if the term has already been spelled out in the main text. Appendixes</td>
</tr>
<tr>
<td><strong>Citing in text</strong></td>
<td>Cite all appendixes in the main text and number them in the order in which they are cited. If only one appendix is attached, use 'Appendix' rather than 'Appendix 1.' Capitalise 'Appendix' when referring to a specific appendix in the text. Draft terms of reference can be found in Appendix 6. For financial aspects, see Appendixes 5-7.</td>
</tr>
<tr>
<td><strong>PUNCTUATION</strong></td>
<td><strong>Apostrophe</strong> Use an apostrophe to indicate the possessive form. the girl's football, children's rights, taxpayers' associations</td>
</tr>
<tr>
<td></td>
<td>Use an apostrophe to indicate time or quantity. 10 years' experience a day's pay</td>
</tr>
<tr>
<td><strong>Colon</strong></td>
<td>Use a colon before listed items in text if there is a natural break. If the sentence flows easily, no punctuation is needed before the list. A colon is used to introduce a vertical list if</td>
</tr>
<tr>
<td><strong>Comma</strong></td>
<td>Use commas to separate items in a series. If one of the items already contains a comma, use semicolons to separate the items. The Oxford or serial comma is the comma that appears before the final 'and' or 'or' in a list of things. Either use it consistently throughout a text or not at all. parsley, sage, rosemary, and thyme parsley, sage, rosemary and thyme</td>
</tr>
<tr>
<td></td>
<td>If one or more of the items in the list are compound, such as 'rain and snow', and the grouping of items becomes unclear, use a comma before the final 'and'. In a compound sentence, use a comma before 'and', 'but', 'for', 'or', 'nor', 'so' and 'yet' when it separates two independent clauses. The meeting was organised to discuss land, children and climate change, and slums and housing. Sustainable development has been at the core of development interventions in India, but these have been mostly rural-centric, at</td>
</tr>
<tr>
<td></td>
<td>Do not insert a comma after titles or names that contain a comma unless this is required by the structure of the sentence. The Companies Act, 1956 was amended in 2008. The provisions can be found in the Companies Act, 1956, which</td>
</tr>
<tr>
<td></td>
<td>Use a comma to set off individual elements in addresses and place names. The meeting was held in Penang, Malaysia, in March 2018. The meeting was held in Penang, Malaysia, in March 2018.</td>
</tr>
<tr>
<td></td>
<td>Use a comma after an introductory phrase or word-phrase. Over the last nine years, poverty has soared. However, the situation can still be fixed.</td>
</tr>
<tr>
<td></td>
<td>Use commas in pairs to indicate an interruption or additional information. In these cases, the sentence should make grammatical sense even if you remove the words enclosed The city of Tiruchirappalli, or Trichy, is served by a combination of networked and non-networked sanitation systems. self-funded project, decision-making process, pro-poor, 18-year-old son</td>
</tr>
<tr>
<td><strong>Hyphen</strong></td>
<td>Use the hyphen in compound adjectives and adverbs that precede a noun, and to link prefixes and suffixes.</td>
</tr>
<tr>
<td>En dash</td>
<td>The en dash is a short dash that is longer than a hyphen. Use an en dash (unspaced) to connect an inclusive range of numbers, such as dates, time, money, distances, amounts.</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Use an en dash to indicate a relationship between two independent elements when one part of a compound does not modify the meaning of the other parts.</td>
</tr>
<tr>
<td></td>
<td>Do not use an en dash to replace 'to' if the word 'from' precedes the first element, or to replace 'and' if the word 'between' precedes the first elements.</td>
</tr>
<tr>
<td></td>
<td>Add an en dash to a numeral to denote a negative number in text.</td>
</tr>
<tr>
<td>Em dash</td>
<td>Use the em dash (unspaced) to denote a sudden break in thought, or to emphasise or explain.</td>
</tr>
<tr>
<td></td>
<td>Go to 'insert' &gt; 'symbol' &gt; 'more symbols' &gt; 'special characters' &gt; click on 'em dash' The default shortcut for an em dash is Alt + Ctrl + Num-, this can be changed to something</td>
</tr>
<tr>
<td>Brackets</td>
<td>Use round brackets for parentheses, as well as for nested parentheses (parentheses within parentheses).</td>
</tr>
<tr>
<td></td>
<td>Use square brackets for editorial interpolations within quoted text.</td>
</tr>
<tr>
<td>Quotation marks</td>
<td>Use single quotation marks when directly quoting another source, or to signal that a word or phrase is being used in an unusual sense.</td>
</tr>
<tr>
<td></td>
<td>Use double quotation marks for a quotation within a quotation.</td>
</tr>
<tr>
<td></td>
<td>Use double quotation marks for a quotation within a quotation.</td>
</tr>
<tr>
<td></td>
<td>Use double quotation marks for a quotation within a quotation.</td>
</tr>
<tr>
<td></td>
<td>Exception: Do not use any punctuation before a quotation introduced by ‘that’, ‘which’ or a similar conjunction.</td>
</tr>
<tr>
<td>Punctuation after a quotation</td>
<td>Place a period or comma inside the closing quotation marks.</td>
</tr>
<tr>
<td>Slash</td>
<td>Avoid using a slash to denote ’or’ or ‘and’. Use 'and', ‘or’ or ‘and/or’ as appropriate.</td>
</tr>
<tr>
<td></td>
<td>Use slash to represent ‘per’ when referring to a rate. Do this consistently; do not mix slashes and ‘per.’</td>
</tr>
<tr>
<td>Ellipses</td>
<td>Use an ellipsis to indicate missing text in a quotation. Do not surround it with spaces.</td>
</tr>
<tr>
<td>ARTICLES</td>
<td>Use the definite article 'the' to restrict or particularise a noun and an indefinite article ('a' or 'an') when the identity of the noun is not specified or fixed.</td>
</tr>
<tr>
<td></td>
<td>Use articles correctly in titles of projects and documents. For example, if the project is designed to support something that does not yet exist, use the indefinite article.</td>
</tr>
<tr>
<td>NON-ENGLISH TERMS</td>
<td>Italicise all non-English terms throughout the document or publication.</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>If a non-English term, or an abbreviation derived from a non-English term, is included in the</td>
</tr>
<tr>
<td></td>
<td>Do not italicise proper nouns, such as names of agencies, institutions or organisations.</td>
</tr>
<tr>
<td></td>
<td>On first appearance, provide an approximate English translation for each term in parentheses (if the explanation is short) or in a footnote (if it is long).</td>
</tr>
<tr>
<td></td>
<td>Follow this for each term in every section of the document or publication, e.g., preliminary pages, main text and each appendix.</td>
</tr>
<tr>
<td></td>
<td>If many non-English terms are used in a text, include a glossary.</td>
</tr>
<tr>
<td>GENDER-NEUTRAL LANGUAGE</td>
<td>Sometimes rewriting a sentence is the best way to ensure gender-neutral language. Make sure that such rewriting is appropriate to the context.</td>
</tr>
<tr>
<td></td>
<td>Prefer: All farmers must tend to their own fields</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>Do not plagiarise material from another source. Only reproduce material that falls within the definition of fair use or for which permission to reproduce has been obtained. Cite all</td>
</tr>
<tr>
<td>Citation style</td>
<td>Chicago (4.75–4.84) provides useful general rules on fair use and quoting without permission. Generally, quoting, copying, or paraphrasing any published or unpublished</td>
</tr>
<tr>
<td></td>
<td>Cite all quoted or referenced material correctly and completely in the author–date format. This includes both direct quotations and paraphrased material.</td>
</tr>
<tr>
<td></td>
<td>IIHS publications follow the APA style of referencing, using in-text citations along with a list of references at the end.</td>
</tr>
<tr>
<td></td>
<td>In-text references should immediately follow the relevant or quoted material, rather than appearing at the end of the sentence.</td>
</tr>
<tr>
<td></td>
<td>In-text references should always precede punctuation marks.</td>
</tr>
<tr>
<td></td>
<td>If you quote a source directly, the citation needs to include the exact page number.</td>
</tr>
<tr>
<td></td>
<td>If you mention the name of the author(s) in the text, place the year of publication of the work in parentheses after the author’s name.</td>
</tr>
<tr>
<td></td>
<td>If you refer to a work in the text of your paper, place the author’s last name and the year of publication of the work in parentheses at the end of the sentence.</td>
</tr>
<tr>
<td>In-text citations</td>
<td>One work by one author</td>
</tr>
<tr>
<td></td>
<td>According to Kessler (2003),...</td>
</tr>
<tr>
<td></td>
<td>One work by two authors</td>
</tr>
<tr>
<td>Type of Source</td>
<td>Example</td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| One work by three or more authors | First instance: (Basu, Banerji & Chatterjee, 2007)  
Second instance onwards: Basu et al. (2007) |
| Groups or organisations or universities | (University of Pittsburgh, 2007)  
University of Pittsburgh (2007) |
| When two or more authors have the same surname, include their initials in all in-text citations even if the year of publication differs | (I. Light, 2006; M.A. Light, 2008) |
| If a work has no identified author or anonymous author, cite the first few words of the reference entry (title) along with the year. | ('Study finds', 2007)  
Anonymous, 1998 |
| If abbreviations are provided | First instance: (National Institute of Mental Health [NIMH], 2003)  
Subsequently: (NIMH, 2003) |
| Two or more works by same author | (Gogel, 1990, 2006) |
| Two or more works by different authors | (Gogel, 1996; Miller, 1999) |
| Secondary sources | Allport's diary (as cited in Nicholson, 2003) |
| Personal communication (letters, telephone conversations, emails, interviews): No reference list entry is required. | (A. Surie, personal communication, March 19, 2017) |
| The list of all works cited appears at the end of the work, under the heading, ‘References’. | |
| The list of references, unlike a bibliography, includes only the sources that have been referred to in the text. | |
| List all entries in alphabetical order by author. Arrange publications of the same author by year of publication, with the earliest publication listed first. | |
| Chronological listing: If you cite more than one work by the same author(s), the corresponding entries should be listed in order by the year of publication, starting with the earliest. | |
| Provide the last name and initials for all authors of a particular work unless the work has more than six authors. If the work has more than six authors, list the first six authors and add an et al. (2007) | |

**Books**

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Example</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td><strong>Where available, include a Digital Object Identifier (DOI) number at the end of a reference.</strong>&lt;br&gt;Goldman, M. (2011). Speculative urbanism and the making of the next world city. <em>International Journal of Urban</em></td>
</tr>
<tr>
<td></td>
<td><strong>Film</strong>&lt;br&gt;Bender, L. (Producer), &amp; Tarantino, Q. (Director). (1994). <em>Pulp fiction</em> [Motion Picture]. United States: Miramax.</td>
</tr>
<tr>
<td></td>
<td><strong>Video</strong>&lt;br&gt;The Logical Indian. (2016, September 22). Save Ennore Creek from floods; Save Ennore Creek – Sign the petition. [Video file].</td>
</tr>
<tr>
<td></td>
<td><strong>Proceedings of a meeting, conference or symposium</strong>&lt;br&gt;Muellbauer, J. (2007, September). Housing, credit, and consumer expenditure. In S. C. Ludvigson (Chair), Housing and consumer expenditure.</td>
</tr>
<tr>
<td>Cross-references</td>
<td><strong>Minimise the use of cross-references. Keep cross-references simple and do not use unnecessary words.</strong>&lt;br&gt;The natural gas component will require additional consulting services (Appendix 3).</td>
</tr>
<tr>
<td></td>
<td><strong>Cross-references may be written into the text or appear in parentheses as appropriate.</strong>&lt;br&gt;Place them at the end of the sentence if possible.</td>
</tr>
<tr>
<td></td>
<td><strong>When cross-referencing a particular item (such as a table) in another part of a document, give the major part first, then the specific cross-reference.</strong>&lt;br&gt;Appendix 1, Table A1</td>
</tr>
</tbody>
</table>
In order to avoid confusion and save time, it is best to create a style sheet before you begin writing. A style sheet is a short list of important rules to keep in mind while writing and

<table>
<thead>
<tr>
<th>The elements of a stylesheet include, but may not be limited to:</th>
<th>Sample style sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spelling (American or British, 'ise' or 'ize')</td>
<td>1. British, 'ise' spelling</td>
</tr>
<tr>
<td>2. Quotation marks (single or double)</td>
<td>2. Single quotes</td>
</tr>
<tr>
<td>3. How to abbreviate</td>
<td>3. PPP, RD Sharma</td>
</tr>
<tr>
<td>4. How to denote percentages</td>
<td>4. 'per cent' in text, '%' in tables</td>
</tr>
<tr>
<td>5. How to denote numbers</td>
<td>5. One to nine in words, 10 onwards in figures; only figures for measurements</td>
</tr>
<tr>
<td>7. Dates, time, etc.</td>
<td>7. 15 August 1947, twentieth century, 1980s</td>
</tr>
<tr>
<td>8. Heading style</td>
<td>8. Level 1: title case, bold; Level 2: sentence case, bold; Level 3: sentence case, italics, no bold</td>
</tr>
<tr>
<td>9. Footnotes or endnotes</td>
<td>9. Endnotes</td>
</tr>
<tr>
<td>10. Referencing style</td>
<td>10. APA, in-text references (Last name, year)</td>
</tr>
</tbody>
</table>
Cheat Sheet
| **SPELLING** | Use British spelling, not American spelling. | labour, not labor; traveller, not traveler |
| End your words with -ise, -yse, -isation, not -ize/-yze/-ization. | Avoid: recognize, analyze, urbanization | Prefer: recognise, analyse, urbanisation |
| When in doubt, refer to the Oxford English Dictionary (British spelling). |  |

| **ABBREVIATIONS** | Spell out on first mention, with the abbreviation in parenthesis. Thereafter, only use the abbreviation. | Besides elected representatives from these Urban Local Bodies (ULBs), the team also interacted with ULB staff. |
| Use no periods or spaces with abbreviations that appear in capitals. | PPP, SDG, IIHS |
| Use no periods or spaces between people’s initials. | A Revi, KD Singh |
| Use periods with abbreviations that appear in lowercase letters. | Ph.D., p.m., Dr., etc., i.e., ibid., et al. |
| Use ‘s or ‘es to indicate plural abbreviations; do not use an apostrophe. | SHGs, SMSes |
| Use an apostrophe and lowercase ‘s to denote possessive abbreviations. | the UN’s mandate |

| **QUOTATIONS** | Use single quote marks throughout; use double quote marks for a quote within a quote. | Myers has looked into Kenya’s ‘efforts to reimagine Nairobi as a ‘world-class city region’ by 2030’. |
| Long quotations (more than 40 words) should be indented, with a line space above and below. Do not italicise indented quotations or use quotation marks. |  |

| **CAPITALISATION** | Keep the use of capitals to a minimum. | Chief Minister Sangma launched the Jackfruit Mission today. The minister said the mission would benefit farmers. |
| Capitalise titles and designations when used along with a name; passing references need not be capitalised. |  |
| Capitalise complete names of governments, ministries, departments and other permanent bodies. | The Karnataka Forest Department; the department |
| Passing references need not be capitalised. |  |
| Capitalise formal names of laws, policies, treaties, programmes and major national economic plans. | the Immigration Act; the act |
| Incomplete or generic references need not be capitalised. |  |

| **NUMBERS AND MEASUREMENTS** | Spell out numbers from zero to nine; use figures for 10 and above. | The team interviewed six households. There were 32 masons at the workshop. |
| Always use numbers for percentages, measurements, currency, days, months and years. | 2 per cent, ₹3,000, 42 kilometres, 4 years |
| Avoid beginning a sentence with a number. If you must, spell it out. | Twenty-nine of them found the workshop useful. |
| If there are many numbers in a single sentence—below or above 10—use figures throughout. | Of the households interviewed, 15 had kuchha toilets, 11 had pucca toilets, and the remaining 9 did not have any. |
| Spell out ordinal numbers from two to nine; use figures for numbers above nine. | ninth iteration, 42nd birthday |
| Spell out a frequently used weight or measure the first time it appears and give the abbreviation in parentheses. Thereafter use only the abbreviated form. | 17 kilograms (kg) |

| **PERCENTAGES** | Use ‘per cent’ (two words) in text. | 11 per cent |
| Use the ‘%’ symbol only in tables and figures. |  |

| **DATES AND TIME** | Write dates in day-month-year order, without punctuation. Do not use zero before single-digit dates. | Wednesday, 1 August 2018 |
| Use numerals for decades; do not use apostrophes. | 1980s, not 1980's |
| Use ordinal numbers for centuries; avoid superscript for the accompanying letters. | 19th century, not 19th century or nineteenth century |
| Use either the 12- or 24-hour clock—not both in the same text. | 12-hour clock: 9:00 a.m., 2:30 p.m. |