

Guidelines for Manuscript Preparation

Introduction

Writing a book is an ambitious but arduous task, especially in the case of textbooks. Although many authors may not need any instructions on how to go about organizing their book, most new authors welcome suggestions in this regard. It is in the interest of the publishers as well as the authors that manuscripts or typescripts be prepared in such a fashion that they help in speeding up the editorial and production process. Towards this objective, we now give some guidelines for manuscript preparation. Adherence to these guidelines will go a long way in preparing a more presentable book.

I. PRESENTATION

Presentation, especially from the linguistic point of view, is an important aspect in a book. Unlike class or lecture notes, in a book, ideas should be properly connected and there should be logical and spontaneous flow of ideas.

Perhaps, the single most important aspect of a book, particularly of a text or reference book meant for students, is **clarity of presentation**. Ideas need to be presented in a clear and concise manner so that the average student understands the subject without much difficulty. Ideas should not be presented in an abstract or ambiguous manner or in a high flown language.

Before submitting a manuscript, the author has to take into consideration the following points:

- (a) It is essential that the manuscript be computer set or typed (preferably in 11 point) only on one side, with double space or 1½ space and enough margins on both sides.
- (b) All the pages, including pages containing figures (if they are attached) of the manuscript should be numbered.
- (c) When a hard copy is supplied, both the hard copy and the soft copy should **exactly match**.
- (d) It is crucial that the author *checks the manuscript thoroughly* after it is typed (computer set) from various angles so that all errors—spelling, grammatical, stylistic and

technical (especially uniformity of notations for scientific books)—are eliminated. Very often, lots of errors creep in the manuscript as it is not properly checked after typing.

- (e) Please use British spellings consistently. For example, colour, favour, odour. However, the spelling ‘program’ is used for computer program.
- (f) Please check the equations in mathematical texts and calculations in accounting and finance books. This is important. The editor may not be a subject expert.
- (g) Certain expressions may sound hackneyed, awkward, or too common place. Please avoid them in the text. Also avoid the repetition of the same word or pet phrases, especially on the same page, e.g. “Hence”, “Therefore”, “Thus”.
- (h) For text and drawing of figures, please use the following softwares:

Text: MS-Word/PageMaker/LaTex

Figure: AutoCad/CorelDraw

2. ABBREVIATIONS

- (a) Abbreviations used in the manuscript must conform to international standards. For example, the abbreviations for SI units: m (metre), cm (centimetre), s (seconds), kV (kilovolt), kg (kilogramme), pF (picofarad), V (volts), Hz (hertz), J (joule), A (ampere), N (newton).
- (b) Period is not used with abbreviations for units. Abbreviated unit should also not be written in plurals.

For example:

Incorrect way:

5 cms., 10 kgs., 10 kms.

Similarly for other units.

Correct way:

cm (centimetre), kg (kilogramme),
km (kilometre)

For plurals: 5 cm, 10 kg, 10 km

Note: The SI units list is available on the Net and in many standard technical books.

3. HEADINGS

Headings are given for various sections in a book. In text and reference books, particularly scientific and technical, different levels of headings are distinguished by numbering them according to their importance. For example:

Main Section Headings, also called A level, A Grade or First Order Headings.

Numbering (according to Chapter): 1.1, 2.1, 3.1, ... 10.1, 10.2, ... 15.1, 15.2, and so on for Chapters 1, 2, 3, 10, and 15, respectively.

Typography (Preferable)—All caps bold (if headings are not too long).

Subsection to Main Section, also called B level, B grade, or Second Order Headings.

Numbering: 1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 2.1.3, ... 10.1.1, 10.1.2, 10.1.3, ... 15.1.1, 15.1.2, 15.1.3, and so on for Chapters 1, 2, 10, and 15, respectively.

Typography: Bold upper/lower, first letter of every word cap except prepositions, conjunctions and articles.

Third level or C grade heading: Though some authors tend to number these headings, it is preferable not to number these headings as numbering makes them look cumbersome.

Typography: Bold upper lower, only first letter cap, all others small. The text may be continued or displayed on a separate line depending on the importance of the headings.

Fourth level or D Grade heading (unnumbered): Preferably ordinary italic; upper/lower first letter of every word cap.

Typography: Text may be continued with heading. If necessary, numbers 1, 2., 3, etc. may be given.

Fifth level or E grade heading: Ordinary italics, upper/lower, only the initial letter cap. Para indent; text to continue with heading. If necessary, these may be numbered (a), (b), (c), or (i), (ii), (iii), etc.

Note: Some books may have only two or three levels of headings.

4. COPYRIGHT

Today, since technology makes downloading of information from the Internet easy, there is a

tendency among some authors to reproduce material, in some cases extensively, from the Net. Of course, this is besides the traditional reproduction done from the works (published or otherwise)—from books, journals, research papers, PhD theses, and so on.

It must be clearly understood that for any material that is copyrighted—text, figures (diagrams), images, photographs, designs, tables and other data—explicit permission in writing should be taken from the copyright holder. Besides, acknowledgement should also be done in the text or diagram or table reproduced naming the source.

You may, however, *adapt* or *modify* certain materials like diagrams, tables and certain information for academic purposes. Here too, there should be proper acknowledgement stating “Adapted from ...”

Authors must exercise caution here. Even if you are modifying, there should be no extensive borrowing of ideas or materials from other sources and then putting them into your own words or style. This way your work will **lose originality** or **even credibility**.

A. Don'ts

1. **Don't assume that if you credit the author there is no copyright infringement:** A lot of people wrongly think that if they credit the author of a book, an article or image, they are not violating the copyright law. You can only use copyrighted material if you have **explicit permission from the author or the publisher, whoever holds the copyright**, to do so (or if you make fair use of it).
2. **Don't copy material just because you are not making commercial use of it:** While making commercial use of copyrighted material might make it easier to claim damages, the commercial use *per se* is not a requirement for copyright infringement. Even if you are not making a commercial use of the material, you are still infringing the law if you do not have permission from the copyright holder.
3. **Don't assume that if you remove the copyrighted material you will be out of trouble:** A lot of people copy images and text from the Internet thinking that in the worst case scenario, they will receive a no-

tice from the author to remove the material from the book. The removal of the copyrighted material will not remove the copyright infringement at all. Should the author decide to take action against you, you will be in trouble all the same.

4. **Don't assume you can copy material if you can't identify the copyright holder:** The fact that a copyright holder cannot be identified does not imply that the material can be freely copied. Similarly, if you locate the copyright holder, email him (or write a letter) asking permission and receive no answer back you would still be infringing the law if you use the material. *Not receiving a reply does not imply that you can copy the material.*
5. Please note that an infringement is not confined to literal and exact repetition or reproduction; it includes also the various modes in which the matter of any work may be adapted, imitated, transferred or reproduced with some (often minor) alterations to disguise the reproduction.

B. What Can be Reproduced

6. **Do use material under public domain:** You are free to use any work that is in public domain. This includes government documents, materials produced 60 years after the death of the author, according to the Indian Copyright Act, 1957 (amended in 1999). [70 years in the case of USA and other western countries.]
7. **Do quote something you find interesting:** Using short quotations for the purpose of criticism or commentary is considered “fair use”. Notice that the quote should involve only a small portion of the work, and it should not replicate the *core* of the material. **“Fair use” has its limitations under the copyright law.**
8. **Do use facts and ideas:** There can be no copyright in an idea, subject matter themes, plots or historical or legendary facts and violation of copyright in such cases is confined to the form, manner and arrangement and expression of the idea by the author of the copyrighted work. Copyright Law protects the expression of

facts and ideas, that is, the form, combination and structure of documents and not the facts themselves. You are free to use facts and ideas reported on articles or websites.

8. **Do use other materials that are not subject to copyright:** You may use materials, including names, familiar symbols, listings of ingredients or contents, short phrases, titles, slogans and procedures (notice that some of those materials might be protected by trademark, though), but do not repeat or imitate the main design.
9. **Do use a company name or logo if you are talking about it:** Trademark protects a company from people trying to use its name or logo to deceive customers. If you are criticizing or analyzing a company, however, you can use its name or logo under a “fair use” category.

5. ILLUSTRATIONS

Textbooks, mostly technical, are illustrated with photographs, diagrams, maps, flowcharts, drawings, cartoons, and so on. Any illustrations supplied by the author, of course, should be clear and sharp. Photographs should be very clear with high-contrast and should not be cutouts from newspapers, magazines or books.

We would also prefer that the diagram be drawn on the computer using the following softwares, if possible:

CorelDraw, Microsoft Word, AutoCAD.

If these softwares are not available, then provide them in the .eps, .wmf, .jpg and .tiff format with higher resolution. Also, please give the hard copy (printout).

In case the above are not possible, then kindly get the diagrams drawn on transparent paper using Indian Ink.

Following points may be kept in mind while drawing diagrams:

- (a) Draw figures to size.
- (b) Figures should be numbered after chapters (Fig. 1.1, 1.2, ..., 2.1, 2.2, ..., 3.1, 3.2, ...) for chapters 1, 2, 3, ...
- (c) All figures require separate captions. If there are more than one component of a figure, i.e. (a), (b), (c), and so on, sub-captions may be provided consistently.

- (d) A common caption may be provided for figures having components besides the subcaptions.
- (e) All figures have to be *cited or referenced* in the text.
- (f) Curves and boxes should be thicker and smooth.
- (g) Arrows should be centred with boxes; arrow heads should, as far as possible, be of uniform size.
- (h) Notation (symbols) in the figures should *match* with that in the text.
- (i) Use of capitals and small letters in labels (not captions) should be same for all figures. Preferably, only the first letter of the first word should be capital. All capitals should be used only where absolutely essential.
- (j) Components (a), (b), (c) can be drawn side by side provided the width does not exceed the limit, with 1/3 inch, 1/2 inch space between two components. When they are drawn one below the other, they should be centred to each other.
- (k) Lettering should be of reasonable size—neither too big nor too small, preferably 9 pt.
- (l) Where there is a lot of labelling to be done, the figure should be drawn in such a way that it does not look too crowded or congested.
- (m) Labels/letters should not cut the lines or curves.
- (n) To reduce the size of the figures, some of the descriptions in figures (if this is possible) may be given in brackets after the figure caption.
- (o) It is preferable to attach photocopy of figures at appropriate places in the manuscript. All the original figures may be put together and not along with the manuscript.

If a figure is reproduced from another book/journal or any other source, permission should be obtained from the copyright holders, and acknowledged below the figure after the caption. This is also valid for *tables /boxes/exhibits* and *case studies*. On the other hand, if a figure is modified, then you may state “Adapted from ...” below the figure.

6. TABLES/EXHIBITS/BOXES

Tables/Exhibits/Boxes offer a useful means of presentation of large amount of detailed informa-

tion in a comparatively small space. They also increase the visibility and readability of data.

Following points may be kept in mind while preparing tables:

- (a) Every table/exhibit or box, as the case may be, should be given a number and cited in the text by that number. Tables should preferably be numbered after the chapters (e.g. Table 1.1, 1.2, ..., 2.1, ...).
- (b) Vertical rules (except the outer lines) for all columns are normally unnecessary. So, please avoid them.
- (c) All the data/facts must be *uptodate* and *correct*.
- (d) Tables should be set properly, clearly showing the entries in the relevant columns. When a table is continued, the caption and number should be repeated so that the table can be identified.

7. MATHEMATICAL EQUATIONS/ REACTIONS/EXPRESSIONS

- (a) Mathematical equations/relations/expressions (or reactions in the case of Chemistry books) have to be checked very carefully for their accuracy.
- (b) Equation numbers should not be repeated; no equation number should be missing. (The same is true for figure numbers and table numbers.)
- (c) All displayed equations need to be centred or indented from left. If more than one equation is used in one line, they can be separated by commas with some space in between. It is not necessary to give different related equations (especially when they are small) in different lines. Two, three or even four equations can be given in one line (if space permits), separating them with commas or semi-colons. This is because more matter can be accommodated in the printed format.
- (d) There are several ways of numbering the equations. The simplest and the most ideal system is to number equations after each chapter, for example, Eq. (1.1), (1.2), ..., (2.1), (2.2), Equation numbers in examples should preferably be numbered as (i), (ii), (iii), . . .
- (e) While referring to an earlier equation, it has to be checked to see that the reference is to the correct equation. It is advisable not

to use ‘above’ equation(s), unless the reference is very clear.

- (f) All ambiguous symbols like ε/ϵ (epsilon or belongs to), ν, ν (nu or small ν), $\alpha/\alpha/\infty$ (alpha, proportional to or infinity), x/\times (ex or multisign), $1/1$ (one or ell) and $0/o/O$ (zero, small ‘oh’ or capital “Oh”) have to be clearly shown so as not to create any confusion.
- (g) Space has to be given before unit symbols (e.g. 4 kg, 3 cm, 1.5 mm, etc.). Space has also to be given between two different units, e.g. J s (joule-seconds); m s (metre-seconds) and, before and after all mathematical signs and symbols like =, +, - ! (factorial sign), <, > (e.g. $F = ma$, $5 < 7$, etc.).
- (h) Exponentials shown as e with their power having subscripts or superscripts or when they have fraction should be changed to exp form with brackets. This is necessary because subscripts and superscripts are set in a smaller type and thus their readability will be affected if not changed to “exp” form.
- (i) In the running text (and not in displayed equations), equations (undisplayed) involving fractions may preferably be changed to oblique form so that the line space is not disturbed. For example:

$$\frac{a + b}{c + d}$$

may be changed to

$$(a + b)/(c + d)$$

Also, fractions need not be used in superscripts and subscripts, and these may be shown in oblique form (brackets to be used wherever necessary).

However, expressions involving integral and summation signs with limits, should be displayed. Besides, numbered and displayed equations need not be shown in oblique form except when there is a division within the numerator or denominator. All equations that are rather complicated and involving fractions should be displayed, even if they are not numbered.

- (j) There is no need to show . . . or _ _ _ before the equation number.

Example: *Incorrect way:*

$$Y = Ax^2 + Bx + C \quad . . . (1.1)$$

or $Y = Ax^2 + Bx + C \quad - - - (1.1)$

Correct way:

$$Y = Ax^2 + Bx + C \quad (1.1)$$

- (k) Avoid unnecessary brackets:

Example: *Incorrect way:*

$$\frac{(a + b)}{(c + d)}$$

Correct way:

$$\frac{a + b}{c + d}$$

- (l) One of the major problems in mathematical texts is that the introductory sentence or phrase before an equation(s) or phrase is ambiguous. For example, many authors say “Substituting” or “Writing” or “Integrating”, then give an equation(s) without clarifying what is being substituted or where the substitution is being done. Such vague statements should be avoided.
- (m) All references to previous equations or terms in them should be properly checked.
- (n) Distinguish between hyphen (e.g. self-regulated system, two-phase treatment), small dash or em-dash (or en-dash) to express range (e.g. 1–10, 15–20), minus (20 – 10 = 10), and full dash (for parenthetical statements).

8. SYSTEM OF BRACKETS

- (a) The preferred order for brackets is as follows: {{{ ()}}} or [{{()}}].
- (b) When there is only one system of brackets, the practice is to use parentheses, i.e. (). However, for matrices, in set theory, etc. even the first system of brackets may be [] or { }.

9. ITALICIZATION

All variables having a value need to be *italicized* in the displayed equations, text and in the figures. This is the international convention, and is followed in all standard textbooks. Abbreviations such as in (for input), out (for output) max, min, log, ln, cos, sin, are not italicized. Also, units, e.g. kg, cm, m (metre), N (newton), K, and *not* K° (for degrees kelvin), are not italicized besides numbers 1, 2, 3, etc. Mathematical software like LaTeX, MathType and Equation Editor have provisions for italicization. Italicization can be done by using the proper command.

All Greek letters, both small and capital, should be italicized.

Note: Though some publishers do not italicize Greek letters, there is no rationale for such practice.

10. USE OF BOLD LETTERS

All vectors (quantities which have both magnitude and direction) should be put in bold. This is the international convention. In the old system where typewriters were used (or in the classroom where the teacher writes on the black board), vectors were shown with arrows on top. The editor would delete these arrows and instruct the printer to put such letters in bold. However, today, since bold letters are available in computers, vector notations are given in bold (and not with arrow). Also, the multiplication dots between the two vectors should be thick, bold and centred (unlike decimal dots).

In non-mathematical texts, bold letters are often used to give emphasis.

11. BIBLIOGRAPHY/REFERENCES

All works (or authors) which are cited in the text are called *References*. While referring to such works, only the surname of the author and the year of publication need to be given in the text, e.g. Sinha (1998). The details of these works are given at the end of the chapter or at the end of the book according to *alphabetical order*. In advanced texts, sequential numbering 1, 2, 3 may be given against the work referred to. References should preferably be given at the end of each chapter, rather than at the end of the book. The details of these works are given at the end of chapter or end of the book according to the *numbers in sequence*.

Any additional work which is not cited in the text may be given under Suggested Further Reading or Additional Reading at the end of each chapter or under Bibliography at the end of the book.

The Bibliography/References require the following details for a book:

1. Name of the author(s), with surname first
2. Title of the book
3. Volume/Part No. (if these exist)
4. Edition (Second edition onwards)
5. Publisher's name
6. Place of publication (city), and not country; state or country to be added where the city

is not well known, e.g. St. Paul (Minnesota), Rohtak (Haryana).

7. Year.

Examples:

- (a) Rajaraman, V., *Fundamentals of Computers*, 4th ed., PHI Learning, New Delhi, 2004.
- (b) Beer, F.P. and Johnston, R., *Mechanics of Materials*, 3rd ed., McGraw-Hill, New York, 2002.

The following details are needed for journals:

Name of the author(s), with surname first

1. Name of the article
2. Name of the journal (*italics*)
3. Volume No. (**bold**)
4. Issue no. (if needed)
5. Inclusive page Nos.
6. Year.

Example:

Parnas, D., "On the criteria to be used in decomposing systems into modules", *Communication of the ACM*, **15**, 2, or (Vol. 15, No. 2) 1053–58, 1972. Any book of international standard can be consulted for the details required and style of References/Bibliography.

Edited books

1. Name of the contributor
2. Chapter title (only the initial letter cap)
3. Name of the Editor(s).
4. Name of the edited book after inserting the word "in"
5. Remaining details as given for books.

Note:

- (a) While citing references, the author should ensure that the name and year given in the text and at the end of the chapter (or at the end of the book) *properly match*.
- (b) There are numerous styles of citing References. Any style that is followed should be *standard* and the style should be *consistent*.

Proceedings/Seminars/Reports/Ph.D. Theses

All details should be given according to the international convention. Please consult any standard book.

12. AUTHOR-GENERATED CRC

Camera Ready Copy (CRC) is becoming increasingly attractive to a generation of technically liter-

ate authors who want to have complete control over their material. This requires lot of work on the part of the author as the CRC submitted has to be error free and should be in the book format.

Following points help an author prepare a CRC:

- (a) The author should ask for the guidelines and specifications from the publishers for preparing the CRC. The guidelines may contain the size of the book, the print area, folio or running head on top of every page (recto and verso), fonts for labels and text, type faces used for headings, capitalization, placing of figures and tables, setting of mathematical equations, spacing, etc.
- (b) An author-generated CRC presumes that it is completely *error-free* and the author has checked the script thoroughly and it is ready for printing. For this, the author should submit a draft CRC to the publishers who will suggest the necessary changes in typography, spacing, etc.
- (c) While the CRC will involve enormous amount of work on the part of the author, substantial amount of time can be saved (as the publisher need not edit the manuscript or do the proof reading) and the author will have the satisfaction that he has put all inputs into the book except for the printing aspect.
- (d) The final CRC is to be submitted together with its electronic form to the publishers.

13. SOLUTIONS MANUAL

Many textbooks owe much of their success to Solutions Manual (SM) or Instructor's Manual which are meant for the teachers. Many institutions are willing to adopt books only if the book has a good Solutions Manual.

In the case of books on technical subjects such as mathematics, engineering, physics, chemistry and computer science, it is advisable that the authors supply answers to exercise problems and detailed steps, for solving them. These detailed answers and steps are supplied as a Solutions or Instructors Manual.

Following points may be noted by authors while preparing the Solutions Manual.

- (a) The Solutions Manual should preferably be submitted to the publishers at the time of submitting the manuscript. It helps actual cost estimation of the manuscript. Also,

publishers like to produce both of them simultaneously from marketing and promotion points of view.

- (b) Since the Solutions Manual is distributed freely to the concerned faculty for promotional purpose, it is not priced. Therefore, royalty for the Solutions Manual cannot be claimed by the author.
- (c) Since the Solutions Manual is not priced, it may be difficult for the publishers to typeset (especially if it is somewhat lengthy) on the computer. It would be preferable if the author submits the computerised Instructor's Manual. In case this is not possible, the author may submit a handwritten (The handwriting need to be legible and clearly readable.)
- (d) The author may also submit a CD or floppy containing the SM. This CD can be replicated and distributed to the faculty.

Other Instructional Aids

Many textbooks require student and teacher aids, such as transparencies, CDs, Question Bank, ideas for teaching the course, and so on. The editor will be glad to hear about such instructional aids. The author should plan for these aids as early as possible and inform the editor.

14. FRONT AND BACK MATTER

A book is usually divided into three parts: front matter (or preliminaries), main text (or chapters and appendices), and back matter with Bibliography, Glossary and the Index. The front matter contains some or all of the following items:

- Title page
- Copyright page
- Dedication
- Table of contents
- List of illustrations (if any)
- List of tables/exhibits (if any)
- Foreword
- Preface
- Acknowledgements (if not part of the Preface).
- Introduction (if any)
- Notation or list of abbreviations.

The back matter contains the following items:

- Glossary
- Bibliography

- Index(es) (prepared at a later stage).
 - Author Index (when many authors are cited in the book)/Name index (names of organizations)
 - Subject Index

Cover Design

The author may suggest a suitable cover design of the book; the publisher will work on this and finalize the cover design. The publisher may also independently make the cover design. The ultimate decision about the cover design lies with the publisher.

Send All Materials Together

The author should send all the items including Foreword, Preface and Acknowledgements, Dedication, Glossary, Bibliography to the publisher along with the main text. This makes the editorial and production processes much easier.

Back Cover Matter

The Back Cover matter contains detailed description of the book and the author(s). This should include a write-up about the book in about 350-400 words (if not already given in the Marketing Questionnaire sent by the publisher), highlighting the distinguishing features and target audience of the book.

The write-up **about the author** should contain the latest information about the author. What appears ultimately on the back cover is the responsibility of the publisher; the material sent by the author is meant only as a basis for the final version.

15. PROOFS FOR APPROVAL

Publishers normally send two sets of proofs to the author: one for making corrections and the other for preparing the Index.

Upon receiving the proofs, some authors suddenly decide to substantially revise the book. As far as possible, the pagination should not be disturbed with extensive additions, deletions or corrections. In case there are substantial additions, which the author thinks are absolutely essential, then these should be computer set and the printout or the soft copy sent to the publisher along with the proofs, clearly specifying where all the additions are to be done. Please remember substantial additions or overhauling of the book at the proof stage involves both additional expenditure and time of

the publisher. So kindly do *only the absolutely essential additions and corrections*.

Long comments or remarks or even corrections should not be given in the margins of the proofs. They could confuse the operator. Any such matter may be attached separately. Of course, if there are errors of fact or dated materials, corrections must be made. But this is not the time to worry about the finer points of writing—polishing your writing at this stage can cost the publishers money, and will undoubtedly delay publication of the book.

Heavy resetting in page proof also leads to the risk of introducing new typographical errors, or requiring unexpected alteration in page make-up.

16. INDEX

Readers often judge a book by its Index/Bibliography, etc. An Index should direct the reader quickly to the item, he/she is looking for. If the reader finds it difficult to locate the item, he/she may form a negative opinion about the book.

The main purpose of the Index is to make a book more useful. It has to be prepared when the proofs are sent to the author. The author is the best person to prepare the Index as he/she knows what terms/entries are to be included in the Index and which all page numbers are to be given when the term occurs in several pages.

An index should contain all the important and only such terms, words, or topics, which are relevant to the subject. All the entries/subentries should be clubbed under proper subject. Related entries have to be brought under the main entry. The sub-entries need proper connectives such as 'in', 'for', 'to', 'with', 'between', 'on', as the case may be, so that they can be read with the main entry. The sub-entries can be indented with respect to the main entry and given in lower case letters. Sub-entries which can stand on their own (those which can be read without connectives) need not have connectives.

Both the entries and the sub-entries should be *alphabetically arranged*. Page numbers of the entries (proof page nos.) have to be checked for their accuracy.

Authors may consult standard texts on related subject(s) to prepare the Index.

Sample Index pages can be supplied on author's request.

17. NEW EDITIONS

Since much of the material given in the first edition becomes dated within a couple of years or new advances have taken place, it is necessary to bring out a new edition for better understanding.

A few points may be noted in this regard:

1. If the new edition is completely revised, then the whole book should be computer-set and a soft copy and hard copy of the book (which should match exactly) should be sent to the publisher.
2. If only some minor corrections are to be done, then these may be done clearly in the book itself and the corrected copy sent to the publisher.
3. If substantial revisions are being done, then the publisher can supply a printout of the book (from the computer) and send it to the author for making the required changes. While small corrections or insertions can be done in the hard copy, for any substantial additions, the author should supply a separate soft copy as well as the hard copy and give instructions as to where exactly the additions are to be done, i.e. the page No., paragraph, section or line.
4. A new Preface should be given for the new edition which will precede the previous edition's Preface.
5. The author should give a write-up, highlighting the changes made in the new edition as well as up-to-date information on the author.

Note:

- (a) If the author's affiliation or designation is changed when a new edition is brought out, this information should be brought to the notice of the publisher. This also holds if the author's address, telephone and email id are changed.
- (b) Also, such information should be given as soon as the author's designation is changed or he has joined a new institution because the affiliation or designation change can be done also in the next reprint of the book.
- (c) **New edition or reprint will be released only after copies of the previous edition or previous print are exhausted.**

18. WEBSITE MATERIAL

Nowadays students look at the website of the publisher for any additional material to the book. Supplementary materials like Question Bank, Answers to Questions, mini cases, PPTs (if they are not too many) and related matter could be given on the website of the publisher. This will definitely add value to the book.

MANAGEMENT BOOKS (including books on Communication)—Brief Guidelines

The number of business or B-schools has increased considerably in the country. This has led to a proliferation of books on management. While many of the instructions given above are applicable to management books, there are certain points that need to be taken care of in the case of management books. These are now briefly explained.

One of the most important aspects of a management book is good presentation. Linguistic presentation, the major thrust of which is **clarity**, should be given prominence as there is a lot of descriptive material in the text. While the author need not use high flown or literary English, standard English should be used, which is characterized by simple and elegant style (Of course, aspects like spelling, grammar, including tense and voice, should be taken care of.)

(a) Organization and Contents

Management books should preferably be organized in the following manner.

- **Learning Objectives in the beginning of chapter.** These should contain the major objectives of the books (not too many) given in bullet points, one below the other so that the students know what is the purpose or objective of the chapter.
- **Chapter outlines or main section headings** of the chapter which will acquaint the students with the chapter contents.
- **Headings:** In management books, it is not necessary to number the different levels of headings. These may be distinguished by different typography, all caps bold, upper lower bold, bold italics, and ordinary italics, etc.

- **Exhibits/Tables:** To illustrate the concepts discussed, management books should have enough tables and exhibits. This should be numbered sequentially according to the chapter, e.g. Table 1.1, 1.2, ... 3.1, 3.2..., 10.1, 10.2, ...and so on (for Chapters 1, 3, 10, ...). Similarly for exhibits.
- **Figures/Photographs:** Management books should also contain lot of figures/photos, pictures, etc. These should have sufficient clarity so that while reproducing their quality will be good.
- **Examples:** All management books should have plenty of examples to illustrate the topics discussed. These again should be numbered chapterwise and in sequence.
- **Case Studies:** Management books, unless they are very theoretical (e.g. Marketing Research, Organizational Theory), include many case studies so that the book becomes practical and 'live' to students. There can be Chapter Opening and Chapter Ending Case Studies, in-between Case Studies, and so on. Quite often, the utility of a book is judged by the number of good Case Studies given in the book.
- **Student Resources:** PowerPoint Presentations (PPTs), Question Bank, and other student resources can be given either in a CD form (which will be attached to the book) or as website material.
- **Uptodate Data:** Whether in examples, case studies or within the text, all the data given should be uptodate and correct. If you give 10 or 15 years old data (except for some classic case), both the faculty and the students will think that the author is out of sync with the present-day reality.

(b) Solutions Manual

Faculty members of many B-schools ask for the Solutions Manual or Instructor's Manual. This is necessary since quite often the faculty are preoccupied with lot of work and Solutions Manual will greatly aid them in teaching the subject. Also, it will facilitate them in getting the book **adopted** in their institutions.

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