UNIT 13  EDITORIAL PROCESS

Structure

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13.0 OBJECTIVES

After reading this Unit, you will be able to:
- understand the mechanics of evaluation of manuscripts;
- edit manuscript creatively and substantively; and
- copy-edit manuscripts.

13.1 INTRODUCTION

Unit 12 of this Block has given you a broad understanding of the role and function of an editor. You realise better how a writer does editorial work on his manuscript yet appreciate the distinctive nature of the editor's tasks in the preparation of the manuscript for publication. It becomes clear that writing and publishing, especially of a non-literary, information based text requires close cooperation between a minimum of two people - the writer and the editor; though such a text would require inputs from other sources as well, for instance from illustrators, statisticians, peer evaluators and so on.

In this Unit, we will focus on the processing of manuscripts - with particular reference to science and technical writing -- that is, the stages of preparation as manuscript has to pass through before it is ready for the printer.

To provide a perspective for understanding this process we will briefly discuss the use of language as a tool of communication. For, finally, whether the message or information the book carries gets through to the reader depends on how words are organised into sentences, paragraphs and complete texts. It is not enough for a writer to know his subject thoroughly if he has to communicate this knowledge, through the medium of writing to vast and varied audiences, i.e., scholars, professional and business people or to unfamiliar audiences distant in time and place. To do this he has to learn to use the skills of written language keeping in mind:
- his specific purpose in writing a text
- the comprehension and interest levels of his readers
- the language and presentation requirements of different formats within a discipline (reports, manuals, handbooks and research articles all differ from each other in the way language is used)
- the proper organisation and presentation of content that differs in different academic disciplines. A historian, for instance, would use chronological ordering and descriptive writing whereas a scientist writing an account of an experiment would pay attention to the process or sequence of actions performed.
So we see, it is not enough for a writer to have a good command of language, in this case English, to write expository, informative texts whose value depends on the accuracy of communication. The very nature of language makes this kind of communication difficult. For language is an arbitrary system of human communication in which there is generally no one-to-one relationship between words and the things they signify. The same object can have several names; meanings change over time and can later signify just the opposite of the original meanings. The universe of science and technology assumes specific reference of words to things and this reference remains stable. So the language of science and technology must be specific and stable. And the writer and editor should be familiar with the usage and conventions of language for science and technical writing: the terminology, grammar, mechanics and visual aids.

How to write in this specialised style has already been discussed in the earlier blocks of this course. We will now look at what actually happens when a text is being processed for publication and the editor's role in this undertaking. Generally, the processing of a manuscript of factual writing would follow the stages described in the flow-chart given below.

**Author's draft given to editor**

(i) Evaluation by reference (peer) for authenticity and quality

(ii) (a) Content editor's comment
     (b) Language editor's comments

(iii) Author-Editor interaction

(iv) Revision of text keeping (i), (ii) and (iii) in view

(v) Stylistic and format changes by editor

(vi) Final product reviewed by author  

The editorial process begins only after the author gives his manuscript to the editor. The editor has two basic responsibilities. (1) It is his job to see that the ideas contained in a text are understood by the reader; and (2) the production.

- the printing and publishing of the text. To achieve his tasks he has to schedule each stage of the processing and see to it that deadlines are observed.

After reading the first ten pages or so of a manuscript the editor can decide whether to accept or reject it at the outset. Once he accepts it he goes through it in detail keeping certain criteria in mind. In the case of scientific and technical publications it is the responsibility of the editor to maintain their standard and quality. He has to make sure that the material does not contain half truths, unsupported or unproved facts; and that it is on par with other published texts on the subject.

The editor of a publishing house that deals solely with scientific and technical subjects is likely to be an eminent scientist. In any case, he will have scientists and engineering specialists on his panels who will serve as references for evaluating manuscripts in their disciplines.

### 13.2 PEER REVIEW: EVALUATION OF MANUSCRIPT

It is necessary that a writer of science and technical literature should know the manner in which the content of his manuscript will be evaluated before it is accepted for
publication. Writers in these areas are most often members of institutions, universities or research establishments. It is usual for a writer to evaluate his own text and seek the opinion of his colleagues. Senior members within the institution also critically read the text. Once the manuscript is with the editor the first thing he does is to read through it carefully to decide on its relevance to the publishing house. He will check to see if it has suitable content; is well written; is an original work; is well documented; falls within the scope of his publishing house; and, most importantly, does it have market value or can funding for the publication be arranged. The editor is expected to be fair and objective in his assessment and should not allow the reputation and status of the author or the institution to bias his judgement.

Once the editor accepts the manuscript it is his task to ensure the quality of the information published. There are standard procedures for evaluation of manuscripts of informative writing. An established practice, and the only one generally followed by publishing houses, is that of review by peers and referees. A peer, at the least, is an equal of the writer and an authority on the subject. Reviewers give useful criticism which helps the author to avoid error and misunderstanding and so to improve and clarify his presentation. They give specific directions for discarding unimportant portions, for condensing or elaborating besides indicating rhetorical and grammatical errors.

The editor maintains a panel of such specialists with their knowledge and permission. To ensure fair review a minimum of three referees is essential. Larger publishing houses of science and technical books can refer a manuscript to up to 15 reviewers. In special of the scientific community both within a country and abroad.

Peer reviewing uses structured procedures for commenting and evaluating a manuscript. A copy of the manuscript is sent to the reviewer with a rating form which states the criteria and scale on which the reviewer has to base his judgement. The reviewer communicates with the editor within the time period assigned for the evaluation: about eight weeks.

The editor gets the reviews from all the peers. If these are fairly similar he combines them into a single report and sends it to the author as his own decision. Each reviewer can only advise whether a manuscript is to be accepted or rejected. The final decision is the editor's and he follows the opinion of the majority. If there is a deadlock, the editor takes his own decision and informs the author accordingly.

If the reviewers require modification in the manuscript, the editor passes on these comments to the writer. The writer should read these comments with great care as attention to the errors which improve his manuscript and make it worthy of publication. If the manuscript is rejected by the reviewers the editor returns the manuscript. A manuscript can be rejected if there are serious errors in incomplete study of or reference to literature in the field (this latter can result in breach of copyright); and fundamental misconceptions in terminology and methodology.

Essentially, the editor mediates between the writer and the referees. The author is assiduous unbiased appraisal by the anonymous method of reviewing. According to convention the author's name is deleted from the manuscript before being sent to the reviewer and the latter's identity is not revealed to the author. But there are inherent biases in the system to balance which strategies have been evolved. To ensure accountability in reviewing it is now suggested that the author should be given the chance to reply to criticism by the reviewers. The criteria and guidelines for reviewing should be clearly stated and be made available to the writer. Other methods of scientific analysis of a text have been developed but the manuscript is usually subjected to these within the institution or organisation where the author is working and before it is sent to the publisher. And finally, as stated earlier, if the findings are important and original enough, the writer can appeal to the whole scientific community for reappraisal of his manuscript.

Self Check Exercise

1) Describe the role of a referee.

Note:

i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.
13.3 CREATIVE AND SUBSTANTIVE EDITING

As stated in the previous section, the modifications suggested by peer evaluators are concerned with the information content of the manuscript—its accuracy, completeness and substantiation. It is the responsibility of the editor, who is concerned with the impact of the published document on the reader, to evaluate the language and presentation of the manuscript and to recommend and even make changes in it himself. It is his job to see that the text is readable and understandable. If the text is dense or foggy the editor may sit with the author and go over the manuscript word by word, sentence by sentence and para by para. If the ideas do not flow logically he may suggest reorganisation of the content, additions, re-arrangement of sentences/paragraphs or deletions of irrelevant portions. He may insist on changes in wording or structure of a sentence. And all this he will do to make the meaning more exact. All the time he is doing this he must never forget that he is the editor and not the author. The essential meaning must not be changed without the permission of the author. Any changes made by the editor must be in the knowledge of the author for the final decision on any particular change rests with him.

This function of the editor is known as creative and substantive editing. In practical terms, the editor undertakes text analysis. That is, he appraises the several interlinked structures of the text (words, phrases, sentences and paragraphs) to focus on the meaning and effective delivery of ideas. If any of the structures and their links are faulty the message or information of the text becomes skewed.

There are four major areas of difficulty in a text to which an editor should attend:
1. Logical flaws in the organisation of the content
2. Poor paragraph development
3. Complexities in sentence structure
4. Incorrect usage and vocabulary

1) The rhetoric of scientific and technical writing that is, the organisation and presentation of a text according to some logical order or pattern, differs greatly from the rhetoric of fictional writing, mainly because the content, purpose and audience are different.

There are different patterns for presenting different kinds of information. For instance, the time order is necessary for historical writing (chronological order); time order is also necessary for description of a process or for instructions for process (sequential order); space order is required when a writer tries to give a picture of spatial relationships as in the description of parts of a machine in relation to each other and to the whole. Information about measurements is also described in terms of spatial relationships i.e., cubic, square and linear measures. The writer should know what features of vocabulary, grammar and rhetorical style will be most suitable for the kind of logical order he will be using in his presentation. For instance, in the physical description of an object he has to give the dimensions shape, weight, material, volume, colour and texture. He has to link the descriptions of the various parts of the object to one another and to the whole. And in writing this description he has to use the present tense.
2) Paragraph development - A theme has a central idea and related concepts which, when linked logically and grammatically, develop the thesis or argument of a text. The writer develops his thesis through a series of related paragraphs. Each paragraph, in a number of sentences, develops a single idea, concept or aspect of the theme, which links with the idea or concept of the links and references within and between paragraphs are established by the use of pronouns, conjunctive adverbs and car juncture adverbial phrases: however, therefore nevertheless previous and the following paragraph. A series of sentences in a paragraph, related to each other develop its central idea by description, definition, elaboration, explanation, exemplification or illustration. The sentences of a paragraph are arranged in the logical order necessary for the presentation of a particular theme. The first sentence of a paragraph is usually the topic sentence the one that states the main idea.

The introductory paragraph is the first communication on the topic between writer and reader. It should define the theme and any important terms used throughout the essay, provide relevant background information, identify the situation, and, in general, link smoothly into the main body of the article or essay. For instance, in a research article on the results of an experiment or survey, it would be necessary not only to state the thesis and the sources of data but also the methodology employed.

Similarly the writer as well as editor should pay close attention to the concluding paragraph. All the main points of the topic should be summarised and there should be some thinking on future action/research/investigation.

Self Check Exercise

2) Distinguish between chronological order and sequential order.

Note:

i) Write your answer in the space given below.

ii) Check your answer with the answers given at the end of this Unit.

3) Sentence structure - A similar analytical exercise needs to be done to check each sentence for coherence and conciseness. To avoid monotony sentence structures should be varied in style and length. The sentences within a paragraph, arranged according to the logical order adopted for the presentation of the topic (time, space, categorisation etc.), may proceed from general to specific or vice versa; least important to most important; problem to solution; according to location and to time.

Meanings of sentences become confused or blunted when they contain too many clauses or grammatical errors. For the sake of economy and accurate words should be carefully chosen for clarity and precision.

- All the parts of a sentence - subject, verb and object - should be visible.

Example: Two versions are given below and the second one communicates better.
i) The best available estimates on performance capabilities and tolerances of the individual elements were obtained and then analysed to determine their quantitative effect on position error and image smear. This can be rewritten as two sentences for better understanding.

ii) The best available estimates on performance capabilities and tolerances of the individual elements were obtained. These estimates were then analysed to determine their quantitative effect on position error and image smear.

• Tense rules should be consistently followed. For instance, observations and experiments should be recorded in the past tense but the present tense should be used for generalisations and universal conditions.

**Example:** Use of the *past tense* in recording a process

In taking a sample, the tube *was* pushed into the bottom deposit as far as the shoulder of the cone permitted. The handle *was fitted* with water and a cap *was screwed on* the upper end. When the tube *was withdrawn* a partial vacuum *was formed*, which held the sample in the tube.

Use of present tense for generalisation/universal condition

i) Leaves use chlorophyll to make food

ii) Fungi produce antibiotics.

• The use of passives should be avoided except for reasons of emphasis

**Example:** Unnecessary use of passive: Drainage of the area is accomplished by three streams.

More readable form:

The area is drained by three streams.

Significant use of passive:

The platform is lowered and raised by the hoist crank. The `active' form of this statement would be incorrect.

The hoist crank raises and lowers the platform. The impression given by the above sentence is that the `hoist crank' can act independently of any human agency which is not the case.

• Sentences can be shortened and made more concise and direct by deletion of unnecessary phrases and words and repetitions.

**Example:** Phrases that can be deleted without loss of meaning

It is interesting to note that ....

It was discovered

It is noteworthy

• Two instances of common grammatical errors which obscure meaning are

a) the use of clanging or misplaced modifiers:

words or phrases so placed in a sentence that they modify a word other than the one they were meant to.

**Example:**

Approaching the flight line from the east side, the operations building can be easily seen. (Here `approaching' seems to modify the operations building)

The actual meaning is expressed as follows:
A person approaching the flight line from the east side can easily see the operations building.

b) Indefinite reference words: the pronoun 'it' in the given example has been used in three places and trying to identify the noun reference in each case would slow down comprehension.

Example:
The object starts by moving at some velocity which decreases as it rises, stops for an instant, and then accelerates downwards so that it will be travelling quite fast when it reaches its starting point.

In this sentence it could refer to both ‘object' and ‘velocity'. It and it, though they both refer to ‘object', are too far removed from the noun reference. It would be better to rewrite the content in two sentences.

4) Language usage and vocabulary. The editor has particularly to look for foginess or errors of usage and vocabulary that result from:
   • over or incorrect use of technical terms;
   • inadequate understanding of words which have several meanings and may be used in a technical sense within a discipline - also referred to as semi-technical terms;
   • inadequate grasp of phrasal verbs;
   • the use of cliches or roundabout expressions;
   • unnecessary or inappropriate idioms; similes and metaphors; and
   • redundancy.

The vocabulary level must be appropriate for the target reader. Abstract words expressing abstruse concepts may be alright for specialists in the subject but not so for school or college students or lay persons. The editor can guide the author in such cases to replace words - e.g. ‘obligatory tasks' may be alright in one text but in another ‘Things you must do' would convey the same idea better.

• Technical terms are the special vocabulary of a particular discipline and are collectively referred to as the particular jargon e.g., journalese; telegraphese; beaureau cratese; and so on. Each term designates a single item, object or concept. The use of these terms within a discipline is fixed and helps in precise and speedy communication between members of a discipline, across disciplines and across languages either through translation or transliteration. However, the use of technical terms to give a piece of writing a 'high profile' makes it bombastic and 'jargon-infested'. Examples of 'jargon-infestation' are:
  i) The suspension was centrifigned to sedimate the mitochondria
  ii) Cessation of saturation...
  iii) Of the utmost importance is the need to examine quantitatively the various instars which have not reached maturity, in order to evaluate and determine the validity of the theory advocated by Przibram.

More briefly and precisely worded, the sentence reads: 'To test Przibram's hypothesis measure all instars.'

• Words used in daily speech can acquire specific meanings used in the contexts of science and technical writing. The use of these semi-technical words requires a sophisticated grasp of the language in question. Example of some words are: 'energy' as used in physics; 'set' as used in mathematics; the word 'fast' as used in marine engineering.

If a word has synonyms it is essential that the exact meaning should be checked. For instance, the writer has to decide whether two objects are 'joined', 'connected', 'united', 'linked', 'coupled', etc. Similarly 'show', 'reveal' or 'visualise' cannot be interchanged in a text.
A phrasal verb consists of a simple verb followed by one or more prepositions or adverbs. The words together have an idiomatic meaning which is not the sum of the meanings of the individual words. The use of these phrases can be a source of error if there is doubt about the exact meaning. For example, the verb ‘look’ can become part of phrases such as ‘look up’/‘look down upon’, ‘look sick’, ‘look into’, ‘look in upon’, etc. Errors in usage of phrasal verbs are more likely to occur in the writings/comprehension of second language writers and readers, and should be avoided.

*Idiom* is usage of a particular language which is arbitrary; it has become fixed by practice and can cause problems for second language users. For instance, in the following examples the use of prepositions is purely idiomatic.

- ‘agree to a proposal’; but ‘agree with a person’.
- ‘compare to another standard’; but ‘compare with a person’.
- *plan to or for* (not ‘on’)

Also, certain verbs are idiomatically followed by *to be*. e.g.

It is incorrect to say:

- Net results continued unprofitable.

The correct form is:

- Net results continued to be unprofitable.

Scientific and technical writing is not amenable to *figures of speech*. These should be used sparingly and be appropriate.

*Example : Inappropriate Metaphor*

1) Your contribution will seem like a drop in the bucket of this great bundle of red tape.

2) A virgin forest is a place where the hand of man has never set foot.

*Appropriate Metaphor*

What is more important is that the impact of astromanties is only beginning to be felt and that this influence will rapidly mushroom to almost infinite proportions.

*Euphemisms* should not be used in scientific writing—facts should be stated in factual language.

*Example:* inappropriate statement

Some in the population suffered mortal consequences from the lead in the flour.

The more appropriate statement is

Some people died as a result of eating bread made from lead contaminated flour.

*Redundancy* often results from the use of more words than are required to convey the meaning.
Example:

Redundant Expression          Concise Expression
i)       an innumerable number of tiny veins      innumerable tiny veins
ii)      plants exhibited good growth           plants grew well
iii)     from the standpoint of               according to
iv)      throughout the entire area            throughout the area

Apart from text analysis and editing the editor should advise the writer on the use of illustrations (drawings, graphs, maps, photographs) and may have to provide professional help in these areas. He would also edit the initial sketches while editing the text to check on

- correct placement
- accurate headings
- accurate numbering
- acknowledgements

If the printed text is part of a multimedia package editing would extend to cover these aspects as well.

We have given you a compressed account of the tasks that comprise creative and substantive editing only to make you aware that editing a text is essentially different from writing it. The processing of a manuscript is not merely a mechanical activity but requires mutual understanding between author and editor. The editor has to be tactful, sensitive, persuasive and encouraging so that the author can respond positively to demands for changing, pruning and rewriting of texts.

Activity 1
Select a paragraph from any scientific writing and analyse it from the point of view of (a) use of passives (b) the technical terms used and (c) the tense employed.

Self Check Exercise

3) Please rewrite the following sentences without affecting the meaning.

The point of view of the Govt. of India regarding the 'secret' meeting in London between Indian and American diplomats is completely rejected by the opposition parties. They averred that the deal was a conspiracy to camouflage the deeper sinister motives of the two governments - India to conceal from the public and USA to pressurise the Prime Minister.

Note:

i) Write your answer in the space given below
ii) Check your answer with the answers given at the end of this Unit.
13.4 COPY EDITING: STYLING AND FORMAT

Copy editing can only be done after the manuscript has been edited for content, presentation and structure as described in the previous section. It means marking instructions on the manuscript for compositor/printer/keyboard operator. The conventions of copy editing are to ensure consistency throughout a work. The copy editor checks a manuscript for consistency in layout, leading, capitalization, hyphenative paragraphing, abbreviations, units of measure, grammar, punctuation, spelling, references and footnotes. He does the proof reading and copy correction. Many publishing houses have their own house style i.e., their own preferred method for preparation of manuscript for the printer. This is issued to authors and editors in the form of style manual - published or unpublished. The best known style manual is the Chicago Manual of Style, 13th edition, revised 1982. There are special style manuals for publications in different disciplines. For instance, the style manual for the presentation of English Language manuscripts intended for publication by UNESCO, 1981 publishes specialised guidelines to assist the writers in the uniform presentation of scientific publications. You will learn more about such reference books that are essential for an editor.

The writer can assist the copy editor by giving a clean copy for the printer by paying attention to some of the routine tasks of copy editing as given under:

- Headings
- Numbering of paragraphs
- Tables and graphics
- Use of numerals
- References Quotations Foreign Words
- Bulleting

The writer should further check the organisation, correctness, completeness, understandability, grammar, punctuation, spelling, mechanical details, style and format (titles, headings, numbering systems, abstract and index). A clean copy would mean that only house styling would be required. Type setting will be easy, quick and less expensive and publication time will be reduced. Any changes in the manuscript at proof reading stage means delay and extra costs. Once the manuscript is ready for printing, the editor should give a schedule for proof reading galleys and page proof and ask for index copy. We will give brief explanations and examples of aspects of formatting.

13.4.1 Headings

It is usual for informative texts to use headings and sub-headings to identify the relationship between different aspects of the theme. Headings indicate the manner in which the content has been organised and the order of presentation of information. They also act as linking devices ensuring continuity and flow of information. It is usual to establish the relationship between major and subordinate items of information by typography, indentation and typesize.

The things to watch out for are:

- proper subordination of headings
- wording of headings: they should be consistent in wording
- capitalization in headings
- adequacy in headings: headings are signposts and should act as such in a text.

If there are too many, too few or wrong headings the reader can get confused.

Heading systems often use numbering to indicate sequencing. The decimal system is most commonly used for texts as in IGNOU course materials. The numeral letter system using a sequence of Roman numerals, capital letters, Arabic numerals and lower case letters, is largely used for outline headings. The typography indentation system uses a consistent pattern of typography and indentation to indicate relative weights of headings and subheadings. This system is usual for texts.
Headings: There are essentially four types of headings. The font/type size is determined by the General Editor of the publication.

i) Centre-heading for the title of chapters or sections in a series.

CONSTITUTIONS OF THE WORLD

Normally it is 12 point (1 inch: 76 points) bold.

iii) Centre-head for titles of paragraphs in boldface 10-point size.

INDIAN CONSTITUTION

iii) Left-flushed bold title for sectional headings in 8-point. These are placed just one space above the section.

Presidential Powers

iv) Run-on heading for sub-sections in 8-point size but not bold faced. These headings are either underlined or followed by a colon.

Emergency Powers of the President

13.4.2 Numbering of paragraphs

Numbering is not generally done in books of general interest like encyclopedias, dictionaries etc. which are alphabetical in order but it can be incorporated into the text along with the headings if there are going to be frequent cross-references between different sections or chapters of a book. Subdivision of text should not go beyond four levels.

13.4.3 Tables and Graphics

All types of illustrations, drawings, photographs, tables, charts etc. must follow a uniform format.

1. All drawings, maps, etc. must be drawn to scale.
2. Illustrations must bear titles and numbers.
3. Verbal material must be reduced to the minimum.
4. Only standard abbreviations must be used.
5. Illustrations must be proportionate to the print material on a page.
6. Source must be given in full detail.
7. Explanatory footnotes in the tables or charts must be avoided.

In any academic write-up, tables, charts, illustrations etc. add clarity to the points under discussion. For instance a graph can present a conclusion in a single visual impact so that the various factors are viewed simultaneously in their relation to each other. Similarly tables make detailed comparisons of numbers and quantities easier to follow than a long description. Basically, tables are distinct from the rest. Readers look at the table from top-down while they look at the illustrations etc. bottom-up. Hence the title is placed above the table and below the pictures, charts, illustration etc. In both cases the source and explanatory remarks must be given at the bottom. In general Arabic numerals are used for tables and Roman numerals for the others. Illustrations or photographs must be roughly not more than one-third of a page.

13.4.4 Reference

Depending upon the nature of the material authors may give references in the text. There are three ways of doing it: footnotes, notes and references. A general reader will not be so much interested in the origins of a matter or authentication of a point from some other authority. On the other hand, he is annoyed by the numerous numbers referring to footnotes or notes. In general it is better to avoid notes or footnotes in a text which is meant for the general public, not researchers. However, the writer may provide references within the body of the text as in:
Only the Jewish people of European origin are afflicted with tai sak (Bernstein 1962: 180). The details of the reference are given in the bibliography or references cited. Or, a general reference may be provided at the end of each chapter or section. The latter is generally preferred.

13.4.5 Quotations

Often writers resort to quotations to support or authenticate a point. It is left to the discretion of the writer or the editor to decide whether a particular quote adds to the argument or not. Editors should ensure that copyright permission has been received in the case of substantial quotations or of copied or re-drawn illustrations. But writers should avoid common place quotes or quotes from famous people. A quote adds vitality to the point under discussion, and it is not a decorative piece to be flaunted. Hence, any quotation must have the following characteristics:

a) It must be reproduced exactly as in the original but if it is a translation it must be so stated.

b) If some words or sentences are left out it must be indicated by three dots...

c) A quote of less than two lines is run in along the text; otherwise it must be indented in single space.

d) Author's comments, if any, on the quote must be placed in brackets.

e) The source of the quotation must be given in full.

The quotations should be distinct from the text and so arranged that they are easily recognisable. This is generally done by the use of punctuation marks, indentation or smaller type.

13.4.6 Punctuation

Fewer punctuation marks are required in Indian languages than in English. Use of semicolon or dashes or colon smacks of imitation. Indian languages need only a fullstop, a comma, a quotation mark, a question mark, parentheses and an exclamatory mark. These must be used judiciously and appropriately. Punctuation marks are employed to avoid ambiguity and to add meaningful expression not indicated by words.

13.4.7 Foreign Words

In writing scientific, technical or research articles authors are often required to use foreign words or abbreviations for uniformity of standards. However, there is a distinction between words of scientific or technical nature and others. For example the notations for elements or formulas must be given as they are but words like 'libido', 'subconscious' can be descriptively explained in parentheses or the Indian equivalents can be given for popular forms like 'Security Council', 'United Nations Organisation', 'Indian Medical Association' etc. as used in newspapers and popular magazines. The writer should bear in mind that comprehension and not academic prestige is the most important criterion in this regard. Indian names of organisations are rarely abbreviated but popular usages must be accepted: di. mu. ka. (in Tamil), vi. ra. sam. (in Telugu) etc.

Further, in giving proper names of either Indian or foreign origin, writers must give the complete name first time they occur (first name and last name in case of European/Indo-Aryan or initials and the given name in case of South Indian names) with titles, if any.

Sir Isaac Newton
Periyar Ramaswamy Naiker
Prof Asutosh Mukerjee
Chairman Mao Tse Tung

but later on only the last name (surname) or the given names as is generally used

Russell (for Bertrand Russell)
Koch (for Edward Koch)
Ranga (for N.G. Ranga)
Names of famous persons must not be abbreviated as newspapers do. Avoid use of NTR (for N.T. Rama Rao)
C.R. (for C. Rajagopalachari)
Sir Arthur (for Arthur Conan Doyle)
Edward (for Edward Jenner)
Since most Indian alphabetic systems are phonetic in nature it is advisable to give foreign names as they are pronounced:
edimbaro for Edinburgh
marwana for marijuana

13.4.8 Use of Numbers
Scientific and technical writing uses numbers to convey certain definite kinds of information as data, statistics, symbols, formulas, units of measure, quantities, etc. These kinds of facts are generally expressed in numerals which can be freely used to express numbers of any size unless they would cause confusion or a written out number seems more correct in the context. It is better to translate international numbers into Indian system i.e., lakhs and crores instead of millions or billions. Where essential one can give the international equivalent in parentheses. Where one has to use numerals the preferred usage is as follows:
a) Use Indian (Arabic) numerals except where contrastive use of Roman numerals is conventional. For example volume numbers of journals, series, historical references to kings or centuries and so on are written with Roman numerals (Census `C' series Part-II, Indian Journal of Medicine Vol. X, No.1, King James II, III Century B.C. and so on).
b) As a matter of principle never begin a sentence with a numeral and where necessary write it in words except in the case of a calendar year. If the number beginning the sentence is accompanied by a unit of measure, both should be spelled out. Similarly, single digit numbers are spelled out in the middle of a sentence e.g.,
c) If there are two adjacent numbers in a sentence, spell one out e.g.
Wrong    Right
55 - w Bulbs    Five 5-W bulbs
143 3d Avenue    143 Third Avenue
d) Two numbers in the same sentence should be written in the same form.
Wrong    Right
The second and the The second and the
18th tests were successful. eighteenth tests were successful
e) Weights and measures are always given in the standard decimal systems. When Indian measures are used for historical elucidation, their equivalents in standard form must be provided in parentheses. For example 'tulam' (tola in some languages) is given as 10.2 gms. or sevari (sovereign) as 8 gms. in Telugu.
f) Avoid fractions where precision is not required.

13.4.9 Bulleting
Inclusion of a series of items in a running text is very annoying to the reader. For instance see the following sentence.
As per recent health statistics (1990) in India, both maternal mortality rate (MMR - 5/1000 live births) and infant mortality rate (IMR - 80/1000 live births) continue to be high. Some scientific studies conducted earlier revealed that Maternal Child Health services suffered serious setbacks in India. Some of the causes attributed were: Insufficient planning, lack of manpower, inadequate training and supervision of paramedical personnel,
It is better to present the same data in a series of bulleted sentences for the visual relief of the reader.

As per recent health studies ... setbacks in India. Some of the causes attributed were:
- insufficient planning
- lack of manpower
- inadequate training and supervision of paramedical personnel
- poor utilisation and lack of knowledge among beneficiaries
- belief in traditional remedies
- low female literacy
- inadequate interpersonal communication and information
- socio-economic and environmental constraints
- lack of epidemiological approach and management skills, and
- ineffective health information system.

There are different types of reports and other text materials. Some of them are:
- Technical manuals
- Progress reports
- Proposals
- Thesis for degree
- Company report
- Journal article
- Review of books
- Press releases
- Abstracts/Synopses

There will be variations in presentation because each writing is (i) intended for a purpose - a car manual is different from the syntax of Santali, and (ii) a different prospective audience - a Progress Report is meant for the laymen while journal article is meant for learned audience. Hence the treatment, the language, the format and the style vary from type to type. For example, a thesis will have footnotes, bibliography etc. while press reports are presented in running prose without illustrations or tables. Journal articles generally contain brief abstracts while books contain index.

A text that deviates from these norms of presentation must be considered as a problem text and must be modified. To provide guidance on how to prepare a MSS in specific subject fields professional associations and organisations have produced style manuals about which you will read in the next unit.

No matter what the type is and what the content is, a written piece should have the following components:
1. Introduction to the theme
2. Review of literature
3. The thesis (theme)
4. Presentation of data in support
5. Analysis
6. Conclusions

Besides this, the editor will need to attend to the front and back covers, title page, verso of title page, foreword, preface and acknowledgements, table of contents and abstract.

**Activity 2** Take a Ph.D. dissertation and write a note on its format.
13.5 SUMMARY

In this Unit, discussions have been made on the processing of manuscripts with particular reference to technical writing i.e., various stages involved for processing or preparation of manuscripts in order to make it ready for the printer. Focus has also been made for better understanding of the process by using the language as a tool of communication. In order to make the reader more understandable and readable, organisations of words into sentences, paragraphs and complete texts are the important elements of editing the manuscripts. After reading the Unit, a student will be in a position to learn about the structural deviations in sentences and paragraphs and provided some ways of rectifying them. Moreover the format of a publication and its various applications and uses are discussed in this Unit.

13.6 ANSWERS TO SELF CHECK EXERCISES

1) The referee is a distinguished scholar in a particular discipline. The editor who is not an expert in that discipline may send it to an expert. The expert studies the manuscript on the basis of guidelines given by the editor. He in particular evaluates the manuscript for its (a) content (b) contemporarily of the text (c) parity with other similar books in the market (d) clarity of presentation and so on. He gives critical comments and suggestions for improvement or he may reject the manuscript on the basis of his judgement and knowledge. These are passed on to the writer for modification. The writer is expected to take them in the spirit given and modifies the text accordingly. Thus, a referee's role is very crucial in the evaluation process.

2) Chronological order is essential in historical accounts, biographical sketeches, evolutionary descriptions; on the other hand, sequential order refers to the various steps involved in an experiment, assembling of parts, descriptive and creative narrations etc. Chronology refers to actual time and sequence refers to logical relationships. The editor ensures that the text follows these orderings faithfully.

3) The opposition parties rejected the Govt. of India's statement on the secret Indo-US diplomatic talks in London. They claimed that it was a cover up mission to hide U.S. pressure on the Indian Prime Minister.

13.7 KEY WORDS

Authentic : Genuine - Known to be true

Creative : Having power to create intelligence and imagination not merely mechanical skill

Foggy : Idea of confused nature

Stylistic : Style in writing

Usage : Use of a language usually not governed by grammatical rules.

13.8 REFERENCES AND FURTHER READING


IGNOU. (1989). *Editing in Distance Education (IGNOU Handbook-6)*. New Delhi: IGNOU.

