



STYLE MANUAL
HOUSE RULES FOR PUBLICATIONS IN
THE NATIONAL INSTITUTE

NATIONAL INSTITUTE FOR POLICY AND
STRATEGIC STUDIES, KURU, NIGERIA

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PREFACE

The law establishing the National Institute (Act 20 of 1979 now CAP 262 of 1990) requires it, among other things, to disseminate, through published books, records, reports and articles, information on any part of its activities.

Over the years, the National Institute has published many journals, books, seminar reports and occasional papers which have been widely circulated locally and internationally. To keep abreast of current styles and rules in academic publishing, the Institute has issued this Style Manual.

While there are many referencing styles, the National Institute has adapted elements from existing styles to create the NIPSS Style Manual to suit its own purposes.

The NIPSS Style Manual provides the Institutes approved guidelines for Participants, researchers, editors, printers and authors in producing research works and preparing manuscripts for publication.

The Publications Policy, included as an appendix, was first approved by the Board of Governors in 1992. It was revised by the National Institute Management in

2004. The Policy spells out the criteria for publication as well as other relevant issues associated with publishing by the Institute.

The first edition of NIPSS Style Manual was published in 1994. It has since been revised in 2003, 2005 and 2011. This is the 5th edition.

This 5th Edition has been approved by the Publications Committee of the National Institute.

SECTION

1

INTRODUCTION

The National Institute was established in 1979 as a high-level centre for reflection, research and dialogue. It provides a forum for scholars, policy initiators and executors, and other citizens of mature experience and wisdom from different sectors of Nigeria's national life to interact and exchange ideas on issues of national and international concern.

In line with its enabling law, the Institute, through its Research Directorate, carries out inter-disciplinary and policy-related research into the political, economic, social, cultural and other issues facing Nigeria. The Directorate of Studies, on the other hand, organises the Senior Executive Course (SEC) for participants from the upper echelons of the public service (both State and Federal), the armed forces, the police, para-military agencies, other relevant public organisations as well as the organised private sector.

The Publications Department, under the Office of the Director-General, is primarily charged with the publishing of carefully assessed manuscripts from the Directorates of Research and Studies, as well as works from scholars within and outside the National Institute. The categories of publications approved by the Board of the National Institute include:

- a) Conference/Workshop proceedings
- b) Research Monographs
- c) Occasional Papers
- d) Individual Research Projects
- e) Distinguished Annual Lecture Series
- f) Concluding Seminars
- g) Tour Reports
- h) Books
- i) The National Institute Journal

Through these outlets, the Institute disseminates knowledge from its numerous studies and research programmes. This is in line with the Act establishing the Institute which requires it to present “in usable form” results of its research efforts into the social, economic, political, scientific and other problems facing the country.

The main target-groups for the Institute’s publications include:

- 1) Government at its policy-making levels;

- 2) The academic community;
- 3) Professionals, Civil Society Organisations and other interest and pressure groups; and
- 4) Informed members of the Nigerian public both within and outside Nigeria.

Clearly, the presentation of findings must be suitable for the above categories of target audience. Policy makers do not always have the time to read official reports in detail. Hence, a carefully constructed executive summary is of an inestimable value. Moreover, an academic readership has its own conventions and expectations regarding the standards and presentation of published research. This Style Manual is designed to provide some of the more formal and technical guidelines on the presentation of such works.

Writing and Communication Skills

Whatever the format, there are agreed standards concerning “good writing.” These include clarity of thought; simplicity and precision in language; avoidance of verbose language; a methodically presented and logically developed argument; accuracy of data such as facts, figures, illustrations and references.

Both writing and communication are organic in value. Writing is an art. It is an act of communication which demands good communication skills. The following will serve additionally as guides to good writing and communication skills:

1. Ensure relevance, lucidity of language and clarity.
2. Ensure logical presentation of material with persuasiveness.
3. Adhere to grammatical rules on tenses and other related grammatical functions.
4. Ensure brevity of words/ communications (economy of words by avoiding unduly long sentences).
5. Remain confident, logical and demonstrate conviction on issues and conclusions.
6. Proof-read and edit carefully to eliminate factual and grammatical inaccuracies.

Plagiarism and Copyright Violation

Plagiarism is a form of Intellectual theft and should be avoided.

What is plagiarism? It is the presentation of another person's thoughts or words verbatim without any acknowledg-

ments. Every research work submitted should be expressed in one's own words.

Failure to provide a source or attribution or to include quotation marks on materials lifted or cited from other literature sources may be taken as the author's own ideas and judgments. Therefore, every quotation, whether short or long that is not acknowledged constitutes plagiarism. This includes direct copying, word for word, of one's own writings already published or in circulation.

Plagiarism is a serious offence and penalties can include awarding zero marks for work, expulsion from the course programme, or withdrawal of certificates and honours and/or severe disciplinary measures.

Arrangement of Sections

The first six sections of this Style Manual are guidelines to ensure uniformity of style in manuscripts submitted to the Institute. Section Seven provides hints on writing an executive summary, while other aspects focus on technical details relevant to the production process.

SECTION

2

GENERAL PREPARATION OF MANUSCRIPTS

All manuscripts should be typewritten, double-spaced and set on 14-point font size on Times New Roman typeface. Manuscript should be submitted in both hard and electronic formats.

Manuscripts should be printed on one side only, leaving generous margins at the top, bottom and the sides of pages. The pages should be numbered consecutively and properly fastened. Page numbers should be centred at the bottom.

All chapters in the manuscript should be divided into sections with appropriate headings and sub-headings. The sections may be highlighted in bold or italics.

Beginning of paragraphs, indenting, and other spacing arrangements must be clearly indicated. The same thing applies to diagrams, illustrations and tables.

Manuscripts should be carefully revised and spell-checked before submission.

The British English is to be used throughout (not the American or a mixture of both).

Senior Executive Course (SEC) Projects

Chapters and Sections of SEC Projects should be numbered in an orderly fashion as indicated in Section 3. References in SEC projects should follow the pattern indicated in Section 4.

Each Participant is required to provide a brief profile of himself/herself. Example:

John Agbo was born in 1962 in Eboya, Benue State where he received primary and secondary education. After his B.Sc. (Political Science) at the Ahmadu Bello University, Zaria, he enlisted in the Nigerian Army in 1987. He returns to the Army after his Senior Executive Course in NIPSS.

The title of the project on the cover page and title pages should be in upper case (capital letters) 20-points, Times New Roman.

The author's name and other information on the cover and title pages should be in initial capitals only.

Information for cover pages: Title of project, author's name (without any title(s), SEC number and year, short title of the Institute (National Institute, Kuru) and month and year of submission (see example below).

EXAMPLE OF COVER PAGE

**PENSION ADMINISTRATION AND THE
CHALLENGES OF THE TWENTY-FIRST CENTURY**

By

Tom Dick Harry

Senior Executive Course 35, 2013

National Institute, Kuru

November, 2013

Half title: same as cover page except that the name of the Institute will be written in full (National Institute for Policy and Strategic Studies, Kuru)

Full title page: same as the half title page, but with the following additional information:

An Individual Research Project Submitted to the National Institute for Policy and Strategic Studies, Kuru, in partial fulfillment of the requirement for the award of the Member of the National Institute (mni).

This will be followed by month and year of submission. The spine bears the author's name, SEC, NIPSS and year of publication.

SECTION

3

GUIDELINES FOR PREPARATION OF SENIOR EXECUTIVE COURSE PARTICIPANTS' INDIVIDUAL RESEARCH PROJECTS

3.1 Structure

The Individual research Projects of Senior Executive Course Participants should be structured as follows:

PRELIMINARY PAGES

Title Page

Certification

Restricted Publication Notice

Dedication (where applicable)

Acknowledgments

List of Tables (Where applicable)

Table of Contents

List of Abbreviations (Where applicable)

List of Figures (Where applicable)

Abstract

CHAPTER ONE:

GENERAL INTRODUCTION

- 1.1 Background to the Study
- 1.2 Statement of the Research Problem
- 1.3 Research Questions
- 1.4 Aim and Objectives of the Study
- 1.5 Scope
- 1.6 Limitations
- 1.7 Significance of the Study/Policy Relevance
- 1.8 Conceptual Clarifications
- 1.9 Theoretical Framework
- 1.10 Hypothesis (where applicable)
- 1.11 Methodology
- 1.12 Organisation of the Study

CHAPTER TWO:

LITERATURE REVIEW

CHAPTER THREE:

HISTORICAL AND POLICY CONTEXT OF THE STUDY

CHAPTER FOUR:

GIVE AN APPROPRIATE TITLE

CHAPTER FIVE:
CONCLUSION, RECOMMENDATIONS AND
IMPLEMENTATION STRATEGIES

References and Appendices

**3.2 GUIDELINES ON WRITING THE
SECTIONS OF CHAPTER ONE**

3.2.1 Background to the Study

This section involves the writing of a brief overview of the setting of the study. The Background of the Study is a statement on the factors that contribute to the problem being investigated in the study, efforts made so far to address the problem and the strengths and/or weaknesses of such efforts.

The main task is to situate the concern of the study within the ongoing research dialogue. The major variables of interest to the study are to be captured and discussed coherently in such a way as to highlight the focus and arouse interest. The temptation to review literature here should be resisted.

The Background should be between 2 and 3 pages.

**3.2.2 Statement of the Research
Problem**

Often times, a careful reading of existing/available literature on the subject of research would assist the researcher to articulate his/her specific area of research interest in order to state his/her research problem in clear and precise terms. The statement of problem seeks to provide answers to the following questions, among others:

- a. What is happening in the area of study that arouses curiosity and makes the study necessary? What this implies is that the statement of the research problem should spell out the need/purpose of the study and the focus of the problem that the researcher wants to address.
- b. Why is it happening? This involves a description of the cause of the problem or the circumstances creating the problem.
- c. What is done now to address the problem? This involves describing the approaches or steps taken towards solving the problem to date.

A clear presentation of answers to these questions would enable the researcher to avoid going over grounds already covered by earlier researchers. It would also enable the researcher to articulate his or her research questions and hypotheses in a clear and precise way. The statement of the research problem should not be more than 1½ pages.

3.2.3 Research Questions

A research question is an extension of a research problem. That is, a problem is a question requiring an answer. The goal of a research question is to formally state what it is that the researcher wants to better understand. It is important to note that the Research Questions are not the same as Hypotheses. However, for our purposes, after Research Questions there is no need for Hypotheses. Both Research Questions and Hypotheses logically derive from the statement of the research problem. The research questions just like hypotheses, provide yardsticks for finding out why the identified research problems exist. They also help to provide clues to the solution of the research problems and hence assist the researcher to meet the objectives set

out by him/her at the beginning of the research process. The research questions should not be too many; they should be between three and five.

3.2.4 Aim and Objectives

Having identified the research problem and questions, the researcher should then specify the aim and objectives of the study. These naturally also derive from the statement of the research problem. **Aim** specifies in broad terms what the researcher's goal is. On the other hand, **objectives** specify exactly what the researcher expects to achieve through the conduct of the research. Example: Let us assume that you are conducting a research on inter-religious conflict in Nigeria. The aim could be: At the end of the study, to produce enough facts and evidence to guide policy makers on what should be done to curb the incidence(s) of inter-religious conflicts in Nigeria. The objectives, on the other hand, would be the reformulation of the research questions in sentence forms. Thus, the objectives should correspond with the research questions and should be between three and five. They are guide

posts to research activities and should be accounted for in chapter four.

3.2.5 Scope of the Study

Every study should have a clearly defined scope. The scope provides the justification of the study in terms of its thematic and geographic coverage. It usually also indicates the period to be covered in the study. It is important that the researcher states what he/she will not include so that the scope of the research is clearly defined.

3.2.6 Limitations of the Study

Limitations of the study have to do with constraints faced or shortcomings encountered by the researcher in the course of conducting the study. Such problems often tend to restrict the scope and coverage of the study but they should not be confused with the scope of the study. These may include limited finances available to the researcher to conduct field work or constraints of time to cover all grounds necessary to enrich the research effort or barriers faced by the author in accessing some information and so on. Although the researcher could anticipate some limitations prior to conducting the research, the

actual limitations would be encountered in the course of the research and should be reported at the end of the research. The researcher should also state the extent of accomplishing the objectives of the study despite the limitations.

3.2.7 Significance/Policy Relevance of the Study

In the light of the mandate of the National Institute, it is important that each researcher's effort should shed light on the policy implications of the research findings. This section is, therefore, meant to highlight the policy implications of the research findings. The section seeks to answer the question: How would the research results assist policy makers (government officials) and other stakeholders in their search towards turning Nigeria into a better society? It should not be numbered but presented in paragraphs.

3.2.8 Conceptual Clarifications

Conceptual clarifications seek to explain the various contested meanings and usages of key concepts as used by scholars and practitioners and how these are important for a better understanding of the

topic under study. They go beyond definitions of terms. What is required is the elaboration of the concepts as propounded by well-known authorities.

3.2.9 Theoretical Framework

A theoretical framework provides a logical understanding and interpretation of a subject matter from a particular perspective or prism. Whether in the fields of social sciences, business studies; education, international relations; conflict and peace studies and development studies, every theory has four dominant characteristics:

- a. to describe,
- b. to explain,
- c. to analyze and
- d. to predict the course(s) of events and outcomes.

Generally, theories have sub-theoretical perspectives, and a vast literature abound. A theoretical framework that describes a particular theory should be selected by the researcher from among other competing theories. It is also important to state the rationale for the choice of a particular theoretical frame in terms of how it elucidates or provides a suitable explanatory context for the topic. Sometimes, one

theory is not sufficient to capture the complexity of a given topic or issue-area. In this case, researchers may opt to present a synthesis of theoretical models in a more general or integrated framework.

3.2.10 Hypothesis

The term hypothesis has been defined as an assumption or a tentative statement that can be accepted as probable in the light of existing literature or perspective. A hypothesis is a reasonable and intelligent guess that is subject to verification as to the correctness or otherwise. It provides a researcher with some point of reference around which he can direct his thinking towards finding a solution to his problem.

For example, a researcher wishing to study fertility differentials may assume or hypothesize that the fertility of rural women would be higher than that of urban women. The hypothesis can eventually be accepted or rejected depending on what the facts reveal in the actual study conducted.

A hypothesis should, therefore, not be used as a statement of fact unless there is some evidence of its validity. In strictly statistical terms (i.e. in statistical inference

methodology), a hypothesis is a statement of a probable condition, which is assumed to exist in a population and is tested using any appropriate instrument of data collection and analysis.

The statement to be tested is presented as a null hypothesis (H_0). A null hypothesis is an assumption of “no difference” concerning the variables or parameters which the statistician is interested in.

To illustrate this point let us refer to the following examples:

- a. We want to test our assumption that a new method of teaching mathematics will lead to a better understanding of the subject.
- b. We then put forward a null hypothesis that there will be no (null) difference in understanding regardless of the method of teaching used.
- c. We then compare the result of the group of students taught by the old method with that of students taught by the new method to see if in fact the new method produced a significantly different result. Statistically, a significant difference is accepted as

one which shows “a more than 5 percent differential over the other group.” Thus, a statistically significant difference would be one that is more than 5%.

- d. If the difference is statistically significant, then we can assume that it is due to the difference in teaching method. However, the researcher must be cautious in regard to the conclusion he draws from the null hypothesis. For one thing, the results obtained by the students taught by the old and new methods respectively may equally be affected by “some unrecognized external factors.” This makes it more important for the researcher to be careful in interpreting his hypotheses against what his data tend to show. In other words the researcher must be on the lookout for spurious results in his/her research. (For a detailed description of steps in **Hypothesis Testing**, consult any statistics textbook).

For the purposes of Participants’ research projects, Research Questions would be suf-

ficient guides to the issues been investigated and could be used in place of hypotheses.

3.2.11 Methodology

Methodology has to do with method of organisation and analysis of the relevant data on the subject of research. Most researchers seek to discover what is true through the analysis of data. In seeking the truth, the researcher has to explain what his/her data mean. Thus, what the researcher does at any point in time is to collect numerical or textual information and translate them meaningfully. This presupposes that the data are either already available or they have to be collected by the researcher.

The data that are available to the researcher (having been collected by other people, groups or organizations) are called **Secondary data**. On the other hand, data collected by the researcher himself/herself, are referred to as **Primary data**. It is important to note that data can be defective. If the researcher uses defective data, the validity of the research conclusions would be affected. It is, therefore, important to pay considerable attention to the method-

ology of the data collection. This is particularly pertinent in survey research in which the researcher collects his/her own data.

Note also that the Methodology section of the research report must describe in full:

- a. The overall approach to data collection, whether qualitative, quantitative or a combination of both;
- b. The sources(s) of data (whether secondary or primary);
- c. The precise methods (or techniques) of data collection in the case of primary data;
- d. The sample population and process of sample selection. In both interview and survey methods, the researcher is required to describe the sample design (i.e. how the respondents were selected) and the rationale for their selection;
- e. The questionnaires or interview guides used to elicit information from respondents as well as the fieldwork procedure;

- f. The statistical, econometric or content mapping or mining tools of data analysis employed by the researcher should be specified (e.g. frequency distribution, chi-square, content analysis etc).

Please note that the brief note on the Methodology is obviously not exhaustive. Participants should read it in conjunction with the lectures on methodology. As a corollary, methodology is not necessarily sources of data, but the method of data analysis. For example, every research problem has both primary and secondary sources. However, the most demanding remains the employment of appropriate instruments or tools of data analysis or interpretation as earlier mentioned (frequency distribution, regression, chi-square as the case may apply).

3.2.12 Organisation of the Study

This gives a brief overview of the organisation of the Chapters of the research project.

3.3 GUIDELINES ON WRITING CHAPTER TWO

LITERATURE REVIEW

The Sections of the Literature Review should address the perspectives on the topic of the Project and will include identifiable gap(s).

Research is carried out in the context of those who had earlier conducted similar or related research. Understanding the previous research on the topic will inform the development of one's own research by clarifying what one already knows about the topic and *how* one learned it. It is thus critical that the researcher considers previous research carefully before proceeding with his/her own research. A literature review should address the following three questions:

- i. What does previous research on related topics tell us about your topic?
- ii. How does your research project build on or depart from previous studies?
- iii. Why do you expect to obtain different (or similar) findings or reach different (or similar) conclusions?

Literature review should be written as a discussion of the previous research in light of the above-stated objectives. A good approach to start is to organize the literature review by first explicating the organization of the literature on the topic and then reviewing it thematically. The topics for review must address the major variables of concern to the study.

This chapter should end with a summary of the literature reviewed in terms of major findings and existing knowledge gaps to be filled. A literature review summarizes and critically analyzes the strengths and weaknesses of research on a topic or research question.

To write a literature review, you first collect and read the research that has been written on the topic. The best literature reviews analyze the existing research by drawing conclusions about what parts of it are most valuable and important, and about how future research could be conducted to have the most substantial influence on the field.

You are most likely to find the relevant literature in books, articles in scholarly or policy journals, or research papers.

Nowadays there is much information on the internet but one has to be careful that data collected from the internet are from scholarly or peer reviewed journals or books. Newspaper or magazine articles have to be consulted with great care as some of their claims cannot be substantiated.

Just like most academic papers, literature reviews also must contain at least three basic elements: an introduction or background information section; the body of the review containing the discussion of sources; and, finally, a conclusion indicating gap(s) and the direction of one's own research.

Introduction: Gives a quick idea of the topic of the literature review, such as the central theme or organizational pattern.

Body: Contains your discussion of sources and should be organized thematically.

Conclusion: Presents the findings from your review of literature so far. What are the gap(s)? Where is the direction of your own research?

3.4 GUIDELINES ON WRITING CHAPTER THREE

HISTORICAL AND POLICY CONTEXT OF THE STUDY

The National Institute is more interested in Policy Research. This type of research adopts descriptive approach which presents the empirical state of the world without making any theoretical or causal claims. Examples of this type of research include government documents and some think-tank style of reports. Policy research may also include descriptions of events presented in newspapers, magazines, and other general-circulation and trade union publications. Policy research helps us to establish background facts, sequences of events, and provide examples of phenomenon.

This chapter should address the historical and policy context of the project, including the dynamics of the issues involved. The actual title of the Chapter and the Sections will depend on the nature of the theme or subject matter of the study.

3.5 GUIDELINES ON WRITING CHAPTER FOUR

GIVE AN APPROPRIATE TITLE

There shall be an appropriate chapter title in the context of the subject of the research study. For instance, if you are doing a study on NIPSS and Efficiency in the 21st Century, the Chapter could be titled as follows: **NIPSS and Efficiency: Data Presentation and Analysis**. This is the body of the study where the researcher is expected to utilize the bulk of the data gathered to discuss the substantive issues of the research. Data include literature (content analysis) and fieldwork where applicable.

Chapter Four usually focuses on two main issues: Data Presentation and Discussion (Analysis).

Data Presentation

Straight reporting of the results should be the focus of this chapter. It is useful to present the results under some headings corresponding to the research questions, hypotheses, or your objectives. That is, your discussion of the results should be systematic, providing a logical flow of information and linked to the re-

search objectives/questions. The raw data may not be presented along with the results; rather they can appropriately be placed in the appendix.

This chapter is the heart of the report and will consist of text, tables or figures, depending on the nature of the project. The way results are presented is important. For example, tables, charts, graphs and other figures should illustrate and illuminate the text. If they do not, then there is no point they take up space. And the text, which should be written after the results are prepared, should not duplicate information in the tables and figures but should highlight significant aspects of the findings, so that all relevant facts are presented in a way which draws the reader's attention to what is important.

In qualitative studies, relevant quotations from interview transcripts and/or documents should be presented to support the researcher's narratives and claims before deductions are made.

Data Presentation should be organised in sections as appropriate.

Summary of Findings

It is best to start this section with a re-statement of the problem or purpose before discussing how the results affect the existing knowledge in the area of study. The main task in this section is to "justify" the findings, especially in terms of whether they support or contradict earlier findings. The researcher must be able to offer probable reasons for his/her findings. For example, if the findings contradict earlier ones, the reasons for this should be explained. And if the findings point to unanswered questions, these should be indicated. Drawing attention to these might be the researcher's own contribution to knowledge! But the discussion must be situated within the context of the existing knowledge or findings of previous studies in the chosen area. This again underscores the need to be thoroughly familiar with the literature related to the study. The summary should also include the implications of the findings as they relate to existing knowledge and the research questions or hypotheses.

3.6 GUIDELINES ON WRITING CHAPTER FIVE

CONCLUSION, RECOMMENDATIONS AND IMPLEMENTATION STRATEGIES

5.1 Conclusion

Conclusion should summarise the salient points of the research. It should be short and clearly highlight what you believe to be the major components of the research. Explaining the contribution should constitute the bulk of the conclusion. This is your opportunity to step back from the nitty-gritty of the research and consider its place in a broader context. In doing so, you may also indicate how your findings might help to achieve more policy goals. It is often wise to consider the strengths and weaknesses of the study —acknowledge where you succeeded in meeting your objectives and where you did not (no study succeeds in meeting every one of the author's goals).

5.2 Recommendations and Implementation Strategies

- Recommendations must be precise and innovative.
- Recommendations must derive from the work.

- Implementation strategies should not only indicate how the policy should be carried out but who should carry it out.
- Sometimes, it would be useful if time-frame for the implementation is suggested.

References and Appendices

The references section provides a list of the works cited, arranged alphabetically by surnames of authors. And if there are appendices, these are reflected on a separate page(s) immediately after the reference list.

NOTES:

1. **About the Author: Note on the Author** (maximum of half a page).
2. **On the Sections of Chapters:** Apart from Chapter One, the number of the sections for subsequent Chapters depends on the nature of the subject under investigation.
3. **Length of Chapters:** It is recommended that Chapter One should be between 10 and 12 pages while the entire research project should be between 80 and 100 pages.

SECTION 4

REFERENCES

There are several conventions and systems for the academic citation of references. The policy of the National Institute is to use the Harvard referencing system, with relevant adaptations, in line with international best practices.

The Harvard system is an author and date system of referencing. That is, the author's last name and year of publication should be cited within the text and a complete reference list is provided at the end of the work.

Format for Referencing in the Text

References to books, monographs, journals, articles, statistical sources, etc., should be worked into the text by the last name of the author(s), year of publication and pagination where appropriate.

Examples:

...Jones (2003) has argued...

... a recent study (Smith, 2009) has described...

... it has been noted (Jones, 2003: 36-42) that...

As Eliagwu (1998) has argued, globalisation has led to "CNNization."

For Yahezkel Dror (1973: 19-20), the fundamentalist and system analysis is one and the same approach.

Where there are two authors, give both names, joined by 'and':

The literature on the subject has highlighted this problem (Ajilima and Agba, 1986).

... it has been stated (Jones and Smith, 2004)...

Book or Journal with three authors

Fisher, Ury and Patton (1991:37) suggest that when emotional issues cloud negotiation, 'some thoughts are best left unsaid.'

Or

'Some thoughts are best left unsaid' when emotional issues cloud negotiation (Fisher, Ury and Patton, 1991:37).

Where there are more than three authors cited, use only the first author, followed by et al.

... Jordan et al. (2010) disagreed with...

...some investigators (Brown et al., 2005)...

Same author has more than one work published in one year:

These should be distinguished by small letters:

One of the authorities in the field has drawn attention to this previously neglected aspect of the subject (Obi, 1985a, 1985b).

Obi (1985a, 1985b) has drawn attention to this previously neglected...

... a series of studies (Smith et al., 2008a, 2008b) produced...

... it was described as monumental (Jones, 2007b: 103-105)...

Same author has different years, separate the date with a comma:

As Elaigwu (2003, 2008) has insisted, this issue has been vigorously reassessed.

... the author has stated this in several studies (Smith, 2005, 2009)...

Enclose within the parentheses any brief phrases associated with the reference:

...several investigators have claimed this (but see Thompson, 2001: 21-34)

Corporate authors

Cite the organization or body responsible for the work.

...a recent statement (National Office of Statistics, 2012: 10)

...occupational data (APIN, 2010: 24-26) reveal such trends...

As emphasized by NIPSS (2007), policy harmonization is a major national...

For authorless articles or studies, use the name of the magazine, journal, newspaper or sponsoring organization and not the title of the article:

...it was reported (*The Guardian*, 2005) that...

Chapter authors in edited books

Use the name of the Chapter author, not the editor, within the text. Details of the Chapter and editor will come in the reference section.

Further examples:

a) Kann (1980:170) noted:

The interpretative approach to the study of politics (among others) is not a cohesive set of perspectives and methods. Rather, it is the common base of several methods of political investigation/study developed during varying periods.

Use this kind of block quotation above when quoting more than three lines verbatim. You may also do the following when using a concept or a few words from another author.

e). As Richardson and Jordan (1985: 26) noted, the concept seems attractive,

but a closer examination indicates that it has some flaws.

- f). This observation was earlier reported by other writers in the field (Njoku, 1972; Mohammed and Abdullahi, 1978; Odeyemi et al., 1980).
- g). Jordan et.al. (1970) disagreed with the claims of Richard (1988).
- h). The results are similar to those reported from the United States (Jackson, 1984: 20-25).
- i). The issue was discussed in some detail in an editorial of a Nigerian daily (*The Guardian*, February 7, 1992).

Note:

As a rule of thumb references within the text should include the page(s) of the sources. In the case of unpublished conference papers, lectures or internet sources (unless electronic books and journals), page references may be omitted.

Do not use op.cit, ibid, infra, supra. Instead, show the subsequent citation of the same source in the same way as the first.

Endnotes

Explanatory notes, observations, etc. should be denoted by Arabic numerals in the text and arranged serially at the end of the article or each chapter **before** References. Endnotes should be used only when absolutely necessary. Endnotes and References should begin on a new page.

Reference List

Note:

The reference list at the end of the work should be titled "References" and not "Bibliography." The reference list refers to works actually used in preparing the text and should be listed alphabetically by the authors' surnames at the end of the work in the following manner: surname of author; initials of author; year of publication; title of book in italics; place of publication; publisher. Examples:

Books

Bala, A.M. (1985) *Structural Adjustment Programmes*, Ibadan: University Press.

Alubo, O. (2011) *Ethnic Conflicts and Citizenship Crises in Central Nigeria*, 2nd Edition, Ibadan: PEFS

McCarthy, P. and Hatcher, C. (1996) *Speaking Persuasively: Making the most of your Presentations*, Sydney: Allen and Unwin

Fisher, R., Ury, W. and Patton, B. (1991) *Getting to Yes: Negotiating an Agreement Without Giving In*, 2nd Edition, London: Century Business

Frank. A.G. (1970) *Latin America: Underdevelopment or Revolution*, New York: Monthly Review Press.

Books by same author in the same year

Napier, A. (1993a) *Fatal Storm*, Sydney: Allen and Unwin.

Napier, A. (1993b) *Survival at Sea*, Sydney: Allen and Unwin.

Books by same authors in different years

List normally starting with the earliest year:

Diamond, L. (ed.) (2001) *Political Parties and Democracy*, Baltimore: The John Hopkins University Press

Diamond L. (2008) *The Spirit of Democracy: the struggle to build free societies throughout the world*, New York: Henry Holt and Company.

For edited book

Danaher, P. (ed.) (1998) *Beyond the Ferris Wheel*, Rockhampton: CQU Press.

For a chapter in an edited book

Snowdown, F.M. Jr. (1988) "Before Colour Prejudice: Black-White Relations in the Ancient Mediterranean World" in McNeil, G.R. and Winston, M.R. (eds.) *Historical Judgments Reconsidered*, Washington, D. C.: Howard University Press.

Books with anonymous or unknown author

The University Encyclopedia (1985) London: Roydon.

For articles in journals:

Surname of author followed by initials; year of publication; the title of the article in inverted commas; title of the journal italicized; volume and no. of journal; the pages.

Examples:

Suberu, T. (1991) "The Struggle for New States in Nigeria, 1976-1990," *African Affairs*, 90 (361): 499-522.

Ajayi, I.A. (1986) "An Assessment of the Second Republic," *Journal of Political Science*, 4(2): 361-379.

Kwaja, C. M. (2012) "Citizenship and Indigeneity: Rethinking the Multi-Layered Rights of Civic and Ethnic Citizens in Nigeria," *Nigerian Journal of Policy and Strategy*, 17(1): 31-44.

For Newspapers

Ogunrinde, A. (1992) "Politics and Social Order," *National Concord*, 7 February, p. 8.

Ike, J. (1983) "South Africa: The Way Forward," *New Nigerian*, 11 December, p. 12.

The New York Times, "Editorial," 5 June 1986, p. 3.

For website sources

Name of author, title of work, website address and date accessed. Examples:

Hannah, J. (2007) "The Decline and End of Witch Trials in Europe," <http://www.bede.org.uk/decline>-Retrieved 06/01/2009.

In the case of electronic journal articles from a Database, cite as indicated in the following example:

Elder, R. and Neal, C. (2004) "Patient Satisfaction with Triage Nursing in a Rural Hospital Emergency Department," *Journal of Nursing Care Quality*, (19): 263-268. Retrieved June 30, 2004,

from Academic Search Premier Database.

In the case of electronic journals but not from a Database, cite as indicated in the following example: Rego, P. (2003) "Confronting Embodiment" *Nuritinga: Electronic Journal of Nursing*: (5): 1-6, http://www.health.sci.utas.edu.au/tson/nuritinga/issues/confronting_embodiments.pdf, Retrieved June 20, 2004.

For Unpublished Dissertations/Theses

- Within the text, this should be referenced as in the case of books.
- In the References, it should be cited as in the following example:

Ogundele, E.O. (2013) *Awaiting Trial and Prison Decongestion in Nigeria: A Study of Federal Capital Territory, Abuja* (Individual Research Project submitted to the National Institute for Policy and Strategic Studies, Kuru, in partial fulfillment for the award of the Member of the National Institute, mni).

For Unpublished Conference Papers

- Within the text, this should be referenced as in the case of journal articles but there is no need to indicate pages.
- At the end of the work, it should be referenced as follows:

Nweze, A. (1990) "Social and Psychological Considerations of Imprisonment in Nigeria," (Paper presented at the National conference on Prison Reforms in Nigeria, Organised by the Ministry of Internal Affairs, Abuja International Conference Centre, 18-20 June, 1990)

For Unpublished Lectures

- Within the text, this should be referenced as in the case of journal article but there is no need to indicate pages.
- At the end of the work it should be referenced as in the following example:

Eliagwu, J.I. (2011) "Federalism and National Integration in Nigeria" (Lecture delivered to Participants of Senior

Executive Course No. 33, 2011, of the National Institute for Policy and Strategic Studies, Kuru, 16 February, 2011)

SECTION 5

ABSTRACTS, TABLES AND DIAGRAMS

Abstracts

An abstract is a clear statement of the research problem, the rationale for carrying out the project, the objectives, methodology, and key findings and implications. A significant part should highlight the major findings and recommendations. It should also indicate any short comings of the study and suggest areas for further research. As a highly concise statement of a larger report, it has no place for verbose and repetitive expressions. It is not another section for the summary and conclusions of a study, which is normally long and is intended to elucidate concisely the issues, problems and recommendations. An abstract, therefore, should be written after all the other chapters or sections have been finalised.

Very often, several drafts of the abstract may have to be written until a text is

produced which accurately captures the essence and content of the study. The abstract should not exceed one type-written page (preferably, on A4-size paper, single space).

Tables, Graphs and Diagrams

Tables, graphs and diagrams usually serve to illustrate ideas or points contained in the study. However, a haphazard presentation of these illustrative materials can mar the quality of a book or report. An orderly presentation therefore requires the following steps:

- i. Numbering: Each table, graph and diagram should be properly numbered. For example, tables in chapter one may be serially numbered Table 1.1, Table 1.2, Table 1.3, etc. Similarly, diagrams in chapter two may be numbered as: Figure 2.1, Figure 2.2, etc. Also, graphs should be serially numbered as they appear in a book or report. For example, the number for graphs, say in chapter 6, could be as follows: Graph 6.1, Graph 6.2, Graph 6.3, etc.
- ii. Labels: Each of the illustrations should be appropriately titled and labeled.

- iii. Explanations: As these illustrative materials are introduced, explanations to enhance the quality of the analysis should be built into the text. Tables, graphs and diagrams introduced without discussion in the text could be confusing and, indeed, lower the quality of the work. The temptation to include several pages of computer print-out which are not directly relevant to the analysis should be resisted.

SECTION 6

FORMAT FOR REPORTS SUBMITTED BY SENIOR EXECUTIVE COURSE PARTICIPANTS

(A) **Project Research Proposal**

The proposal consists of 8 to 10 pages and written in the following format:

1. Background of the Study
2. Statement of the Research Problem
3. Research Questions
4. Aim and Objectives of the Study
 - 4.1 Aim
 - 4.2 Objectives
5. Scope of the Study
6. Limitations of the Study
7. Significance and the Policy Relevance of the Study
8. Conceptual Clarification
9. Methodology
10. Organization of the Study
References

(B) **First Individual Essay on Challenging Career Experience**

The Essay should be between 8 and 10 pages with the following format:

1. Introduction
2. Personal Data and Family Background
3. Educational Background
4. Working Experience
5. Challenging Career Experience
6. Conclusion
7. Recommendations and Implementation Strategies
 - 7.1 Recommendations
 - 7.2 Implementation Strategies
 - 7.3 References

(C) **Local Study Tour Report**

The report consists of three volumes, the reports of the two states visited consisting of between 50 and 60 pages and a synthesized volume of the two reports consisting of 80 to 90 pages. The format is as follows:-

- i. **Preliminary Pages**
 - Title page
 - Composition of the Study Group
 - Dedication
 - Acknowledgement

- List of Appendices
 - List of Figures
 - List of Tables
 - List of Abbreviations
 - Table of Contents
 - Executive Summary
- ii. **Chapter One: Introduction**
- 1.1 Background
 - 1.2 Aim and Objective of the Study
 - 1.2.1 Aim
 - 1.2.2 Objectives
 - 1.3 Scope
 - 1.4 Limitations of the Study
 - 1.5 Methodology
 - 1.6 Conduct of the Visit
 - 1.7 Profile of the State
 - 1.7.1 Brief History of the State
 - 1.7.2 Geography
 - 1.7.3 Demography
 - 1.7.4 Culture
 - 1.7.5 Human Development Index
 - References
- iii. From Chapter Two to Eight will depend on the sub-themes of the theme for that year.

- iv. **Chapter Nine**
Critical Success Factors
- 9.1 Preamble
 - 9.2 Critical Success Factors
 - 9.3 SWOT Analysis
- v. **Chapter Nine**
Conclusion, Recommendations and Implementation Strategies
- 10.1 Conclusion
 - 10.2 Recommendations and Implementation Strategies
- Bibliography
Appendices
- D) **African Study Tour Report**
Approved length: 60 to 70 pages with the following format:
- i. **Preliminary pages**
- Title pages
 - Composition of the Study Group
 - Dedication
 - Acknowledgement
 - List of Appendices
 - List of Figures
 - List of Tables
 - List of Abbreviation
 - Table of Contents
 - Map of the country visited
 - Executive Summary

- ii. **Chapter One:** Introduction
 - 1.1 Background
 - 1.2 Aim and Objectives of the Study
 - 1.2.1 Aim
 - 1.2.2 Objectives
 - 1.3 Scope of the Study
 - 1.4 Limitations of the Study
 - 1.5 Methodology
 - 1.6 Conduct of the Visit
 - 1.7 Profile of the country visited
 - 1.7.1 Geography
 - 1.7.2 Brief History
 - 1.7.3 Demography, Ethnic Groups, Religion and Culture
 - 1.7.4 Politics and Governance
 - 1.7.5 Economy
 - 1.7.6 Bilateral Relations with Nigeria
 - References
- iii. Chapter Two to Eight will depend on the Sub-themes given under the theme for that year.
- iv. **Chapter Ten:** Conclusion, Recommendations and Implementation Strategies
 - 10.1 Conclusion
 - 10.2 Recommendations and Implementation Strategies
 - References
 - Appendices

- (E) **Foreign Study Tour Report**
The report for the Foreign Study Tour is similar in number of pages and format as that of African Study Tour Report.
- (F) **Strategic Tour Report**
- (G) **Term Paper**
Consists of 50 to 60 pages of an in-depth research on a given topic to the group. The format is as follows:
 - i **Preliminary Pages**
 - Title page
 - List of members of the Study Group
 - Dedication
 - Acknowledgements
 - Table of Contents
 - List of Abbreviations
 - Executive Summary
 - i. **Chapter One:** Introduction
 - 1.1 Background
 - 1.2 Statement of the Research Problem
 - 1.3 Research Questions
 - 1.4 Aim and Objectives
 - 1.4.1 Aim
 - 1.4.2 Objectives

- 1.5 Scope
- 1.6 Limitations
- 1.7 Significance and Policy Relevance of the Study
- 1.8 Conceptual Clarifications
- 1.9 Theoretical Framework
- 1.10 Methodology
- References

- iii. **Chapter Two**
Literature Review

- iv. **Chapter Three**
The main thrust of the Paper (give appropriate title)

- v. **Chapter Four**
Challenges and Prospects

- vi. **Chapter Five**
Conclusion, Recommendations and Implementation Strategies
 - 5.1 Conclusion
 - 5.2 Recommendations and Implementation Strategies
 - References

(H) **Second Individual Essay**

Recommended pages 8 to 10 pages and the format is as follows:

Title of the Paper

- 1.1 Introduction
- 1.2 Background
- 1.3 Aim and Objectives
 - 1.3.1 Aim
 - 1.3.2 Objectives
 - 1.3.3 Scope

2 – 4 Consist of the Body of the Essay and sub-titles are given based on the topic and the Author's breakdown.

- 1. Conclusion, Recommendations and Implementation Strategies
 - 5.1 Conclusion
 - 5.2 Recommendations and Implementation Strategies
 - References

(I) **Concluding Seminar Paper**

The Paper discusses the Sub-theme as given to the group in line with the main theme for that year. Recommended pages are 60 to 70, while the format is as follows:

i. **Preliminary pages**

- Title page
- List of members of the group
- Dedication
- Acknowledgement
- Table of Contents
- Acronyms
- Executive Summary

ii. **Chapter One:** Introduction

- 1.1 Background
- 1.2 Statement of the Research Problem
- 1.3 Research Questions
- 1.4 Aim and Objectives
 - 1.4.1 Aim
 - 1.4.2 Objectives
- 1.5 Scope
- 1.6 Methodology
- 1.7 Limitations
- 1.8 Significance and Policy Relevance of the Study
- 1.9 Conceptual Clarifications
- 1.10 Theoretical Framework
- References

iii. **Chapter Two**

Literature Review

iv. **Chapters Three and Four**

The titles of Chapters Three and Four and Sections are based on the Sub-Theme given to the Group.

v. **Chapter Five**

Conclusion, Recommendations and Implementation Strategies

5.1 Conclusion

5.2 Recommendation and Implementation Strategies
References
Appendices

(J) **Individual Research Project** (as provided in Section 2-5 of the Style Manual)

(K) **Presidential Parley**

Recommended number of pages is between 80 to 100.

NB: The chapters depend on the sub-themes.

Format: There will be two volumes. Volume I (Main Report) will be like the Concluding Seminar while Volume II will be the Presentation Paper summarizing the Main Report.

SECTION 7

NIGERIAN JOURNAL OF POLICY AND STRATEGY

The *Nigerian Journal of Policy and Strategy* is published by the National Institute. The journal seeks to promote a deeper understanding of the complex problems of public policy and strategy in the context of rapid socio-political changes on the Nigerian, African and world scenes. It seeks to provide a forum for dialogue and exchange of ideas among scholars, educators, policy makers, administrators, security experts and men and women of affairs through the scientific analysis of issues. The journal welcomes contributions from a wide range of disciplines, especially as they relate to Nigeria's policy and strategic interests, including:

- Politics and Society
- Economics
- Foreign Affairs

- Science and Technology
- Environment
- Law
- Religion, Ethnicity and the State
- Culture, Literature and Media
- Gender and Development
- Defence and Security

NOTES TO CONTRIBUTORS

Preparing the Manuscript

Author of manuscripts for consideration should pay attention to the following:

1. Manuscripts submitted for publication must not be previously published; neither should they be under simultaneous review elsewhere.
2. While theoretical and conceptual debates are encouraged, authors are expected to suggest policy and strategy outcomes from these as well as provide options for implementation.
3. Papers for publication should be typed double spaced on A4 size paper, leaving 2 margins on the top, bottom and on both sides of the page. The ideal length for essays is between 15 and 20 pages or not more than 4000 words including an Abstract of not more than 300 words.

4. Each manuscript should have a detachable cover page indicating the title, full names and institutional affiliation of the author, including telephone numbers and email. The first page of the essay should carry the title but without the author's name. Two hard copies of the manuscript as well as an electronic copy in MS Word, 12-point font size and Times New Roman typeface should be submitted to the editor.
5. All manuscripts received will be acknowledged within one week of receipt. All authors actually cited should be integrated into the text and documented in References at the end of the article in conformity with NIPSS Style Manual. This Style Manual requires all cited authors to be worked into the text by the author's surname, year of publication and page(s) as appropriate. For example: It has been observed that since the return of democracy in Nigeria in 1999, too many ethnic conflicts have occurred (Egwu 2001: 25).

6. Endnotes and References: Where applicable Notes should be indicated in Arabic numbers within the text and placed just before References at the end of the Essay.

All references should be listed alphabetically at the end-of the essay as follows:

Books

Books should be listed by author(s) surname and initial(s), date of publication in brackets, title of the book in italics, place of publication, comma and publisher. Here are some examples:

- Egwu, S. (2001), *Ethnicity and Religious Violence in Nigeria*, Abuja: Afrigov
Kukah, M. (1999), *Democracy and Civil Society in Nigeria*, Ibadan: Spectrum Books Ltd.

Journal

Journal articles should be listed by author's surname, initials, year article was published in brackets, title of article in parenthesis, the title of the journal in italics; then volume; then number in bracket; then followed by the pages of the article. Examples:

Alubo S.O. (2001) "The Promise and the Limits of Private Medicine: Dilemmas in Health Policy Options in Nigeria," *Health Policy and Planning*, 16(3): 313-321

Ibeanu, O.O. (1999) "Exiles in Their Own Homes: Conflicts and Internal Population Displacement in Nigeria" *Journal of Refugee Studies* 12(2):161-179

Newspapers/Magazines

This should be listed basically like journal articles, for example:

Abati, R (2001) "The Odification of Tivland," *The Guardian*, 28 October: 14-20

7. Tables: All tables should be clearly indicated where they fit in the text. Tables should be numbered consecutively.

8. Graphs and Figures should be professionally prepared and submitted in camera-ready forms.

9. Styles and Language

Authors should avoid unnecessary academic jargon but write in straightforward

language although not compromising logic and professional standards.

SECTION 8

GUIDELINES ON THE EXECUTIVE SUMMARY

It is sometimes necessary to provide an executive summary of an essay, dissertation or official report. The executive summary is intended to assist very busy readers, policy advisers, decision makers and executive managers in their consideration and application of ideas contained in the piece of work. An executive summary is therefore a very important aspect of the work. A statement on background may not be included, unless it is absolutely essential in understanding the justification of the issues presented for further action (as deemed necessary). It should be very brief but should include statement of the problem, its justification and objective, all of which should be concise and stated with maximum precision.

In writing an executive summary, the main pre-occupation should be accuracy, technical precision, clarity in the statement

of concepts, and utmost brevity in description or analysis. Elegant style or literary beauty is not important considerations here. While literature review is not necessary in an executive summary, references may be made to authors whose works are of special significances in the field of analysis or in the subject area under consideration. The references to such authors which may not include their title and year of their publication, should only deal with the basic ideas they propound as related to the analysis in the work being summarised.

Sufficient space and attention should be devoted to the core of the analysis contained in the work. The systems or the concepts being discussed and the analysis should be clearly and precisely stated along with the merits and demerits of such systems or concepts.

Illustrative materials, such as statistical tables, charts and graphs contained in the main work, should not be reproduced in an executive summary but could be attached as an appendix. However, brief references should be made to them. Figures, such as relative total and comparative percentages or the characteristics of

curves, should also be briefly stated. Where applicable, the magnitude of quantities should also be stated briefly in order to provide greater clarity to the thrust of the work being summarised.

Mathematical illustrations, (for example, equations), should not be included. It should be sufficient to state the elements or substances represented by algebraic notations (where used) and their relationship in words, if such statements will give greater clarity and support for new ideas and relevant recommendations. Statements of such relationships should be very brief. As much as possible, algebraic notations and geometric representations should be avoided or included at the end of the Executive Summary as an appendix.

Sufficient space should also be devoted to the statement of new ideas, recommendations or suggestions contained in the main work including the supporting arguments. However, where a particular argument is considered essential or vital to the entire piece of work, it should be stated, as precisely as possible, in the appropriate contexts of suggestions or recommendations. When recommendation or suggestions are provided in an executive

summary, it is advisable not to include conclusions, except those of them that may be regarded as vital, or of considerable importance to facilitate understanding. Capitals and italics can be used for emphasis or to draw attention to important issues, concepts and new ideas. Underlining may also be employed.

As much as possible, an executive summary should not be more than 20% of the length of the original work. It would be better if it were substantially less, preferably 10%.

SECTION

9

TEXT COMPOSITION

1. Setting

There should, normally, be no space between the types (except where specially requested). Spaces between words on the same line should be equal, with no extra space after the full stop at the end of a sentence. The pages should have a uniform and even appearance without wide gaps.

As a general rule, do not carry over to a fresh page less than three lines of a paragraph, or leave on the previous page less than three lines. The last line of a paragraph should contain not less than seven letters and should not end with a hyphenated word.

Titles, displayed lines, chapter headings, side headings, running headlines, page headlines, dates or the names of speakers in plays where occupying a line to themselves should not be followed by a

full stop and should have more space above than below the line.

2. Abbreviations

Abbreviations should generally not be used in solid text. All words should be fully spelt out unless a specific instruction is received to the contrary. The following rules are for the exceptions.

- a. Degrees and decorations after names, or abbreviations generally recognised (e.g. i.e., a.m., p.m.) should not be spelt out. Degrees and decorations should be set in capitals and small capitals (lower case where necessary).

Examples:

B. Sc (Econs)

OFR

mni

fss

- b. In general, if the word written in full has a capital letter, the abbreviation will also have a capital letter.

Example: "He stays at Queen's Road" would be abbreviated

"He stays at Queen's Rd."

- c. Do not put a space between abbreviations consisting only of initial letters

Example: Private Mail Bag is abbreviated as PMB, not P.M.B.

- d. Some abbreviations do not require full stops between the letters, such as when the abbreviated form is pronounced like a word.

Example: NIPSS
UNICEF
UNESCO
INEC
WHO

3. **Spelling and Miscellaneous Rules**

- a. acknowledgment no “e” between the “g” and the “m”
- b. a.m. use only with figures (not with numbers spelt out)

Example:

(wrong) They left home at six a.m

(right) They left home at 6 a.m

4. **Hyphens and Word Division**

A hyphen need not be used for example in:

An elaborately prepared lunch,

But when the word might not be recognised easily as a combined adjective use the hyphen:

This is a well-known speaker

Do not hyphenate adverbs or combined adjective elements after the word qualified:

This publication is well known.

The hyphen is necessary where words are used in combination or as compounds.

Examples:

a first-hand account

a disease-prone community

a twentieth-century phenomenon

a cross-section

an aide-de-camp

However, for a compound noun which has through general usage become familiar, no hyphen is necessary:

airport
upstairs
seaport
schoolboy

The following should be applied as far as possible when dividing words. Divide the word where there is a definite syllable, prefix or suffix; try to avoid ambiguous breaks and remember that disjoined words do not allow the reader's eye to flow easily and quickly. Always let the first part of the word suggest the second, such as:

starva-tion
not: star-vation
profess-sor
not: pro-fessor

Most affixes can be detached from the word without interfering with the flow such as:

Dis-obey un-challenged
Re-appear re-arrange

Proper names should not be broken; also do not end a page with a hyphenated word.

5. Suffixes

Words ending with "e" generally lose the "e" when "able" or "ible" is added but as

there are exceptions to this rule on which the experts do not agree, it is best to consult the Oxford Advanced Learners Dictionary or the Chambers Dictionary or the BBC English Dictionary.

6. The Use of "is" and "ize"

In general, the U.K. English (not the American) form of spelling should be used throughout the manuscript.

For example, the following words are those adopted by the Oxford Advanced Learners Dictionary or the BBC English Dictionary to be spelt with ise; in all other words ize is used.

advertise	exercise
advise	franchise
afranchise	improvise
appraise (to inform)	incise
chastise	merchandise
circumcise	misadvise
compromise	paradise
comprise	precise
contrariwise	premise
demise	prise up; prise open
despise	eprise
devise	seise (in Law)
disfranchise	supervise
disguise	urmise

emprise
enfranchise
enterprise
excise

surprise
televise
treatise

7. Italics

Any emphasis that is required in the text should be set in italics. Italics should also be used for the names of books, ships, magazines, newspapers, films, plays, opera, foreign words and phrases not generally in use:

Chinua Achebe's *Things Fall Apart*
Adhoc

No quotation marks are needed for words or sentences set in italics, but if the author refers to a magazine or newspaper article, the title of the article should be in roman within double quotation marks followed by the magazine or newspaper from which it is taken in italics.

A short preface to a book can be set in italics, but if it occupies more than one page, it is best to set the whole in roman.

Extracts from books, plays or articles should not be set in italics, but set one size down, single-spaced and indented and

without quotation marks. Sometimes this is called block quotation. Example: commenting on the problem, Alubo has observed:

As part of this widespread practice, families, particularly around Benin in Edo State, mortgage or sell their houses to send their daughters to Italy. This form of modern slavery further illustrates the relationship between poverty and gender oppression and disease (Alubo, 2002:561).

Semicolons and colons always go outside quotation marks.

8. Quotation Marks

Use double quotation marks whenever necessary. Single quotation marks should be used for quotations within a quotation: Tom said: "I heard him say, 'Don't do that.'"

Long extracts of another book when used and set in a smaller size type need not have quotation marks. Put comma and full stop inside the quotation marks, not outside: He told me, "I am sick today."

When single and double quotation marks are used at the end of a sentence, the punctuation usually goes inside the single quotation mark. Example: "I had him say, 'Don't do that.'"

Put question marks and exclamation marks inside the quotation marks when they apply to the matter closed by the quotation marks.

Examples: (Wrong) why do you call it an "agreement?"

(Right) – Why do you call it an "agreement"?

(Right) – John asked the student, "Do you know the meaning of the word 'enfranchise'?"

(Right) – He called out, "I'm being chased!"

9. Capitals

No definite rules can be laid down for the use of initial capitals. When rightly used, they give emphasis to important words to which the author wishes to give prominence, such as:

Middle Ages

Renaissance

Royal and place names should start with capitals:

His Excellency

His Royal Highness

Tafawa Balewa/

Yakubu Gowon Centre

Eagle Square

Names of parties and religious denominations should start with capitals:

National Party of Nigeria

Christian Association of Nigeria

The Roman Catholic Church

Jama'atu Nasril Islam

But when used in general terms: "He is a baptist" or "He is a socialist," capital is not required.

When a person is addressed by his rank instead of name, a capital should be used.

"Greetings, Colonel!"

"How are you, Father?"

But "He is an army colonel" or

"Your father is in the house"

When using 'who,' 'whom' or 'whose' in relation to God, lower case is to be used: "God, whose wisdom is divine"

Do not use capitals for geographical locations such as "southern Nigeria" or "eastern Africa" but generally accepted place names such as "East Africa," "South America," "Kwara," "South Africa" should start with capital letters.

10. Punctuation

A full stop (period in American English) marks the end of a sentence.

A colon is at the transition point of a sentence.

A semicolon separates different statements

An em rule (a dash) marks abruptness or irregularity, an expansion of ideas.

An en rule stands as an abbreviation for “to” (especially between figures, e.g. pp 20 – 22)

An exclamation marks surprise

An interrogation marks a question

An apostrophe marks elisions or the possessive words

Parentheses enclose interpolations in the sentence

Brackets enclose words, figures, etc., in a sentence.

Do not use ‘—’ or ‘-’ at a break in a sentence which starts a new line; use only ‘:’ (colon).

11. Figures and Numerals

When setting solid text, use words for numbers between 1 and 9. Use figures for 10 and over.

Examples: Nigeria created only two additional states in 1989. There are now 36 states in Nigeria.

For an exact, accurate figure, use figures not words. When it is an approximate number, write out in words.

Examples: He has about three thousand trees in the plantation

He sold 3,000 boxes

Ordinals: first to tenth use words, not figures

Examples: (Wrong) - he lived in the 3rd house.

(right) - he lived in the third house

Ordinals: 11th and over - use figures, not words.

Examples: (Wrong) - the country was in the eleventh position

(right) - the country was in the 11th position

Ordinal fractions - one-tenth, etc (use hyphens)

Generally, statistical information denoting quantity should be in figures.

Examples: The import of food increased from 9.5% in 1975 to 15.6% in 1980

A deficit of 5.5 million tones of grains
Nigeria lies between latitudes 4°N – 14°N

Never begin a sentence with a figure

Example: (wrong) – 23 states participated
(right) - Twenty three states participated.

Indefinite numbers such as “I have done it a hundred times” should be written in words. For decimals, “O” should come before the decimal points, e.g. “0.163.”

Use an en rule and not a hyphen between specified numbers or dates, e.g. 13-27; 1964-70.

As a general rule, Arabic numerals should be used for a chapter and part numbers. Roman numerals should be used for appendices and preliminary pages. Lower case italics should be used when enumerating clauses.

12. Some Common Reference Terms

The following reference terms commonly used in printing should be in roman and lower case:

“*ibid.* ‘or ‘*ibidem*’ in the same place

‘*op. cit.*’ (*opera citato*) in the work quoted

‘*loc. cit.*’ (*loco citato*) in the place cited

‘*sic*’ quoted correctly; print without alteration

‘*et al.*’ (*et alli, et aliae, et alia*) and others should be in italics. *Et alibi* (and elsewhere) should also be in italics. (Please note the information in Section 4 regarding the use of these terms in references.)

SECTION 10

BOOK MAKE-UP

A book generally consists of three major divisions: (a) the front matter or preliminaries, (b) the text and (c) the back matter or end matter. Below is the traditional order for the divisions which should be followed as much as possible. Not all books may contain all items, but it is easy to follow the order even when only the minimum is required.

Front matter pages are usually numbered with lowercase roman numerals. In some books, however, Arabic numbering begins with the first page (half title) and continues straight through the books. This may be useful where the preliminaries are very long or in other cases as may be determined by the publisher.

It should be noted that each page is counted although no folio (page number) is expressed (printed) on display pages (half title, title, copyright, dedication, epigraph) or blank pages (i-vi).

The opening page of each chapter in the book carries a drop folio (or none). This applies also to the opening of each section in the back matter. A recto page is a right-hand page while a verso page is a left-hand page. Recto folios are odd numbers; verso folios, even numbers.

PRELIMINARIES (FRONT MATTER)

The half title	-	-		i
Blank or series or list of contributors or frontispiece		-		ii
Title page	-	-	-	iii
The Imprint or Copyright Notice				iv
Dedication			-	v
Blank				vi
Table of Contents				vii
(List of) Illustrations (where applicable)				
recto (List of) Tables (where applicable)	--			
	-	-	-	recto
Acronyms	-	-	-	recto
Acknowledgments			-	recto
Foreward	-	-	-	recto
Preface			-	recto
Introduction (if not part of text)				recto

TEXT

First text page (Introduction or Chapter 1)
- - 1

OR

First part title - 1
Blank - 2
First text page - 3

BACK MATTER

Appendix(es) recto
Notes recto
Glossary recto
References/Bibliography recto
Index(es) recto

APPENDIX

**PUBLICATIONS POLICY OF THE
NATIONAL INSTITUTE
(REVISED 2004)**

1. PREAMBLE

The Act establishing the National Institute requires it, among other things, to disseminate the results of its research and studies to the public through publication of books, journals, monographs, reports, et cetera. Consequent upon this, the Institute hereby formulates a Publications Policy to guide the production of the aforementioned categories of publications as it strives "Towards a Better Society".

**2. COMPOSITION OF THE
PUBLICATIONS COMMITTEE**

The Publications Committee shall comprise the following:

- a. The Director General -Chairman
- b. The Director of Studies -Member
- c. The Director of Research - "
- d. The Sec/Director of Administration "
- e. The Institute Librarian "
- f. The Institute Editor- Member/Secretary

2. FUNCTIONS OF THE PUBLICATIONS COMMITTEE

The Publications Committee shall perform the following functions:

- a) Ensuring that all publications of the National Institute are in consonance with the mandate and status of the Institute;
- b) Approving publications of books, journals, monographs, bulletins, records and other materials by the National Institute;
- c) Appointing three assessors in respect of research monographs and manuscripts in specialised fields and ensuring that at least two positive assessments are received in respect of any manuscript before approval for publication;
- d) Deciding on and vetting matters of copyright and royalties;
- e) Recommending copyright agreements, where relevant, to the Research and Studies Committee of the Institute Board of Governors.

4. CATEGORIES OF PUBLICATIONS

There shall be the following categories of publications:

- a) Conference/Workshop proceedings

- b) Research Monographs
- c) Occasional papers (interactive sessions/brainstorming sessions)
- d) Individual Research Projects
- e) Abstracts
- f) Distinguished Annual Lecture Series
- g) Concluding Seminars
- h) Tour Reports
- i) Books
- j) The National Institute Journal

5. EDITING POLICY

a. As a matter of general policy, all substantive specialists editing shall be undertaken by the respective Departments of Research and Studies leaving the textual, stylistic editing and proof-reading to the Seminar and Publications Unit.

b. For manuscripts (specifically, the Concluding Seminars and the Individual Research Projects) emanating from the Studies Department, the following special arrangements shall apply:

- i. The Director of Studies shall ensure that every Individual Research Project of a Senior Executive Course (SEC) Participant and every report featured in the Concluding Seminars meet the minimum requirements with respect to:

- Style and presentation (grammar, punctuation, clarity, coherence, relevance, evidence, analysis, among others);
- Standard references as provided for in the approved National Institute Style Manual;
- Avoidance of plagiarism (including quotation, acknowledgement, paraphrasing, among others);
- Production of clean copies (since the responsibility for accuracy and readability lies with the author(s) rather than the secretaries and computer operators).

ii. The Director of Studies shall ensure and certify, in an appropriate and uniform manner, that every Individual Research Project and every group paper has met the minimum requirements as set out above.

iii. To facilitate access, and for the prevention of any possible loss of materials so certified, the Director of Studies shall send, at least, four copies of every paper (including those of Guest Speakers and Rapporteurs' reports during sessions of the Concluding Seminars) as well as four sets of

every Individual Research Project to the Office of the Director-General, National Institute, at least, seven working days before Graduation. One set of these copies shall be for the exclusive use of the Director General; two sets for the exclusive use of the National Institute Library; and the fourth shall be for the exclusive use of the Institute Editor.

iv. In addition, these general principles shall apply to other potentially publishable documents such as the various tour reports.

6. CRITERIA FOR PUBLICATION

- a) All categories of publications, with the exception of the National Institute Journal, shall go to the Publications Committee for approval.
- b) All papers of the National Institute Journal shall be subject to external assessments before publication. The assessments shall be handled by the Journal Editor, i.e. The Director of Research;
- c) The Director of Research shall ensure that all manuscripts for publication emanating from Conferences, Workshops, and Seminars are properly as-

sessed and the reports and manuscripts sent to the Publications Committee for approval.

- d) The National Institute Board of Examiners shall assess and score every project as stipulated in the Guidelines for Assessment of Participants Research Projects. The composition of the Board of Examiners shall be as recommended by the Director of Studies and approved by the Board of Studies.
- e) The Board of Examiners shall indicate the Individual Research Projects that are published for each year.

7. INDIVIDUAL RESEARCH PROJECT SERIES.

- a) Authors of Individual Research Projects shall not publish their works without the express permission of the National Institute Publications Committee;
- b) Individual Research Projects found publishable shall be edited and published by the National Institute
- c) Authors of Individual Research Projects may be granted permission to publish their projects, except where

the National Institute has declared such projects as classified.

- d) The National Institute may collaborate with the authors of Individual Research Projects in effecting publication of projects in (b) above.

8. CONCLUDING SEMINARS

The Concluding Seminars shall be published and made available to the public except where the Publications Committee decides otherwise.

9. COPYRIGHT AND ROYALTIES

- a)
 - i. The National Institute shall retain copyright for all publications sponsored by the Institute.
 - ii. Authors of publications not sponsored by the Institute but deemed publishable, shall retain copyright
 - iii. Authors of Individual Research Projects granted permission to publish shall retain a joint copyright with the Institute.
- b) Royalties

- i. For all corporate Institute publications, no royalty shall be paid.
- ii. In all other cases, royalties shall be paid in accordance with agreements reached between the National Institute and the author(s)

10. AUTHORSHIP

Authors, who are members of staff of the Institute, shall claim editorship/authorship in respect of work done in the course of their duties.

11. PRINTING

As a matter of general policy:

- a. All National Institute publications shall be printed in the National Institute Press;
- b. In special cases, National Institute manuscripts may, from time to time, be printed outside as decided by the Publications Committee.

12. DISTRIBUTION

a. The National Institute shall continue to reserve a limited number of copies of the relevant publications for distribution to:

- The President of the Federal Republic of Nigeria;
- The Vice President of the Federal Republic of Nigeria;
- The Senate President;
- The Speaker of House of Representatives;
- The Chief Justice of the Federation;
- The Chairman and Members of the Board of Governors of the National Institute;
- The Director General of the National Institute;
- The Directors, Members of the Management and Senior Academic Staff of the Institute;
- The National Institute Library;
- The National Library of Nigeria;
- Any other bodies, as may be specified from time to time by the Publications Committee.

b. There shall be an exchange of publications between the National Institute and other institutions at home and abroad as specified from time to time by the Publications Committee.

13. ADVERTISEMENT AND SALES

- a. In order to attract maximum publicity and sales, copies of selected books shall be reviewed and advertised in newspapers, journals and on the Internet.
- b. A stock-list and catalogue shall be produced periodically and made available to the public.
- c. The Institute shall participate in book fairs to facilitate advertising and sales of its publications.

14. IMPLEMENTATION

The Publications Committee shall ensure effective implementation of this policy.

15. POLICY REVIEW

The Publications Policy shall be reviewed from time to time as the need arises.