

WFI External Submission Packet

Fall 2026

Hello!

Thank you for your interest in submitting a piece for the Washington Forum on India! We are thrilled that you chose to participate with us and are excited to know more about what you have on offer.

This submission packet outlines the requirements for both **long-form** and **short-form** articles; completed long-form articles are eligible for publication in our *Patrika* journal while completed short-form articles are eligible for publication on our online Substack platform.

Upon the receipt of your draft, a member of our staff will take a first look at your submission. If we determine that your submission adheres to the main requirements and does not require substantial content revisions, then we will inform you of our acceptance of the draft and it will enter the editorial process. If we would like more information about your draft, we may schedule a short call with you, after which we will make our decision.

There are three possible outcomes upon the receipt of a draft: your draft may either be **accepted**, **denied**, or **sent back for revision**. If a piece is sent back for revision, it means that we are happy to reconsider the acceptance of your draft after some further recommended editing. We will give you this feedback during our call if we determine that we needed more information from you.

Your draft may be denied if there are no citations, we suspect that there may be substantial influence of artificial intelligence on the final output, or if it does not meet the requirements of a WFI piece. We may decide to schedule a call to get more information, but it may be denied without a call. You are welcome to resubmit the draft after it has been substantially revised and a minimum of one week has elapsed from when we informed you of the draft's rejection.

In this packet, you will also find some resources that will help you navigate through the writing process. We hope it helps!

Thank you once again for your interest, and we look forward to receiving your draft!

The WFI Research Team

Fall 2026 Deadlines

There is no deadline for a short-form submission as publication is rolling, but the final submission date for long-form (*Patrika*) articles for the Fall 2026 issue is **October 31**.

Patrika Fall 2026 Theme

Please find attached the theme for the Fall 2026 edition; please note that your article does **not** have to address this theme to be eligible for publication. You may write on any topic pertaining to India that interests you.

Who Builds India's Infrastructure of Opportunity?

This theme examines the individuals, institutions, communities, and stakeholders that decide how opportunity is created, distributed, and constrained for many across India. This theme draws from a central phrase from Katherine Boo's consequential work *Behind the Beautiful Forevers*, which examines the "infrastructure of opportunity" surrounding the residents of Annawadi, a slum next to Mumbai's international airport. We'd like to argue that, for Boo, the infrastructure means more than roads or buildings (though you could definitely write about them), but also encompassing the social, political, cultural, and economic systems that determine whose capabilities are cultivated and access to participation in the prosperity that accompanies India's meteoric growth.

So at the core of this edition, we want to keep the idea of **access** in mind. Who constructs the pathways through which the Indian people can access education, employment, mobility, security, and representation? Who then controls those pathways, and what are their interests? Is the current infrastructure enough for those pathways to be effective in encouraging mobility or affecting change? We want articles in our next editions to take a stab at these questions and explore the different decision-makers in India today: from elected officials and bureaucrats, to business leaders and local communities. Maybe it may not even be 'people' at all but instead institutions—both internal and external—or entrenched cultural and societal norms that themselves act like institutions. And remember, the same stakeholders that create opportunity can restrict access to them, while those traditionally excluded from formal power can have other systems of support, and mount meaningful resistance. They also are decision-makers, themselves. By asking *who* builds India's infrastructure of opportunity and *how*, this volume should examine the stakeholders shaping India's growth and the *consequences* of their decisions.

Editorial Standard Statement

WFI's editorial standards exist to inspire thoughtful, rigorous, and impactful research. At its core, these standards ensure that every piece we publish is **relevant, accessible, informed, comprehensive, cohesive, and relevant**.

To ensure *relevancy*, we ask authors to identify areas of current interest and ask pressing questions about the work they do. We believe that *accessibility* is important as ideas should be presented in ways that engage diverse audiences without necessarily sacrificing intellectual depth. *Informed* research requires authors to ground their arguments in sound evidence, facts, scholarly perspectives, and analysis. *Accurate* work means that the facts are represented faithfully, attached to their context. *Comprehensive* work requires putting arguments within their broader contexts and acknowledging the complexity of the issues at hand, all the while offering clarity to the reader. And lastly, *cohesion* ensures that every component of the argument plays their part to answer the question of 'why does this work matter.' This is all to ensure a high benchmark for the quality of our work.

At the same time, we recognize the importance of **academic freedom**. Our authors are encouraged to build their research and theses from a variety of perspectives and methods of argumentation. We do not tolerate hate and discriminatory speech, nor do we allow for unsubstantiated opinions and partisan language. Our standards are here to ensure that arguments are built responsibly and properly conveyed to our diverse audience. As long as authors reach their conclusions through a process that is informed and focused, we welcome their contribution.

Statement on the Usage of Artificial Intelligence and Plagiarism

Authors are not allowed to use AI-generated content in place of original writing. However, authors may use artificial intelligence powered tools to assist in research or ideation; nonetheless, the responsibility lies with the author to verify all facts independently.

Artificial intelligence is prone to mistakes, and so are AI plagiarism detectors. In lieu of the rising prevalence of artificial intelligence and plagiarism in academia, Research leadership members are encouraged to conduct an **independent** fact-checking of the claims, facts, and sources citations included in the article.

If sources are found to either not exist, misquoted, or intentionally misrepresented, Research leadership will conduct further conversations with the author to express concern. Although we will assume good faith, we have **zero tolerance** for plagiarism, and such instances will be met with severe consequences.

Longform Journal Article Requirements

We welcome diverse perspectives on Indian domestic and foreign policy, economic trends, industry, sociopolitical development, among other topics. To ensure we meet the mission stated in our Editorial Standards Statement, we ask that authors adhere to these guidelines.

Word Limit and Article Length

Excluding citations, a typical Longform Journal Article should be from **2,000 to 2,500 words in length**. Though there is some flexibility afforded, articles should not exceed a maximum of 3,000 words.

Conciseness is paramount to ensure that articles remain accessible to a wide variety of readers.

Title

Each article must include a **clear title** that conveys the topic of the article and the objective of the piece. A good article provides a clear first impression to the reader, to allow them to determine if the article is relevant to them.

Abstract

Every article must include a **2-3 line abstract**, which *counts* towards the overall word limit of the piece. This abstract must offer a complete, clear, and concise summary of the **thesis** and the article at large. In other words, an abstract must be **self-contained**.

Actionable Recommendations

The conclusion of the article needs to include **several actionable recommendations** that will **add practical value to the current discourse**. This can take many forms: policymakers can utilize these recommendations to generate policies that respond to the issue at hand, scholars can formulate new areas for research, and business leaders can be more informed about the status of a certain market in making entry/exit decisions, etc.

Author Biography

Please include a **short author biography of 2-3 sentences** in length at the end of the article. It should introduce your position, academic background, and interests. This does *not* count towards the overall word limit of the piece.

Citations

All work must be **properly cited in endnotes form** according to the **Chicago Manual of Style** and include a bibliography at the end of the piece. Authors are to utilize the Chicago shorthand footnote form for repeated notes.

Short-form Content Expectations and Requirements

For the purposes of simplification, we refer to any piece of published material that is not part of the longform *Patrika* Journal. Short-form content can take many forms: articles published on WFI's online platforms and/or Substack, periodic economic summaries, infographics, or multimedia content. Regardless, we expect all short-form content published by WFI to adhere to certain standards.

Length of Content

Generally, we expect short-form content to be **concise, digestible, and accessible to the ordinary viewer**. More concretely, a traditional written article **should not be more than 500-600 words**; a piece of multimedia content should not be longer than 5-7 minutes; and infographics should be no more than 3 pages.

Abstract/Summary for Written Work

Every article must include a **2-3 line summary**, which *does not count* towards the overall word limit of the piece. This abstract must offer a complete, clear, and concise summary of the article and its thesis.

Actionable Recommendations

The conclusion of the article needs to include **actionable recommendations** or courses of action that will **add practical value to the current discourse**.

Author Biography

Please include a **short author biography of 2-3 sentences** in length at the end of the article. It should introduce your position, academic background, and interests. This *does not* count towards the overall word limit of the piece.

Sourcing/Citations

Any written work should have sources cited in the form of **hyperlinks**. Infographics should include a minimum of shorthand citation footnotes at the bottom of each page. Multimedia content should include a separate acknowledgement of sources used at the end, or be made explicit in conversation (i.e. "MP [XXX] argued..."). There must be an **acknowledgement of scholarship and sources in each piece of short-form content**.

Standards Adherence

Short-form content must **adhere to the same Editorial and Content standards that applies to all work being published under the Washington Forum on India**. This also means that it will also be subject to the same editorial/review process as all other work.

Basics on Writing About India

This editorial resource is intended for you to gain an understanding of some of the nuances when writing about India, its policies, cultures, languages, peoples, businesses, industries, etc. Consider this basic contextual information for you to get started on thinking about what you'd like to write about!

To write about India, you need to understand its context.

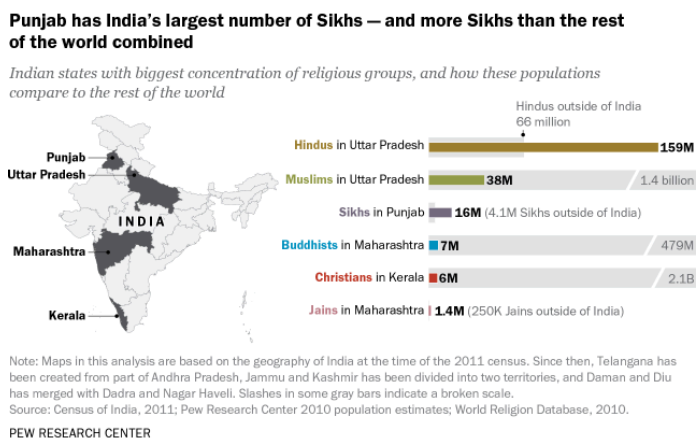
India is one of the most culturally, linguistically, and societally diverse nations on Earth. It alone holds over 1.4 billion people, including thousands of distinct ethnic groups, and multiple major world religions spread across diverse geographies.¹ To be able to write about India well, you need to understand the country first. *We've included some context here for you to start, but check out the India Geo Factbook, which includes sources from the former CIA World Factbook, United Nations Statistics, as well as The World Bank, and Britannica for further reading!*

Religion

India is a majority Hindu nation, but also home to most of the world's Sikhs, Jains, and also some of the world's largest Muslim and Buddhist populations. According to the Pew Research Center, around 94% of the world's Hindus lived in India in 2011 (this number may have even increased).² And, get this, the Hindu population in any one of Uttar Pradesh, Maharashtra, Bihar, or Andhra Pradesh exceeded that of *every country outside of India combined*.³

Maharashtra also has the country's largest numbers of Jains and Buddhists.⁴ Sikhs were concentrated in the Northern state of Punjab, near the border with Pakistan. In 2011, about 58% of Punjab's 28 million people population were Sikh in 2011.⁵ This means that Punjab is home to most of the world's Sikhs.

Check out this graphic, which represents the distribution of religions based on the results of the 2011 Indian Census! All in all, despite major population growth since independence, India's overall religious composition has remained stable, making its religious diversity an embedded feature of the country.



¹ S.P. Raikar et al., "India," Encyclopedia Britannica, August 17, 2026, <https://www.britannica.com/place/India>.

² Stephanie Kramer, "Key facts about the religiously and demographically diverse states of India," Pew Research Center, December 13, 2021, <https://www.pewresearch.org/short-reads/2021/12/13/key-facts-about-the-religiously-and-demographically-diverse-states-of-india/>

³ Kramer, "Key facts."

⁴ Kramer, "Key facts."

⁵ Kramer, "Key facts."

Languages

There are over 1,600 languages and dialects spoken in India, with over 10 million speakers of 14 languages. Hindi is the most common language with around 40% of the population speaking it, but there are many regional languages like Bengali, Tamil, and Telugu that are also widely spoken (around 4-7% of the population for each language).⁶ The issue of preserving linguistic diversity is still a prominent one in India, and deserves greater attention. Here's the rundown.

There are four language families in India. The Tibeto-Burman Language family is mostly spoken in the North Eastern States, like Assamese, Manipuri, and Bodo.⁷ The Dravidian language family is mostly spoken in the Southern part of India by around 20% of India's population (e.g. Malayalam, Tamil, and Telugu).⁸ Most of the tribal languages spoken in Chhattisgarh, Jharkhand, and Odisha are part of the Austro-Asiatic language family; examples of languages in this family include Khasi, Santhali, etc.⁹ And lastly, the Indo-Aryan language family is mostly spoken in Northern India, constituting 75% of the population speaking some of India's most popular languages such as Hindi, Sanskrit, Urdu, Bengali, etc.¹⁰

Why this linguistic diversity? Considering India's large size and population, you can make some pretty educated guesses. Many communities have migrated to or invaded India from various parts of the world, from the Dravidians, Persians, Greeks, Turks, to the Mughals. India's many ethnic groups as well as religious diversity has also helped to foster a multilingual society. Lastly, India's vast geographical landscape led to the development of distinct linguistic regions. Geographical barriers—think rivers, mountains (the Himalayas in the north, for example)—isolated different communities, which allowed them to develop their own regional languages.

Now, given that we have all of these languages, how are they represented in legislation? The Constitution of India at its founding gives rights to minorities to protect their language with Article 29; more notably, the Constitution did **not** provide any one language as India's national language.¹¹ When the Official Language Act was passed in 1963, it provided for the use of English for official purposes and designated Hindi and English as official languages. Unsurprisingly, this was passed in a period of much uproar in the debate over national language—and this debate still goes on today.¹² Further amendments to the Constitution promoted and proliferated the use of Hindi, such as Article 351 stating that:

“it shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its

⁶ Raikar et al., “India.”

⁷ Raikar et al., “India.”

⁸ Raikar et al., “India.”

⁹ Raikar et al., “India.”

¹⁰ Raikar et al., “India.”

¹¹ “The Constitution of India,” India Code, https://www.indiacode.nic.in/bitstream/123456789/19150/1/constitution_of_india.pdf

¹² Check this out: K. Venkataramanan, “The debate on the national language,” *The Hindu*, May 8, 2022, <https://www.thehindu.com/news/national/the-debate-on-the-national-language/article65376264.ece>

enrichment by *assimilating without interfering* with its genius, the forms, style and expressions used in Hindustani and in the other languages of India specified in the Eighth Schedule...”¹³

India’s language policy reflects a tension between pluralism and national integration that, in some ways, is emblematic of a larger choice the country has to make in determining its growth trajectory. While the Constitution protects minority languages and deliberately establishes no national language, Hindi and English serve as official languages, and efforts to promote Hindi have fueled longstanding and still-contentious debates over identity and representation in India.

Human Capital

As of 2023, India’s nominal GDP is about \$3.73 trillion, making it the 5th largest economy in the world.¹⁴ Despite having some of the most rapid national growth in the world, India’s potentially world-class capabilities also coexist with greatly uneven human-development and infrastructure systems.

In FY2024/25, India grew by 6.5%, and the IMF projects growth of 6.4% in 2026.¹⁵ India holds a globally competitive services and technology sector, a massive domestic market afforded by its large population, an improving logistics network, and sustained public investment. However, the World Bank argues that maintaining this growth trajectory—and ultimately allowing India to reach high-income status—requires India to accelerate investment in human capital.¹⁶

India’s human capital shows the contrast between progress in expanding education and persistent weaknesses in the quality and distribution of skills. According to an OECD report, by the mid-2000s, decades of investment had increased educational access: the literacy rate rose from 18% in 1951 to 65% in 2001, while literacy among children aged 10-14 reached 90% by 2004.¹⁷ The gender and rural-urban literacy gaps among younger generations also narrowed. However, these gains in access didn’t translate to strong learning outcomes. In this report, among rural children aged 7-14, about 40% could not read a short paragraph, and 66% could not do basic division (defined here as dividing a three-digit number by a one-digit one).¹⁸ One factor that can be attributed to this is the high level of teacher absenteeism. The report stated, “a representative national survey of teacher attendance suggested that on a given day, only 75% of teachers are present in the school.”¹⁹ Therefore, expanding enrollment and literacy has not necessarily ensured that students receive consistent, high-quality instruction or acquire foundational skills.

¹³ “The Constitution of India,” India Code. The Eighth Schedule of the Indian Constitution recognizes 22 official languages: Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kashmiri, Kannada, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Santhali, Sindhi, Tamil, Telugu, and Urdu.

¹⁴ “India: Population, GDP, Map, and Key Facts (2026),” Geo Factbook, <https://geofactbook.com/countries/india>

¹⁵ “India,” International Monetary Fund, <https://www.imf.org/en/countries/ind>

¹⁶ “India Country Economic Memorandum: Becoming a High-Income Economy in a Generation,” The World Bank, 8, <https://thedocs.worldbank.org/en/doc/400139d320ead96a0ec624d3608d9b56-0310012025/original/India-Country-Economic-Memorandum-2024-0227c.pdf>

¹⁷ S. Dougherty, R. Herd, “Improving Human Capital Formation in India,” *OECD Economics Department Working Papers*, no. 625, (2008, Paris: OECD Publishing), 6-7, <https://doi.org/10.1787/241005853765>.

¹⁸ Dougherty and Herd, “Improving Human Capital Formation in India,” 9.

¹⁹ Dougherty and Herd, “Improving Human Capital Formation in India,” 9.

These deficiencies become more pronounced as only slightly more than half of 15 year olds had completed eight years of schooling in 2004, and secondary education was characterized by high dropout rates and severe socioeconomic disparities.²⁰ Note here that children from the wealthiest households were dramatically more likely to remain in secondary school than those from the poorest, while rural populations and disadvantaged communities were underrepresented further up the educational ladder. So it doesn't take a lot to conclude that this bottleneck inevitably extended into higher education.

Despite India's internationally renowned universities and rapidly expanding tertiary sector, the gross tertiary enrolment rate was only 13%--below the 18% average among other comparable developing countries.²¹ Therefore, the OECD report concludes India as simultaneously having pockets of world-class human capital and a large population whose educational opportunities and skills remain largely constrained. This divide can severely limit the extent to which economic growth can generate sustained productivity gains for the country.

India's history will inform its future decisions.

To understand the country's future decisions, it is important to recognize how deeply the country's outlook has been shaped by its past. India's history stretches across numerous kingdoms, empires, eras, and regional political traditions. Successive periods of consolidation, fragmentation, and re-consolidation—from the Mauryan and Mughal empires to regional kingdoms—show the difficulty of governing such a vast territory. Moreover, trade, migration, conquest, and cultural exchange connected India with Southeast Asia, the Middle East, Central Asia, and Europe. India's contemporary emphasis on maintaining a sense of national unity while accommodating its enormous internal diversity reflects challenges that long predate the modern republic that we know of today.

The more immediate influences on modern Indian decision-making can be argued to emerge from its experience with colonialism and independence. British rule had subordinated much of India's political and economic autonomy to an external power, while the nationalist movement then had increasingly centered sovereignty and self-rule as its key political objectives. India's independence in 1947 was then accompanied by the Partition, which displaced more than 15 million people and resulted in mass communal violence. It is estimated that the number of people who died during the partition range from 200,000 to 2,000,000.²²

These experiences can help explain why concepts such as strategic autonomy, economic self-reliance, or national unity carries such weight in Indian debates and policymaking. All in all, when analyzing how India approaches growth, security, foreign relations, or its decisions in general, it should not be viewed solely as responses to present-day conditions but instead informed by a historical memory where the impacts of historical domination, internal strife, and political divisions are still very much salient today.

²⁰ Dougherty and Herd, "Improving Human Capital Formation in India," 8.

²¹ Dougherty and Herd, "Improving Human Capital Formation in India," 15.

²² Rebecca M. Kulik, "Partition of India," Encyclopedia Britannica, August 10, 2026, <https://www.britannica.com/event/Partition-of-India>.

Keep in mind India's disparities.

No country is perfect, or *fully equal*. India is no exception. When you are researching and writing about India, remember that national-level indicators can often conceal enormous differences in how people experience the country's growth and development. In other words, not everyone gets the same sized slice of the money pie.

Economic gains, public services, and opportunities are distributed unevenly across income groups, social communities, genders, castes, and regions. Oxfam International, for example, reports that the richest 10% of Indians hold 77% of the country's wealth, while the poorest half of the population captured a very small share of the recent wealth gains.²³ This affects much more than income, as wealth can shape access to quality education, healthcare, employment, assets, as well as the resources that one needs for social mobility.

Caste remains another important dimension of inequality, even as India has urbanized, liberalized, and undergone significant social change. Historically, caste shaped access to land, occupations, education, and social status. Research suggests that these legacies continue to influence opportunity and mobility today. A study notes that marginalized communities, particularly Dalits and Adivasis, can still face disadvantages in areas such as asset ownership, educational attainment, as well as access to higher-value sectors of the economy.²⁴ At the same time, caste should not be treated as a stiff explanation for every outcome, as its effects vary considerably across regions, communities, and individuals. With that said, you should still consider whether caste helps to explain who has access to the resources and opportunities or institutions relevant to your topic.

Gender is another major divide. UNICEF India notes that women and girls continue to face unequal opportunities shaped by social norms, with disparities affecting education, health, safety, employment, as well as participation in public life.²⁵ It's worth noting that inequalities often **intersect** with one another: the experiences of a wealthy urban woman may differ substantially from those of a low-income rural woman from a historically marginalized caste. *Rural-urban* and *regional* divides can compound these differences further, as access to infrastructure and institutional capacity can vary widely across India.

When you evaluate a particular topic, consider whether the prevailing narrative accurately reflects the experiences of the groups of people in question. Ask yourself who has benefited, who remains excluded, and whether disparities based on any of these factors—wealth, caste, gender, geography, or location—help explain uneven outcomes. India's sheer scale and diversity can mean that contradictory realities can exist simultaneously, so it is important that you approach the editorial process with care!

²³ "India: Extreme Inequality in Numbers," Oxfam International, accessed August 18, 2026, <https://www.oxfam.org/en/india-extreme-inequality-numbers>

²⁴ Shunsuke Sato, "Caste and Economic Inequality in Contemporary India: Structural Hindrance to Social Mobility and Inclusive Development," Authorea, May 15, 2005, <https://doi.org/10.22541/au.172979333.37724617/v2>

²⁵ "Gender Equality," UNICEF India, accessed August 18, 2026, <https://www.unicef.org/india/what-we-do/gender-equality>

Think about whether your idealized solutions make sense in practice.

When you write your policy recommendations for your article, you should consider not only what *should* change, but whether the proposed solution can realistically be implemented. Something that you think might appear straightforward in theory can encounter a much more complicated reality once it moves through India's political system.

Ask yourself what institutions would be responsible for carrying out the solutions that you have in mind, what level of government has authority and jurisdiction to make the change you want to see happen, or whether those institutions have the capacity and the resources that can implement those changes—and also any potential political, fiscal, social, or legal constraints that could slow or influence such implementation.

This does **not** mean that ambitious recommendations are to be avoided. Rather, strong analysis that we are looking for should acknowledge that bureaucracy and structural barriers are themselves part of this policy environment! India's federal system, variation in state capacity, administrative complexity, and competing stakeholder interests can all create a gap between the design of policies and outcomes on the ground. You should resist treating implementation as kind of an afterthought because that defeats the purpose of the exercise that you are taking on! Understanding how change actually happens through Indian institutions—and where it can stall or face resistance—is key to proposing solutions for change that is credible.

For example, a writer might recommend expanding AI-powered tutoring platforms to give more Indian students access to personalized education, particularly in underserved rural communities. Sure, this is a policy proposal, but it risks assuming that the infrastructure necessary for its implementation already exists!

Can students reliably access smartphones, tablets, or devices? Do their homes and schools have constant and reliable electricity? Is internet connectivity affordable and dependable enough to support that kind of digital learning? The point here is that if those underlying constraints remain unresolved, then an AI solution can disproportionately benefit students who are already better connected or have more resources to afford such a solution rather than those most in need of it.

Rather, a stronger recommendation would therefore treat AI as a layer of a broader solution for improving educational access. The writer can pair learning tools alongside investments in rural broadband, shared school devices with offline functionality, and increased teacher training. But even this will require some elaboration and thinking on your part! The structural barriers should determine whether the technology can actually expand educational opportunity or are simply reproducing (and in some cases even exacerbating) existing inequalities.

Citation Guide

What and When to Cite?

In the vast majority of research guidelines, authors are instructed to use reputable academic, institutional, and journalistic sources. Yet, as misinformation is often exacerbated by the rapid development of the digital era, it is important for authors to identify the factors that make an online/digital source credible.

The CRAAP Test

The CRAAP Test is a method that will help you evaluate the credibility of a source you are thinking about using. Here are the five components:

1. **Currency:** Is the source up-to-date?
2. **Relevance:** Is the source relevant to your research?
3. **Authority:** Where is the source published? Who is the author? Are they considered reputable and trustworthy in their field?
4. **Accuracy:** Is the source supported by evidence? Are the claims cited correctly?
5. **Purpose:** What was the motive behind publishing this source?

What Not to Cite

In the article, authors should not cite the following:

1. **Wikipedia** (but please feel free to use it as a starting point for your further research)
2. **Opinion Editorials** (or Op-Eds, as they often contain subjective opinions that may be motivated by personal beliefs).
3. **Satirical or non-credible outlets**
4. **Google AI Search Summaries** (please check the sources that the search engine highlights).
5. **Other non-reliable sources**



Short-form Articles

Short-form articles that are published on our online platforms only do not require formal bibliographic-style citations, but instead are required to hyperlink sources within the article itself. Authors are also required to make in-text references to where their sources come from. *Our official policy on hyperlinks for short-form articles align largely with the Associated Press's Online Stylebook.*

A link to a webpage must have at least two elements: what the reader sees to click on, and the destination itself which is usually a webpage, PDF, etc. In all situations there needs to be an indication that the link exists (such as underlined text, or a button) that is helpful to the reader. In online articles, we employ the practice of **hyperlinking**.

How should one decide what to link? Keep in mind the purpose that the source serves. The first is *attribution*. Attribution hyperlinks provide the readers with the opportunity to delve into the **original source information** at a deeper level than the writer provided in the article. The second is *context*. Because our articles are more complex in nature, we employ links to **background information** that can help new readers to be up to speed while allowing more informed visitors to read ahead. Contextual hyperlinks can also link to definitions of unfamiliar terms, or explain nuances that the author attempted to get across but some readers might not be immediately familiar with.

When should one link? Think about keywords of a clause within a sentence instead of the entire sentence when inserting a link. Robert Niles from USC Annenberg outlined four questions you should ask yourself when you consider how and where to link within your articles:

1. Does the URL to which I am referring to reward the reader with additional content that a reader of this story likely did not know, or know how to get easily?
2. Does the text I am selecting to link this text give the reader an obvious clue as to what the hyperlinked page will contain?
3. Am I using the shortest possible amount of text to provide that clue?
4. Would the content of the linked text, or the context surrounding it, reasonably mislead the reader into believing that the linked page contains something other than what it does?

Here are some examples of places to hyperlink within your article:

Link the specific fact being attributed

Good: According to India's Ministry of Statistics and Programme Implementation, India's unemployment rate **fell to 3.2% in 2023-24**.

Bad: **According to India's Ministry of Statistics and Programme Implementation, India's unemployment rate fell to 3.2% in 2023-24**.

The link should sit on the claim or source description that tells the reader what the destination will contain, rather than the entire sentence.

Link the name of a report when the report itself is the source.

Good: The World Bank's **India Development Update** projects that private investment will play a larger role in sustaining growth.

Bad: The **World Bank's** *India Development Update* projects that private investment will play a larger role in sustaining growth.

If the link leads to the report, linking only "World Bank" may make readers expect the organization's homepage rather than the specific publication.

For contextual links, hyperlink the concept being explained.

Good: India has historically pursued a policy of **strategic autonomy**, seeking relationships with competing powers without entering rigid alliances.

A reader unfamiliar with "strategic autonomy" can click for background, while a reader who already understands the term can continue reading uninterrupted.

Don't use vague anchor text.

Good: India has expanded its **semiconductor manufacturing incentives** in recent years.

Avoid: India's semiconductor strategy has expanded significantly in recent years. Click **here** to learn more.

Words such as "here," "this," or "read more" tell the reader nothing about the destination and are also less accessible for users navigating links with screen readers.

All in all...

Hyperlink the shortest phrase that accurately tells the reader what they will find at the destination. Do **not** hyperlink entire sentences when a few descriptive words will suffice, and avoid generic phrases such as "click here," or "read more."

Long-form Articles

Patrika articles employ the use of **Chicago Manual of Style endnotes**. Endnotes appear as superscripted numbers in the text that correspond to numbered endnotes. The endnotes will then be listed in numerical order at the end of the piece.

Online Accessible Sources

For sources that are consulted online, authors should record a URL as the final element in a citation. When citing sources, please use the permalink rather than a temporary browser link.

Andrew Hui, “Dreams of the Universal Library,” *Critical Inquiry* 48, no. 3 (2022): 522–48, <https://doi.org/10.1086/718629>.

DOIs

A DOI is a unique identifier that can be used to form the basis of a permanent URL. A DOI-based URL consists of ‘<https://doi.org/>’ followed by a DOI, which in turn consists of a prefix (e.g. 10.1086) assigned by a registration agency and a suffix assigned by the publisher. It is most preferable to cite these links, as they are the most reliable.

- URLs should be presented in full. Leave the formatting and capitalization of the link intact since they may be case-sensitive.
- If the URL ends with a slash (/), then retain the slash. So does any period or comma.

Books

Books are cited as such:

Author’s name, *Title of the Book* (Publication Press, date/year of publication), chapter, pages you are citing.

Erica Gies, *Water Always Wins: Thriving in an Age of Drought and Deluge* (University of Chicago Press, 2022), 8, 27.

- The author’s name(s) are written in normal order. If there are more than three authors, cite the first author followed by “et al.”
- Book titles are italicized, with no speech marks as they are only used for journal articles
- The publisher is included in parenthesis followed by the publishing year/date for book publications, followed by the chapter/pages you are citing.
- Endnote components are separated by commas and end with a period.
- When you encounter edited books consisting of chapters written by different authors, include the editor in your citation **before the parenthesis**:
Erica Gies, *Water Always Wins: Thriving in an Age of Drought and Deluge*, ed. [XXX] (University of Chicago Press, 2022), 8, 27.
- If there’s more than one editor, instead of using ed., use eds.
- If you cite an article/chapter in a book, then the article/chapter title is put in quotations, while the **book title itself** is italicized.

Journal Articles

Academic journal articles are cited as such:

Author's name, "Title of the Article," *Name of the Journal* volume#, issue# (date/year of publication): the pages you are citing, URL.

Andrew Hui, "Dreams of the Universal Library," *Critical Inquiry* 48, no. 3 (2022): 522–48,
<https://doi.org/10.1086/718629>.

- The author's name(s) are written in normal order. If there are more than three authors, cite the first author followed by "et al."
- Journal articles are in quotation marks, while the name of the journal (the overarching publication) is italicized, followed by the volume number, the issue number, and the publication date/year in parenthesis.
 - There is no comma between the *Name of the Journal* and the volume number (*Critical Inquiry* 48, not *Critical Inquiry*, 48)
 - There is no comma between issue number and (date/year of publication)
 - For journals, volume numbers can be very big (as they've been publishing for a while now), but they will often have no more than ten issues in a single volume.
 - There is no "p." or "pp." before page numbers.
- The page numbers are preceded by a **colon**.
- The URL/DOI URL is always the last component.

Online Articles

Online articles, often online version of newspapers and magazines, are cited as such:

Author's name, "Title of the Article," source, date, link.

Abishek Sharma, "Air India's Bumpy Ride Continues despite Reforms and Shrinking Losses," BW BusinessWorld, May 26, 2025, <https://www.businessworld.in/article/air-indias-bumpy-ride-continues-despite-reforms-shrinking-losses-557808>.

- If the article ends with a question mark or an exclamation mark, you'll still need to have the comma after the title and inside the quotation marks.
- The date formatting is MM DD, YYYY.
- You **do not automatically italicize sources**. Only italicize when it is something with a physical print publication.

<i>The New York Times</i> <i>The Washington Post</i> <i>Foreign Affairs</i>	British Broadcasting Corporation Cable News Network Ministry of Foreign Affairs
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Website Content

These include the “About” pages, statistical pages on the official website of the UN, company websites, or any webpage that is **not attributed to an author**. These pages do not have a publication date either. Use this citation style if you encounter a page with no author and publication date. These are cited as such:

“Title of the webpage,” Website Name, date of the website content (if there is one)/date of access, link.

“What we do,” UNICEF India, accessed August 18, 2026, <https://www.unicef.org/india/what-we-do>.

- Note that the title of the webpage comes before the name of the website and not after. We do not treat websites as authors. Therefore, Google, “Google Privacy Policy,” is incorrect and so does “Privacy Policy | Google,” Google.

Foreign Language Sources

As long as you can follow the basic logic of CMOS endnotes, there is flexibility here. You can use the script in the original language. If you want to include a translation of some title, then use square brackets.

K. S. Vasudevan, “കേരളത്തിലെ ഗ്രന്ഥശാലാ പ്രസ്ഥാനവും സാമൂഹിക നവോത്ഥാനവും: വായനയുടെയും സാമൂഹിക പരിവർത്തനത്തിന്റെയും ചരിത്രാഖ്യാനം [The Library Movement and Social Renaissance in Kerala: A Historical Narrative of Reading and Social Transformation],” *International Journal of Indian Language Research Studies* 2, no. 2 (2026): 30-35, <https://doi.org/10.63090/IJILRS/3108.1797.0018>.

Shortened Notes

The format of shortened notes is less rigid, as long as you include the last name of authors and essential parts of the title of the article/book/website that let the readers understand which source you are talking about. Generally, it is shortened if it is less than 4 words, and it is usually the chunk before a comma or before a filler word like “the,” “of,” “a,” etc.

Full endnote: Premkumar Balaraman and Priya Kamalakannan, “Skill Gap Analysis and Training Needs in Indian Aerospace Industry,” *Journal of Airline and Airport Management* 6, no. 2 (2016): 115, <https://doi.org/10.3926/jairm.56>

Shortened endnote: Balaraman and Kamalakannan, “Skill Gap Analysis,” 115.

Full endnote: Abishek Sharma, “Air India’s Bumpy Ride Continues despite Reforms and Shrinking Losses,” BW BusinessWorld, <https://www.businessworld.in/article/air-indias-bumpy-ride-continues-despite-reforms-shrinking-losses-557808>.

Shortened endnote: Sharma, “Air India’s Bumpy Ride Continues.”

Important Things to Note

- There **may not be more than one endnote** per sentence, but there can be **more than one citation** per endnote. Move all citations to the end of the sentence, then combine all sources and separate them using semicolons.
- Do not auto-capitalize words in the title. However, for titles that are in all-caps, revert them to normal capitalization norms.
- There is **no Ibid.** in Chicago-style endnotes! You should use shortened notes instead.

Captions

To cite figures and pictures, place a figure either immediately after the paragraph that the paragraph that first mentions it or just before the first mention. Add at least one blank line between the caption and any text below it.

Figure number, *Figure title*, source origin formatted in endnote style, description (if any).