**Imagining a Writing Centre for Meeting Student Needs**

**Jyoti Raina**

Associate Professor, Department of Elementary Education,

Gargi College (University of Delhi),

Siri Fort Road, New Delhi 110049.

Email:**jyoti.raina@gargi.du.ac.in**

**Abstract**

*This research is an exploratory study of pre-service teacher education students need for learning support in writing. The participants were 81 student-teachers enrolled for a Bachelor’s of Elementary Education (B.El.Ed.) degree programme at Department of Elementary Education at University of Delhi. The study was data-driven as the need was explored by administering a questionnaire to student-teacher participants. The focus was on gathering empirical data on what their perceived writing needs were and how these could be addressed. The participant responses overwhelmingly articulated a gap between their writing skills and the writing demands of their curriculum. The need for creating a writing centre (henceforth WC) aimed at learning support for writing was reported while also explicating the nature of support that students seek. The findings demonstrate necessity, benefits and wide-ranging value of establishment of a WC at undergraduate institutions of teacher education. This is a pressing student need that begs the attention of educational administrators, policy-makers and higher education faculty in the global south.*

**Keywords**: B.El.Ed, learning support in writing, pre-service teacher education, student-teachers, writing centre.

**Introduction**

Do undergraduate students of a pre-service teacher education programme need learning support in writing? Is there a need to establish a writing centre (WC) to meet the writing needs of student-teachers who are enrolled in their first degree programme in teacher education? The questions seem inapposite for two contrasting reasons. First the idea of setting up such a centre is unheard-of in the higher education landscape of teacher education in a public university. There is a lack of research on WC’s (or even the need for them) at public institutions in India. This is notwithstanding the location of pre-service teacher education in the academic environment of a liberal university. The second contrasting reason is that existence of a WC is the norm in the higher education system of the global north. The field of Writing Studies is not nascent anymore. The *Writing Center Journal* completes 20 years of publication. Its 37 volumes represent repository of theory and empirical research that has built not merely a rationale for establishment of such centres but also a robust WC research community. Writing center practice and theory today is an independent sub-field of study within language education. The opening questions seem inopportune within WC studies but this study considers worthy of asking in the specific institutional context of higher education in India particularly undergraduate pre-service teacher education.

The absence of WC’s in Indian public universities brings to the fore the stark differences in knowledge production processes between the global north and the south. There is on one hand the globalization of knowledge in the academy accompanied by the imperative to apply international standards to tertiary education systems in post-colonial societies. These standards are commonly understood as the academic practices that prevail in the higher education institutions in US as well as western Europe. On the other hand the ground reality of institutional architecture in terms of structural support via facilities like WC’s; does not sustain the knowledge generation processes in the north at par with global norms and standards. The complete absence of WC’s in the Indian public higher education landscape vis-à-vis the global north higher education system; is an instance of inequities in knowledge generation infrastructure from an international standpoint.

The present research explores students needs for learning support in writing and how the need can be addressed. Data were gathered from pre-service teacher education students of elementary education using a brief three-point online questionnaire. The focus was on the key information areas related to need for learning support in writing, wider benefits of such learning support in writing, the rationale for establishing a WC, and the preferred modes for meeting student writing needs. This research report presents the findings based upon the participating students responses.

The institutional context

The research was undertaken at a premier government institution for women’s education that is affiliated to University of Delhi. The institution is named after a woman scholar mentioned in the ancient text *Briharanyaka* Upanishad of the Vedic period who poses penetrating questions to the great sage *Yajnavalkya*. She is often unsatisfied by his responses and continues to challenge him with her critical questioning. A beautifully carved board at the main entry gate captures her spirit of inquiry symbolizing a tireless stretching towards knowledge. The institution is the only college in the south campus of University of Delhi to offer education in all the four streams of Science, Commerce, Humanities and Teacher Education. A predominantly undergraduate institution it has more than 18 disciplinary departments, programmes of study in four languages (Hindi, Sanskrit, English and German) and post-graduate programmes in English, Chemistry and Political Science. The college has received several awards including College with Potential for Excellence by University Grants Commission, grants for establishing bioinformatics facility by Ministry of Science and Technology, Government of India and ‘grade A’ by National Assessment and Accreditation Council . The college has more than 4500 students on its rolls. The physical infrastructure includes a state of the art auditorium, open air theatre and a sprawling sports field among other majestic structures nestled against a historical 14th century wall built by the then ruler Allauddin Khilji during the medieval times of the Delhi Sultanate. Interdisciplinary groups like National Cadet Corps, Equal Opportunity Cell, National Service Scheme and Women’s Development Centre provide social outreach; and contextualize the formal undergraduate education of young woman in the wider socio-political milieu of contemporary India. The college supports more than a dozen student-led literary, creative and performing arts societies in a liberal space. These nurture oral, visual and performative processes of knowledge production in addition to the text-based classroom learning of mainstream academic life at college. The college also brings out more than a dozen newsletters apart from a magazine as also several departmental publications. In fact each of the departments brings out a discipline-specific magazine at least annually. A robust academic landscape encourages inter—disciplinary, multidisciplinary and trans-disciplinary seminars, conferences and related engagements. During the pandemic three departments Philosophy, English and Elementary Education came together to organize a webinar series that investigated the role of writing as an enabling cognitive activity. Undergraduate research is facilitated within the curriculum as well as beyond the classroom. The college represents a vibrant public sphere that fuses the intellectual and the non-intellectual, the creative and the critical, science and non-science. The college does not have a WC.

**Research problem**

The present research investigates students need for learning support in writing. The problem is explored by taking it to the students themselves. The focus was on the key information areas: the need for learning support in writing, wider benefits of establishing a WC for learning support in writing, and the preferred mode for meeting student writing needs.

**Review of WC’s as institutions of learning support**

WC’s have had a short life yet some history. There is a body of literature not only documenting this history but also their institutional identity and relationship to the undergraduate classroom. Carino (1995) locates the emergence of WC’s in the last quarter of the 20th century when they were constructed as ‘poor cousins of English departments’ or ‘remedial fix-it shops’ to assist ‘poorly regarded students’. The staffers at the WC’s were viewed as not too enlightened and seen as using somewhat trial and error ‘current-traditional pedagogy’ in their work. This construction evolved to a quest for an independent institutional identity often shaped by expressionism and social construction. This has enabled WC’s to define themselves as even an alternative to the classroom (:105), developing an identity that is ‘vested in the difference between classroom and individual instruction’ (:112). Hoon (2009) undertook a meta-analysis of WC assessment literature. In this work, qualitative and quantitative evidences from select evaluative studies of WC efficacy were examined. He (:47) noted that research has unequivocally demonstrated positive effects of WC’s in supporting students’ writing processes. His review pointed out that the research conducted on WC’s was mostly qualitative drawing from ‘reflections of the practitioners such as writing centre directors or tutors, surveys on writing centre’ (:49). He concluded that WC research firmly establishes the principle of the efficacy of WC as effective and useful support services to classroom teaching-learning. Another evaluative study (Hodges, Ronesi and Zenger, 2019) documented several important evaluation studies of WC efficacy. The research study presented empirical evidence confirming the effectiveness of WC’s in reducing students’ apprehension related to writing. Some of the quantitative studies indicated that WC tutorials enhanced students writing competence, which also improved their overall grades. The overall evidence was that WC’s promote a positive approach among students towards writing,

In view of the embryonic state of WC scholarship in India Kanika Singh’s (2020) seminal work is path-breaking. Her work was located at a private university which was among the pioneers in setting up a WC right from its inception. The very first batch of the university’s undergraduate students benefited from its writing pedagogy which ‘was instrumental in providing close mentorship and learning support to students’ (:210) as soon as their academic life began. This support mainly consisted of one-on-one sessions where students improved their various drafts and other writing samples in a participatory approach. There is a twin emphasis on designing learning support for writing within the curriculum while simultaneously outreaching it in favour of student autonomy. Her research outlines the guiding principles and an implementation roadmap for an inclusive writing support programme suited to a liberal education in the Indian higher education landscape. The centre at her university has emerged not only ‘as a platform where all members of the university and even the wider academic community in India participate, debate, and critically engage with texts, languages, materials, pedagogy and inclusion’ (:225) but also as a pioneering space that offers possibilities for ‘research and development with multilingualism, interdisciplinarity, pedagogy and inclusion in higher education’ (:226). Another research on a WC at a private undergraduate college in another state in India reports the unambiguous benefits of the WC (Kunde et al, 2015). This WC practices one- to-one interactive sessions with students introducing them to the basics of general academic writing. The focus was limited to grammar, sentence structuring and presentation of student’s drafts. Though the major language of instruction for the region where the college is situated is English (which is the medium of instruction at this college) but students in their school education also study in other regional languages like Konkani, Hindi and Marathi. The WC attempts to support students on only the basic aspects of writing including skills like referencing, avoiding plagiarism and citation. This instruction is outside the other curriculum courses. The study noted that among the reasons for the necessity of a WC is the fact that schools do not teach academic writing concepts in language education programmes (:17).

**Research methodology**

The research was a data-driven, descriptive, non-experimental, exploratory, small scale online ground assessment study. It adopted a qualitative method in the narrative inquiry genre. The research methodology followed the dictum from WC studies that students 'can tell us a great deal about our efforts if we take the time to listen' (Eodice et al 2017:132). The focus of the research endeavor was on students’ need for learning writing support as they broadly understood it themselves. The research design was methodologically simple, tidy and limited to the scope of this research objectives of exploring how student needs for learning support in writing can be addressed. The study was based on primary data gathered from the student-teachers who participated in the study.

Research objectives

The three objectives were: to explore the student-teachers need for learning support in writing with special reference to their coursework assignments, perceived benefits from the establishment of the WC and their preferred mode of availing its service.

The participants

The participants of the present study were 81 student-teachers of the department of elementary education. They were enrolled for a four-year integrated degree course Bachelor's in Elementary Education (B.El.Ed.) programme. The programme 'follows a process-based teacher education curriculum framework in which the student-teachers' professional preparation is integrated with education in the liberal disciplinary domains of science and humanities, accentuating the qualitative dimensions that enhance human potential' (Raina, 2016:177). The knowledge base of education discipline being largely exogenous the location of the programme in the holistic, multidisciplinary ethos of the College is an 'enabling inclusionary practice as it allows for opportunities to engage with various kinds of knowledge' (Ibid, 181-182). The inclusionary practice empowers young women preparing to become elementary school teachers with not merely knowledge but also teacher agency aimed at critical thinking, personal growth, and transformative reflective practice.

The 81 participants were in the 3rd and 4th year of the B.El.Ed programme out of which 48 were 3rd-year students and 33 were 4th-year students. .The informed written consent of the 81 participants was taken and their identities are blinded in this paper. All of them replied to all the three questions.

Nature of writing tasks

The data for this research was gathered during the time of the campus-closed academic year (due to pandemic) when the participating students were writing their coursework assignments for their various theory and practicum courses. The 3rd year participants were turning in their various assignments for theory and practicum coursework. These written tasks, which were integral part of the participants official pre-service teacher education curriculum, constitute the main basis for award of marks in internal assessment. The 4th year participants were undertaking internship in elementary schools apart from other curricular writing tasks like drafting essays, preparing research proposals, writing lesson plans, autobiographical journals and teaching diaries among other course related written tasks.

The writing of a teaching diary or a teaching journal is specific to pre-service teacher education curriculum within the higher education arena. The teaching journal is kept in a paper-pencil notebook or more recently in an electronic form; as a continuing written record of teaching-learning observations, experiences and reflections. It is assumed that the process of writing about learning, curriculum and pedagogical issues will generate insights. It is ‘first person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analysed for recurrent patterns or salient events’ (Bailey, 1990: 215). It is autobiographical in genre serving as a tool of thinking, reflection and teacher growth based upon construction and reconstruction of experience (Holly, 1989). The participants need for learning support in writing was explored in the context of the varied curricular writing tasks.

Research tool

There was no scope for face-to-face interaction with the participants due to pandemic-caused closure of all educational institutions. The data was collected virtually through an online questionnaire circulated among the students during March 2020. The questions were formulated to investigate each of the three research objectives: Do you experience a need for learning support on how to write assignments/ other writing tasks in the various courses that you study? Would you benefit from the establishment of the WC in your institution? How would you like to avail of its service? a) In an informal manner (as and when required for writing tasks like coursework assignments) b) As a credited course.

**Data Presentation and Analysis**

Select participant responses are reproduced in this section. The thematic analysis draws from the data collected in response to each of the three questions around which responses were sought.

Organising ideas

Consider these responses two B.El.Ed 3rd year participants to the first question.

When I discussed my assignment with my teacher, she pointed out certain important limitations which I have to rethink again. The title of my assignment 'Education-The Great Equalizer?' was too over general because one could write a full book and after this one could say that topic is unpackaged so I have to relook at the title of my assignment. I have to reflect on whether my write-up should be conceptual analysis or it should be statistical analysis and the way I put a question mark in the title meant that my assignment is going to be a position paper and I have to argue my position one way or the other it could be argued theoretically or it could be argued from the statistical point of view but not both. After the discussion with my teacher, I also found that as in my assignment I have taken a sociological theory analysis so I could talk about Indian constitution after explaining functionalism and Marxism in education. My teacher felt that I had gone into too many perspectives so I have to be specific and also in my assignment when I am writing about equality and inequality, I have to first talk about social-economic class i.e., the most important and fundamental aspect.

The course for which this assignment was undertaken is reading-heavy and largely lecture-based. The written assignment is thus used as a pedagogic tool for closer reading, deeper analysis, discussion, and critique of the coursework content. The course teacher often assigns specific readings for taking up designated assignments to facilitate a point of beginning to write. During online teaching at campus closed time, the students were somewhat reticent in speaking up during the online classes but became vociferous when steered to discussion on their assignment topic. The student's own assignment acquires further salience as it acquires greater pedagogical emphasis in the classroom. Conversely, students even when they speak on certain themes in the classroom; experience hesitancy in taking the same topics as written tasks.

Another participant’s narrative clearly indicates a gap between her writing ability and the curricular demands of undergraduate teacher education articulating a somewhat veiled need for learning support to write.

The broad theme of my assignment was 'Provide some examples of inequality in education’. When I discussed my assignment on an individual basis with my teacher, I got to know about various writing errors in my assignment. Honestly, when I was writing my assignment, I didn't think about the title, I just wrote the given theme statement and started writing. But now, I understand how title plays an important role in the development of an assignment like a term paper. It should be catchy and relatable with the content and with fewer words, if possible. Also, I could have gone into more detail in my assignment using just one or two examples instead of touching upon several ones without detailing.

The student response is noteworthy as a major theoretical theme in educational studies coursework is the relationship between education and social change and whether education can lead to social change or not. The teaching of the topic illustrated this relationship by drawing on examples of what the Indian experience has been in this regard. The topic was mutually agreed upon between the student and the teacher with scope for development into a position paper on the topic ‘Education and Social Change’.

Some reponses from B.El.Ed. 4th year participants are as follows.

I am having a hard time with project proposal writing. What I've written as my rationale can also be a part of the introduction. I don't want to be repetitive and if I completely separate rationale and introduction, then it doesn't sound meaningful.

Others participants articulated somewhat differing need for learning support for the same task.

I have been thinking a lot about aesthetic writing and I am also doing a research project this year on the development of a curriculum based on children's need to know and to be and how the meaning of schools have been reduced only to fulfill the purpose of teaching, where authoritarian knowledge has completely neglected the active role of children in the schools. In this project, I am trying to examine the prevailing curriculum in the mainstream school where I am doing my internship. I will analyse and explore the curricular spaces within the curriculum presented by the teachers of the school and I am also going to analyse my own lesson plans which I am preparing based on the guidelines given by the school and my aim to do this project is to prepare the curriculum which reflects my own vision based on children's need to know and to be. So although I am clear about the idea of my project I am facing a lot of difficulties to pen down my ideas and give them some direction. Feel a strong need for a process to guide me on how should I start my project and take it forward.

Another participant writes,

I am exploring the concepts of work and play as a part of my project. I believe in integrating the two for a holistic experience of life in education, for leading the life of an integral being. I am troubled with words and expressions; how to put these two terms on paperwork and play has so many different connotations. For a school student work means completing assigned homework but for me, a college student work means not necessarily something that is just academic but productive in a broader sense. Similarly, the word play has different meanings. I would like to experience the thread of interconnectedness between work and play myself and I do experience it when I start writing but soon after the connectedness, the pleasure turns into stress as the requirements of writing become more specialised, demand more accuracy in a seething search for words which may not be available for me and so it starts becoming a stressful experience which I have experienced while writing my research proposal. As an illustration: Should I write in my aim that ‘I want to explore the relationship between work and play’ or should I say that ‘I want to study the relationship between work and play’ since there are so many meanings attached to each term and I don't know how to put it in my research objectives.

Another participant raises counterquestions.

Is writing a process, a means, or an end? Why do we write and for whom? If we write for ourselves can we still consider it as self-expression? Will we be true to ourselves? If we write for others, then are we truly expressing ourselves? Will we be truthful to them? Why or why not? How is writing for ourselves different from writing for others? Suppose you're writing for an assignment that will be graded. Will it restrain your self-expression or not and how will it do so? Writing is a tool that frees you but it can also become a tool that restricts you if deadlines and grades are involved. How do we get past this restriction?

Writing support for varied curriculum demands

The nature of writing tasks that participants need to undertake vary for different aspects of the curriculum which is unique to the education discipline. These range from writing theoretical essays, position papers, educational policy analysis, personal dairy, teaching dairies, lesson plans, reflective journals, and research proposals/ reports. The writing demands are particularly distinct between the theory and the practicum components. In the writing tasks in practicum courses, the purpose is also to discover the alternating relations between theory and practice. In the education discipline writing is a tool that links theory and practice. The writing expectations from the participants, therefore, are somewhat fluid.

As the student's mini-narratives indicate academic forms of writing pose a challenge for the participants as they have hardly any previous experience or learning support at such type of writing tasks. The school background does not foster academic writing in the language studies in either English or Hindi the two main school subjects of study. The previous years of undergraduate studies come with their own workload of courses, tasks, and other activities to do; which though involve writing tasks but not too much time or opportunity to focus on 'writing' per se. During her personal efforts at offering learning support the author tended to improve students writing, but by cleaning up their drafts or even re-writing up for them rather them helping them become better writers. However in one of the readings-based theory course in which a theoretical essay or a term paper is the main mode of internal assessment the student-teachers reported the need for a somewhat different kind of learning support in writing. This included assistance in conceptualization, independent organization of ideas and development of linkage of a prescribed reading with an assigned topic.

Consider these four participants responses.

I find it difficult to link the readings with the assignment questions. Guidance on this would be really helpful.

It is difficult to go through the whole reading and choose what is appropriate.

I do experience the need almost whenever I write my assignments. I am not able to write down all my thoughts on paper. I often feel that something is missing and I just couldn't write it.

Many writing tasks will ask us to address a particular topic or a narrow set of topic options. Even with the topic identifies, it can be sometimes difficult to determine what aspects of the writing will be most important when it comes to grading.

Two participant narratives that indicate a generalized need for learning support in writing are as follows

I think when we have to write an assignment at least we should have a brief introduction of the given task or the kind of related material that we have to go through before writing a particular assignment. I feel a great need of some guidance to start an assignment effectively because it has been more than two years and we had done lots of assignments only based on questions that teachers gave us and every time we made lots of mistakes and at the end, we got unexpected low marks after evaluation. And it feels so bad that if you pushed yourself and put lots of effort into that particular assignment. Then you will come to know that you did your best but what you write is not the right answer for the given question. Sometimes we feel a lack of information or sources to read, learn or know facts to understand what we have to write.

I experience the need for learning support on how to write assignments because when we have adequate knowledge about something we can do much better. Sometimes I have thoughts about the topic but I couldn't find appropriate words to convey my thoughts. So it would be better if we have some learning support as a writing piece is a sample of your knowledge.

The need for learning support that is more thoroughgoing than casual nuggets was expressed too.

I need learning support because sometimes I feel a lack of information about the given assignment and also lack clarity about the contents in mind. I also can't ask or teachers again and again for our work because of hesitation and also don't know the way of writing with focus on some points of given assignments.

*Each* of the 81 participants expressed the need for some kind of learning support for taking up the curriculum related writing tasks. The unequivocal twin findings were: student-teachers experienced a gap between their writing skills and writing demands of the curriculum and they needed learning support to fill it.

Benefits of a WC

The participants expressed the need for a *thorough* support for their writing needs, related to varied aspects of their assigned writing tasks. Writing instruction of this level, range and depth cannot simply be offered within the regular curriculum while engaging with specialized disciplinary courses. An educational imagination of meeting the student needs required nothing less than a WC. The second question in the questionnaire was framed around the role of WC’s in meeting student needs. The participants were asked: Would you benefit by the establishment of the WC in your College? Select student responses are as follows.

Yes a WC is must at college level as we are not used to make assignments in schools. In schools we are not trained to write assignments. So we need some learning support to write our assignments.

WC could guide us on how to decide the titles that could sum up our ideas mentioned in our writing which I get very confused with.

It’s always been a matter of doubt that why all the hard work in writing our assignments is not gaining any success. I am literally very disappointed with the marks I get. Also there has always been a dilemma how to organize my thoughts on paper. From title to conclusion there are various points at which I get stuck. I do research very well but it gives me a headache to organize all that knowledge and ideas into a conclusive assignment.

I think we get feedback on what we wrote but not on how we wrote or how we could have made it better.

If a WC is established I feel there will be a lot of talk and write-ups and activities regarding writing which will help us to make writing as a skill. There will be informal activities and conversation or maybe informal way to get to it which I feel will help us the most as currently, what our usual language is Hinglish (Hindi plus English) and it is not considered as formal language but we interact with Hinglish in casual terms or in informal ways. I think we can come over our issues with writing in English under a formal WC of our college.

*All* the 81 participants reported that establishment of a WC would be useful to them. They were precise in expressing their need and the role a WC could play in meeting them.

Availing WC services

While most students preferred to receive help informally, as and when required for writing tasks like coursework assignments, outside class hours; many preferred otherwise. The preferred manner of availing WC services is represented below.

The myriad reasons are as follows.

In an informal way, it would not stress us.

I think in a credited course we will learn much more things and will not limit ourselves only to assignments or course work rather we will learn much more besides that which will surely help us in future too.

We need a little help here and there and it doesn't matter much how this help is delivered maybe as a course or informally.

Maybe a combination of both where elements of both the options are available. When it comes to learning and overcoming our difficulties, we should go with the informal manner of learning it and encountering the details of our problems and resolve those issues with the help of the WC. Writing is a skill and people don't acknowledge this skill. As a credited course, it will become one way to acknowledge this fact.

Conclusion: WC to meet student-teachers needs

The findings indicate a dire need of learning support in writing through a WC. Each one of the student-teachers who participated in this study confirmed this though expressing varied preference on how a WC could meet their needs. Writing is the central metric of learning as well as of assessing learning in higher education. It is not just a perceived area of conceptual importance but an action that students encounter substantially in their everyday work. On a regular college day they write lecture notes. The internal assessment for various courses of study is mainly based on writing of assignments which range from term papers (theoretical analysis, critical essays, position papers), reflective journals and teaching plans; among other writing genres. The students write examinations that supposedly certify their educational accomplishment. The main assessment in higher education arena is through the terminal semester-end or year-end written examination. The co-curricular activities that the students undertake involve writing reports, scripts and memos. At a more theoretical level writing functions as a disciplining regime providing the basic vocabulary of a discipline to its undergraduate students. It is hardly a misnomer to call writing the basic college chronicle. The conclusion of the study is resonant with this foundational function of writing in higher education.

In the international arena, the existence of specialized WC's for undergraduate students is the norm rather than the exception in most developed countries. The Liberal Arts institutions in global north have established WC's that address the diverse writing needs of undergraduate students through explicit instruction in critical reading and writing. Columbia University, for instance, has a WC for its undergraduates as well as another WC dedicated exclusively to the students of its graduate school of education, health, and psychology: Teacher's College, Columbia University. The American ambassador to India David J. Ranz while releasing the latest open doors report on higher education invited students from all over the world to the United States of America for what he considered an unparalleled undergraduate education offered in his country (Open Doors Report, 2019). A US education he asserted teaches students how to communicate, succinctly, and cross-culturally; think critically and work laterally across disciplines. The ability to be able to write is central to each of these three. Some of the newly established private undergraduate institutions like Krea Univesity and Ashoka University who are catering to the rising student demand from the Indian middle class for a comparable undergraduate experience in India; have created WC's as soon as they were set up. It is noteworthy that WC's have attracted renewed attention in the higher education landscape internationally in the last decade and recent research points towards their unambiguous efficacy (Salem, 2014). WC scholarship has advanced to talk of a 'combination of revolution and evolution' to 'think expansively' about reimagining WC practices (Rafoth, 2016). Writing centres it is argued represent a pioneering space not merely for meeting students writing needs but also for engaging with themes of interdisciplinarity, multilingualism, inclusion, and diversity (Singh, 2020). This small-scale, exploratory study demonstrates the necessity, benefits, and wide-ranging value of the establishment of a WC to serve the need for learning support in writing among pre-service teacher education students in higher education arena.

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