INTRODUCTION

English teaching and specialization of its content in the curriculum have been increased in the early 1960s. Transmission of knowledge is a very significant aspect of human civilization and English as a language has a key impact as a means. The teaching of English language is considered with a utilitarian purpose. Generally, The English language is very often in an occupational, vocational, academic or professional environment. According to the needs and purposes of the environment, the content of language is designed with the aim that students can enhance their communicative competence with focused language teaching. It is quite essential to enhance language competency with basic all the four language skills; respectively known as listening, speaking, reading and writing and as a result the improvement of English communication skills. The general effective written and oral communication in English might be relevant to general students whereas the students with specific need and different purposes leaned with a specialized approach of learning. This observation gains special significance in the courses which are related to the context of employment and professionalism. Thus, through the detailed study of the students’ needs, we can tailor English and its uses to fulfill the immediate needs of students. The special focus on the detailed study of English language was laid by the National Policy on Education (NPE) which was declared in 1968. The emphasis is given on various aspects like Indian society must speed up with knowledge of scientific and technology and there should be significant contribution by them to this great thing. The technical scholars must be strengthened by a genuine study of English and this is a main objective of this big notion. But the technical institutes are giving much importance to technical subjects and a very unfortunately great negligence towards the English language. The need of English language teaching and learning has increased with different aspects like English for Specific Purposes (ESP), Academic Purposes (EAP), and Occupational Purposes (EOP). It is self-indicative nature in concerned with all these various aspects of English. The conventional framework of ELT is differentiate with the ESP based on the specific needs of different groups of students the teaching requirements are tailored.

ESP advocates the designing of special courses instead of one multi-purpose course, to suit the needs of various groups of students. The concept of ESP is said to be particularly appropriate for teaching English to students of science and technology (EST). Besides, English at the undergraduate level of engineering studies differs from English in other undergraduate courses
because it has a specific purpose unlike a general purpose in other colleges. It differs from other courses in the three aspects, such as relevance, register and style. These three aspects gain prominence in material designing because the course must equip the students for both academic and professional requirements. Their academic functions include oral and written communication, comprehension of lectures and books, note-making, note-taking, paper presentations, group discussions, participation in regional, national and international seminars and most importantly taking interview. Though, the professional requirements may be job-specific yet it largely includes client management, presentations, seminars, meetings, group discussions and, of course, interviews.

English of Engineering Institute as a focal point of interest in the education of technical education body - In the present study, all of the Indian Council of AICTE profile (technical education) will be beneficial. AICTE plan, norms and standards, financing, monitoring and evaluation, certification and award similar care, preparation for the legal rights, authentication, commissioned in priority areas, maintenance of technical, coordination and integrated development of management education you are guaranteed a. Agreement, to establish a regular evaluation of the level needed to maintain the company carries. As far as Technical education and technical institutes are concerned, every year the thousands of engineers in Maharashtra are ready for future progress and Maharashtra is one of the leading states in technical education. Mumbai University (MU) is a leading university with its territory there are number of institutions, some of them are self-financed (private) and government-aided engineering and technical institutes. MU (Mumbai University) is the oldest and which is offering various technical courses in Maharashtra. Mumbai University and its engineering institutions are accommodating the students who are coming from urban as well as remote area of Maharashtra. All Institutions of Engineering and technology are offering 4 year degree courses in engineering disciplines with subject course of English only in two semesters.

In 2011, taking into consideration the changing needs of its students and the rising popularity of Communicative language Teaching (CLT) among the academia, MU is implementing its English language course as Communication Skills to Communicative English. It was done with an objective to make the entire curriculum more practical, useful and communicative. It was expected to play a vital role in improving students’ proficiency in English communication and preparing them for the workplace or making them ‘industry-ready’. But unfortunately, it has
been found that the existing curriculum is somewhere, somehow not being able to meet the needs and expectations of the students as well as the teachers. The teachers, in general, seem to be hesitant and resistant towards implementing CLT in their language classrooms. Despite the attention given to CLT in the literature, language teachers have not received enough training on applying such methodology in their teaching programs because the term lacks precise definitions. CLT raises concern because there is a great deal of confusion and controversy about what it means to teach communicatively as well as a lack of research on applying CLT in a language classroom. There are some general descriptions of CLT, but its definitions are vague and contain many variations. Some teachers and researchers may agree that CLT focuses on developing students’ communicative competence, interaction, and the process of language use. However, for teachers and program developers, CLT is a challenging concept to apply to language instruction. Many teachers are not familiar with the notion of CLT and due to the ambiguous explanations of CLT sometimes there is feeling of frustration unfortunately among the teachers. Therefore, a great need of sufficient guidance regarding CLT for teachers and how to implement it effectively in Second Language (L2) classrooms with better understanding of CLT.