Developing Entrepreneurial Communication Skills through AI and Indian Knowledge Systems: A Framework for Future Leaders

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Abstract

Entrepreneurship is not only about starting a business or earning profit. It also requires the ability to communicate ideas, build relationships, solve problems, and lead responsibly. In the digital age, English communication has become important for students preparing for entrepreneurial and professional careers. Artificial Intelligence (AI) provides opportunities to practise conversations, improve writing, prepare presentations, and develop professional vocabulary. Indian Knowledge Systems (IKS), meanwhile, offer valuable ideas about truthfulness, self-discipline, respect, and social responsibility. From the perspective of an English Professor, this article examines how AI and IKS can be integrated into English language education to develop entrepreneurial communication skills. It proposes a classroom framework in which students identify a problem, develop an idea, use AI as a learning aid, verify information, communicate their ideas in English, and reflect on their ethical value. The article argues that technology should support rather than replace independent thinking. Integrating AI, English communication, and Indian ethical traditions can help students become confident speakers, creative entrepreneurs, and responsible future leaders.

Keywords: Artificial Intelligence, Entrepreneurship, Indian Knowledge Systems, English Communication, Leadership

1. Introduction

Education should prepare students not only for examinations but also for life beyond the classroom. Students need knowledge, confidence, creativity, communication skills, and

the ability to make responsible decisions. Entrepreneurship provides opportunities to develop these qualities because it involves identifying problems, developing solutions, working with people, and creating value for society.

Communication is essential to entrepreneurship. An entrepreneur must explain a business idea, understand customers, write professional emails, negotiate with suppliers, and present proposals. A useful idea may not receive support if it is communicated poorly. Research on university students has identified a significant relationship between communication skills and perceptions of entrepreneurship ("Relationship between Entrepreneurship Perception").

English classrooms can provide opportunities to practise speaking, listening, reading, and writing through real-life situations. Artificial Intelligence (AI) can extend these opportunities by providing additional practice and feedback. Indian Knowledge Systems (IKS) can complement this learning by encouraging reflection on ethical behaviour and responsible leadership.

This article proposes that AI and IKS can be integrated into English language education to develop communication skills alongside creativity, critical thinking, and ethical awareness. The approach is especially useful when students learn through practical activities rather than grammar exercises alone.

2. English Communication and Entrepreneurship

Entrepreneurs communicate with different people for different purposes. They explain products to customers, discuss prices with suppliers, guide employees, and persuade others to support their ideas. Therefore, entrepreneurial communication requires more than grammatical accuracy. It also involves clarity, confidence, listening, politeness, and the ability to respond appropriately.

Speaking activities can help students introduce themselves, explain business ideas, and answer questions. For example, a student who plans to sell handmade products can practise describing the product, explaining its benefits, and discussing its price.

Writing activities are equally important. Students can prepare advertisements, business proposals, formal emails, and customer responses. A teacher may ask students to write an email requesting information about a business opportunity. The activity helps them understand professional tone, sentence structure, and the importance of clear information.

Listening and interpersonal communication should also receive attention. In a role-play, one student can act as a dissatisfied customer while another plays the business owner. The business owner must listen carefully, understand the complaint, and suggest a reasonable solution.

These activities connect language learning with practical needs. They also help students understand that successful communication involves respecting others and responding thoughtfully.

3. Artificial Intelligence in English Language Teaching

AI tools can support English learning through conversation practice, writing assistance, vocabulary development, and presentation preparation. Qiao, Gu, and Lu's systematic review examines the use of AI in language education and identifies both potential benefits and limitations in the available research (Qiao et al.). These findings support a careful approach in which teachers use AI to serve clearly defined learning objectives.

3.1 Conversation Practice

Students sometimes hesitate to speak English because they fear making mistakes. AI conversation tools can provide additional opportunities to practise before speaking in front of classmates.

For example, students can ask an AI tool to act as a customer interested in buying a product. They can practise answering questions about price, quality, and delivery. After reviewing the conversation, students can improve their responses and repeat the activity.
However, AI practice cannot replace interaction with real people. Classroom discussions and group activities remain necessary because human communication involves emotions, different opinions, and unexpected questions.

3.2 Writing and Vocabulary Development

AI tools can help students identify grammatical errors, improve sentence clarity, and learn professional vocabulary. Students can compare their original writing with suggested revisions and examine why one expression may be more appropriate than another.

For example, the sentence “Our product is very good and people buy it” could be revised as “Our product offers good quality at an affordable price.” Students should understand the change rather than simply copy the improved sentence.

Teachers can also introduce words such as innovation, investment, negotiation, customer satisfaction, and sustainability. Students can use these words in advertisements, dialogues, and short business presentations.

3.3 Interviews and Presentations

Students can use AI to practise questions commonly asked during interviews or business pitches. Questions may include: What problem does your idea solve? Who will benefit from it? What makes your product different? How will you respond to customer complaints?

Students should prepare answers in their own words and present them in class. Teachers can assess clarity, organisation, vocabulary, confidence, and the ability to respond to questions.

AI must remain a learning aid. Bender et al. explain that language models raise concerns about reliability, bias, and the social consequences of their use (610–23). Students should therefore verify factual information, protect personal data, and follow institutional rules on AI assistance. Fluency alone does not guarantee accuracy.

4. Indian Knowledge Systems and Ethical Leadership

Indian Knowledge Systems include diverse philosophical, literary, scientific, artistic, and cultural traditions. Selected texts and ideas can help students reflect on honesty, discipline, duty, respect, and social responsibility. English teachers can introduce these ideas through accessible translations, short readings, discussions, and writing activities.

The National Education Policy 2020 recognises the importance of Indian knowledge traditions and holistic education (India, Ministry of Education). Within English language teaching, these traditions can provide meaningful content for communication activities.

4.1 Truthfulness and Honesty

Tiruvalluvar's Tirukkural offers material for discussing virtue, truthful speech, and responsible conduct. Students can examine how honesty applies to advertising and customer relationships.

For example, a business owner should not make false claims about a product merely to increase sales. Students can compare misleading advertisements with honest ones and explain which approach builds trust. They can then write an advertisement using clear and truthful language.

4.2 Self-Discipline and Responsibility

The Bhagavad Gita, in an appropriate translation, can provide a starting point for discussing duty, disciplined action, and responsibility. Students can consider these ideas in relation to difficult business decisions.

Suppose a business faces financial difficulties. The owner may be tempted to reduce product quality without informing customers. Students can discuss possible alternatives and explain their decisions in English. The purpose is not to impose a single interpretation but to encourage critical thinking and respectful discussion.

4.3 Respect and Social Responsibility

Entrepreneurs should respect customers, workers, suppliers, and the wider community. Students can discuss how a business might support local workers, reduce waste, or provide affordable services.

For example, a group may propose selling locally made products through a digital catalogue. Students can explain how the idea might benefit local producers and identify possible challenges. This activity combines English communication, problem-solving, and social awareness.

IKS should be presented inclusively and critically. Indian traditions are diverse, and no single text represents every community or viewpoint. Students should be encouraged to compare interpretations and discuss ideas respectfully.

5. A Classroom Framework for Entrepreneurial Communication

This article proposes a six-stage framework that English teachers can adapt to undergraduate classrooms.

Stage 1: Identify a problem. Students identify a local issue, such as plastic waste, limited access to affordable stationery, or difficulties faced by local artisans in promoting their products. They describe the problem in simple English and explain who is affected.

Stage 2: Develop an idea. Students work in groups to suggest a practical solution. They discuss the intended beneficiaries, resources, and possible difficulties. Each group prepares a short explanation of its idea.

Stage 3: Use AI for support. Students use an approved AI tool to practise relevant vocabulary, prepare interview questions, or improve a presentation outline. They compare the suggestions with their own ideas instead of accepting them automatically.

Stage 4: Verify information. Students check factual claims, costs, and other important details using reliable sources. They identify inaccurate or unsuitable suggestions and explain their decisions.

Stage 5: Present the idea. Each group delivers a two- or three-minute business pitch in English. The presentation explains the problem, proposed solution, intended beneficiaries, resources required, and possible social benefits. Classmates ask questions and offer feedback.

Stage 6: Reflect on ethical value. Students consider whether their idea is honest, practical, inclusive, and socially responsible. They write a short reflection explaining what they learned about communication, teamwork, and technology.

This framework connects language practice with real-life problem-solving. It also encourages students to use AI critically and consider the ethical consequences of their decisions.

6. Sample Classroom Activity: Pitch Your Idea, Lead with Values

Target group: Undergraduate students

Duration: 90 minutes

Learning outcomes: Students will practise presenting a business idea, using professional vocabulary, answering questions, checking AI suggestions, and explaining ethical responsibilities.

The teacher divides the class into small groups. Each group identifies a problem and develops a possible solution. Students may propose a service for practising spoken English, a small business selling handmade products, or a campaign to reduce plastic waste.

Groups use AI, where available, to generate questions that customers might ask. They prepare answers in their own words and verify any factual claims. Each group then presents its idea to the class.

The teacher assesses the presentations using five criteria: clarity of ideas, English communication, creativity, teamwork, and ethical awareness. Each criterion carries five marks, giving a total of 25 marks.

After the presentations, students write a short reflection on one value that should guide their proposed business. This final step connects communication practice with responsible leadership.

7. Challenges and Recommendations

The integration of AI and IKS requires careful planning as follows;

- Some students may not have reliable internet access or personal devices. Teachers should provide alternatives such as printed worksheets, peer discussions, and teacher-prepared examples.
- students may become dependent on AI-generated answers. Teachers should ask them to explain their ideas, compare drafts, and demonstrate their understanding. Institutions should also provide clear guidance on acceptable AI use.

- AI-generated information must be checked. Students should consult trustworthy sources and learn that a confident answer may still be incorrect. UNESCO's guidance on generative AI recommends a human-centred approach that considers educational purpose, privacy, and ethical use (Miao and Holmes).
- IKS should be taught through reliable sources and relevant examples. Teachers should encourage multiple interpretations rather than presenting cultural traditions as uniform or unquestionable.

Finally, students should be assessed on their progress, reasoning, and communication, not merely on polished English. Students with limited proficiency can begin with simple sentences and gradually develop confidence through repeated practice.

8. Conclusion

Entrepreneurial communication is an important skill for students preparing for professional life. English language classrooms can help them learn to present ideas, write professionally, listen carefully, and respond to questions. AI can provide additional practice, while Indian Knowledge Systems can introduce meaningful discussions about honesty, duty, respect, and social responsibility.

From the perspective of an English Professor, the integration of AI and IKS offers a practical way to connect language learning with entrepreneurship and leadership. The proposed framework encourages students to identify problems, develop solutions, use AI thoughtfully, verify information, communicate in English, and reflect on ethical consequences.

The aim is not simply to produce fluent English speakers or skilled users of technology. It is to develop thoughtful communicators who can express creative ideas, work with others, and make responsible decisions. By combining language education, technological awareness, and ethical reflection, English classrooms can contribute to preparing capable entrepreneurs and responsible future leaders.

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