

# NALLAMUTHU GOUNDER MAHALINGAM COLLEGE

(AUTONOMOUS)  
POLLACHI, TAMILNADU

Accredited with A++ by NAAC  
NIRF Ranking 101-150 & ISO 9001:2015 Certified  
Affiliated to Bharathiar University, Coimbatore, Tamilnadu



## VISION VIKSIT BHARAT 2047

# EDUCATION 4.0

Enhancing India's Workforce for the AI-Powered Future

Editor in Chief  
**Dr.M.AKILANAYAKI**

*Editors*

Ms.V.POORNIMA | Ms.M.SHANMUGAPRIYA | Dr.P.GURUSAMY | Dr.R.SIVARAJAN

Funded by

INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH - SOUTHERN REGIONAL CENTRE  
MINISTRY OF EDUCATION, GOVERNMENT OF INDIA  
HYDERABAD

**VISION VIKSIT BHARAT 2047**  
**EDUCATION 4.0**

**ENHANCING INDIA'S WORKFORCE FOR THE  
AI-POWERED FUTURE**

**VOLUME - III**

**Editor In Chief**

**Dr. M. Akilanayaki**

*Assistant Professor & Head*

*Department of Commerce with Business Process Services*  
*Nallamuthu Gounder Mahalingam College*  
*Pollachi, Tamil Nadu*

**Editors**

**Ms. V. Poornima**

*Assistant Professor,*

*Department of Commerce with Business Process Services*

**Ms. M. Shanmugapriya**

*Assistant Professor,*

*Department of Commerce with Business Process Services*

**Dr. P. Gurusamy**

*Assistant Professor,*

*Department of Commerce with Business Process Services*

**Dr. R. Sivarajan**

*Assistant Professor,*

*Department of Commerce with Business Process Services*

# ENHANCING INDIA'S WORKFORCE FOR THE AI-POWERED FUTURE

© **Dr. M. Akilanayaki**  
**Ms. V.Poornima**  
**Ms. M. Shanmugapriya**  
**Dr. P. Gurusamy**  
**Dr. R. Sivarajan**

**First Edition: 2025**

**Volume: III**

**ISBN: 978-93-94004-64-1**

**Price: ₹ 600**

## **Copyright**

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, mechanical, photocopying, recording or otherwise, without prior written permission of the author.

## ***Printed at***

**SHANLAXPUBLICATIONS**  
61, 66 T.P.K. Main Road  
Vasantha Nagar  
Madurai – 625003  
Tamil Nadu, India

*Ph: 0452-4208765,  
Mobile: 7639303383  
[email:publisher@shanlaxpublications.com](mailto:publisher@shanlaxpublications.com)  
[web: www.shanlaxpublications.com](http://www.shanlaxpublications.com)*

54	Future Proofing India: Education 4.0 and the Rise of AI in Tutoring Systems, Predictive Analytics and Adapting Learning Platforms <b>Dr. R. Deepa</b>	330
55	From Chalkboards to Chat Bots: A Revolution in Rural Education <b>Dr. T.T. Thanasekaran</b>	336
56	Intergration of AI and IOT into Education - A Boom to Stakeholders <b>Dr. G. Vignesh &amp; Ms. S. Jeevitha</b>	343
57	AI - Education 4.0 <b>Mr. G. Dhinesh Karthik</b>	349
58	AI - Education <b>Mr. E. Kavin Kumar</b>	360
59	Harnessing the Rise of AI for A Transformative Learning Ecosystem in India <b>Mr. G. Sundar &amp; Dr. S. Nambi Devi</b>	370
60	A Study on AI-Enabled Smart Classrooms Advancing Education 4.0 Objectives <b>J Nancy Rebeccal &amp; Dr. D. Kanakavalli</b>	374
61	Cultivating the Future: Preparing India's Workforce for AI-Powered Agriculture <b>Dr. M. Sakthi</b>	379
62	Education and AI for Vikshit Bharat: Shaping a Developed India <b>Dr. B. Indira Priyadarshini, Ms. S. Nagalakshmi &amp; Ms. G. Maheswari</b>	286
63	Future-Proofing India's Education 4.0 in the Rise of AI <b>K. Abinaya &amp; B. Sivadarshan</b>	390
64	Impact of Integrating Programming into Primary Education <b>M. Ragaprabha, S. Anitha Vasagam &amp; S. Pugazenthi</b>	395
65	Envisioning India with AI - Advanced Ways of Uplifting Education through Technological Trends <b>Dr. P. Jayanthi, Mr. A.R. Sanjay &amp; Mr. K. Shaul Hammed</b>	400
66	A Study on Skilling for Viksit Bharat 2047: Building an AI-Ready Workforce <b>Dr. M.V. Sathyabama, Ms. S. Vasundharadevi &amp; Ms. S. Midunarakavi</b>	413
67	Education 4.0: The Role of AI in Transforming Education <b>Dr. S. Kokilavizhi &amp; Dr. R. Amsaveni</b>	421

# IMPACT OF INTEGRATING PROGRAMMING INTO PRIMARY EDUCATION

**M. Ragaprabha**

Assistant Professor, PG Department of M.Com (International Business),  
Nallamuthu Gounder Mahalingam College, Pollachi.

**S. Anitha Vasagam**

(24-PI-11)

I.M.Com (International Business)  
Nallamuthu Gounder Mahalingam College, Pollachi

**S. Pugazenthi**

(24-PI-07)

I.M.Com (International Business),  
Nallamuthu Gounder Mahalingam College, Pollachi

## Abstract:

This study explores the benefits and challenges of introducing programming concepts in primary education. It impact the programming on cognitive and socio-emotional development in young learners. This research highlights the positive effects of programming on problem-solving skills, critical thinking, and creativity. And also discuss successful strategies for integrating programming into primary education, including curriculum design, teacher training, and visual programming languages. Artificial Intelligence (AI) is the simulation of human intelligence processes by machines, especially computer systems. It involves the creation of intelligent machines that can perform tasks that traditionally require human intelligence, such as learning, reasoning, problem-solving, perception, and language understanding. Primary education tools are increasingly recognized for their effectiveness in enhancing various aspects of academic research and writing.

**Keywords:** Integrating Programming, Challenges, Benefits, Primary Education.

## Introduction

The global shift toward a digital economy necessitates the inclusion of programming and computational thinking in education. While secondary and tertiary institutions have begun incorporating computer science curricula, primary education remains an untapped avenue. This paper aims to highlight the importance of embedding programming skills into the foundational years of education, where children are naturally curious and quick to adapt to new ideas. Programming encourages logical reasoning, pattern recognition, and problem decomposition—skills that are essential in the 21st century. Computational thinking goes beyond coding and can be applied across various disciplines, fostering a mindset that thrives in problem-solving. Programming encourages children to think creatively. By designing simple games, animations, or stories, students can explore innovative solutions and ideas while engaging with technology meaningfully.

## Challenges in Integrating Programming into Primary Education

### Lack of Resources and Infrastructure

Many schools lack the technological infrastructure necessary for teaching programming. Inadequate access to computers, internet connectivity, and educational software hampers progress.

1. **Limited Access to Computers and Devices:** Many schools, especially in rural or underprivileged areas, may not have sufficient computers or devices for students to practice programming.
2. **Outdated Hardware and Software:** Even if schools have computers, they may be outdated, making it difficult to run modern programming software and tools.
3. **Insufficient Internet Connectivity:** Reliable internet connectivity is essential for many programming activities, but some schools may not have stable or fast internet connections.
4. **Lack of Trained Teachers:** Teachers may not have the necessary training or experience to effectively teach programming concepts to primary school students.
5. **Inadequate Curriculum Support:** Programming may not be explicitly included in the curriculum, making it difficult for teachers to integrate it into their teaching practices.
6. **Limited Access to Programming Tools and Resources:** Some schools may not have access to programming tools, software, and resources, making it difficult to provide students with hands-on programming experiences.

### Teacher Training and Support

Primary educators often lack the technical expertise or confidence to teach programming. Comprehensive professional development programs are essential.

1. **Limited Budget:** Insufficient funding for teacher training, resources, and infrastructure.
2. **Time Constraints:** Teachers' busy schedules, leaving little time for training and professional development.
3. **Lack of Administrative Support:** Insufficient support from school administrators, making it difficult to prioritize teacher training.
4. **Lack of Programming Experience:** Teachers may have limited or no programming experience, making it difficult to teach programming concepts.
5. **Difficulty in Integrating Programming into Curriculum:** Teachers may struggle to integrate programming into existing curriculum and lesson plans.
6. **Assessment and Evaluation:** Difficulty in assessing and evaluating student learning outcomes in programming.
7. **Lack of Ongoing Support:** Insufficient ongoing support for teachers, leading to frustration and abandonment of programming initiatives.
8. **Limited Access to Resources:** Insufficient access to programming resources, including software, tools, and lesson plans.

9. **Difficulty in Finding Qualified Trainers:** Difficulty in finding qualified trainers or mentors to provide teacher training and support.

## Curriculum Integration

Fitting programming into an already packed curriculum is a challenge. Effective integration requires balancing core subjects with computational learning.

1. **Reinforces learning:** Integrating programming into the curriculum reinforces learning in other subjects, such as math, science, and language arts.
2. **Develops problem-solving skills:** Programming helps students develop problem-solving skills, critical thinking, and creativity.
3. **Prepares students for the future:** Integrating programming into the curriculum prepares students for a future where technology plays an increasingly important role.

## Strategies for Integrating Programming into Primary Education

### Gamified Learning Tools

Introducing user-friendly programming tools such as Scratch, Blockly, and Tynker can make coding approachable and enjoyable for young learners.

1. **Increased engagement:** Gamified learning tools make learning fun and engaging, increasing student motivation and participation.
2. **Improved understanding:** Interactive and visual learning experiences help students better understand complex programming concepts.
3. **Develops problem-solving skills:** Gamified learning tools encourage students to think critically and develop problem-solving skills.
4. **Builds confidence:** Students can experience a sense of accomplishment and pride in their work, building confidence in their coding abilities.
5. **Prepares students for real-world applications:** Gamified learning tools can simulate real-world scenarios, preparing students for practical applications of programming concep Cross-Disciplinary Projects.

Programming can be woven into subjects like mathematics, science, and art, making it an integrated part of the learning process rather than an isolated topic.

### Collaborative Learning Environments

1. **Pair Improved understanding:** Collaborative learning helps students develop a deeper understanding of programming concepts.
2. **Enhanced problem-solving skills:** Working together, students learn to approach problems from different angles.
3. **Develops communication and teamwork skills:** Collaborative learning fosters essential soft skills.

4. **Increased motivation:** Collaborative learning environments can boost student engagement and motivation. Programming and group projects can help foster teamwork and peer learning among students.

### Early Teacher Training

Equipping educators with foundational programming skills through pre-service and in-service training programs ensures effective implementation.

1. **Improved teacher confidence:** Teachers who receive early training feel more confident in their ability to teach programming concepts.
2. **Better curriculum integration:** Early training enables teachers to effectively integrate programming into their curriculum.
3. **Increased student engagement:** Teachers who receive early training are better equipped to design engaging programming lessons.
4. **Reduced anxiety:** Early training helps reduce teachers' anxiety about teaching programming concepts.

### Benefits of Integrating Programming into Primary Education

1. **Improved Problem-Solving Skills:** Programming helps students develop critical thinking, logic, and analytical skills.
2. **Enhanced creativity:** Programming encourages students to think creatively and develop innovative solutions.
3. **Better understanding of math concepts:** Programming helps students visualize and apply mathematical concepts, making them more tangible and accessible.
4. **Develops perseverance and resilience:** Programming teaches students to debug, test, and refine their code, promoting a growth mindset.
5. **Fosters collaboration and teamwork:** Programming projects often require students to work together, promoting communication, empathy, and cooperation.
6. **Builds confidence and self-esteem:** Completing programming projects can give students a sense of accomplishment and pride in their work.
7. **Fosters collaboration and teamwork:** Programming projects often require students to work together, promoting communication, empathy, and cooperation.
8. **Develops digital literacy:** Programming helps students understand how technology works, making them more informed and empowered digital citizens.
9. **Enhances career opportunities:** Knowing how to program can open doors to new career paths and opportunities in fields like tech, science, and engineering.

### Conclusion

Introducing programming in primary education is not merely about teaching coding; it is about empowering children with essential skills for the future. With appropriate resources, teacher training, and innovative tools, programming can be seamlessly integrated into the curriculum, ensuring every child is equipped to thrive in a digital

world. In the world of creativity, use Primary education that will ultimately enhance your learning instead of thinking of them as a threat. So, as an academic researcher or scholar, use them to speed up your work and unburden yourself from unnecessary stress. So, you can up skill your knowledge to produce better theses or assignments. In conclusion, while there are ethical considerations surrounding the use of AI in academia, its benefits in improving research processes are substantial. By leveraging AI tools effectively, researchers can enhance their workflows, improve data quality, and ultimately contribute to more impactful scientific discoveries. However, the long-term implications of advanced AI remain uncertain and require ongoing research and responsible development to ensure its benefits are maximized while mitigating potential risks. The effective implementation requires careful consideration of ethical practices and a commitment to integrating human insight with technological advancements.

**References:**

1. Wing, J. M. (2006). Computational Thinking. *Communications of the ACM*.
2. Resnick, M. (2009). *Scratch Programming for Young Learners*. MIT Media Lab.
3. European Commission (2020). *Digital Education Action Plan*.
4. Royal Society (2017). *After the Reboot: Computing Education in Schools*.