



AI in Education Through a Structuralist Lens: Reconfiguring Knowledge, Authority, and Learning Systems

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Abstract

Artificial Intelligence (AI) is rapidly transforming educational systems through adaptive learning platforms, automated assessment tools, predictive analytics, and intelligent tutoring systems. While existing scholarship primarily evaluates AI in terms of efficiency, access, and policy implications, there remains limited theoretical interrogation of how AI restructures the underlying architecture of knowledge itself. This paper employs a structuralist framework to examine AI in education as a system of coded meaning production rather than merely a technological instrument. Drawing conceptually on the linguistic structuralism of Ferdinand de Saussure and the anthropological insights of Claude Lévi-Strauss, and engaging with questions of power through Michel Foucault, the study argues that AI reorganizes educational processes by embedding learning within algorithmic structures governed by classification, prediction, and probabilistic logic. Through this lens, AI emerges as a structural reconfiguration of meaning-making that transforms authority, curriculum design, assessment practices, and student subjectivity. The paper analyzes the opportunities of democratized access, personalized learning pathways, and multimodal semiotics, alongside structural risks such as algorithmic bias, epistemic standardization, and reductive categorization. It concludes by proposing reflexive, transparent, and ethically grounded AI systems that preserve interpretive plurality while leveraging computational innovation. By foregrounding the deep grammatical structures of algorithmic pedagogy, this study contributes a novel theoretical synthesis to contemporary debates on AI in education.

