

# LANGUAGE AND EDUCATION: A CRITICAL APPROACH TO GANDHI AND WITTGENSTEIN

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## Abstract

This paper examines the function of language in the domain of education and its vice versa. As we are aware of the fact that language and education are endemic elements of human development and evolution. According to Gandhi, education is the recognition of mind-body, soul and spirit. It is the attainment of the values through morality and ethics. Gandhi accepts communicative aspect of language where as Wittgenstein accepts analytical and conceptual aspect of language. Wittgenstein realized that education is the constituent of what we know, believe and learn. Gandhi asserts on Mother tongue, primary- secondary languages and national languages whereas Wittgenstein emphasis on the natural languages, meta-languages and ideal languages. In this paper I shall demonstrate the problems of language which becomes hurdles in the process of education. For both Gandhi and Wittgenstein, there are problems not in language but in its ordinary usage, speaking, writing, meaning and communication.

**Key Words:** Gandhi, Wittgenstein, education, Knowledge, and Language,

## Introduction

Gandhi and Wittgenstein were contemporaries but neither Gandhi wrote anything about Wittgenstein, nor did Wittgenstein write anything about Gandhi. However both worked were lovers of philosophy, language and education and were known for their consistent search after truth. Gandhi gave the concept of Basic Education (Nai Talim) which implies that the pupil should develop productive skills in learning and by these skills they would secure three basic principles of food, shelter and clothing. The basic aim of basic education was to earn while learn. Though this was not the case in Wittgenstein philosophy, he gave concepts of experimental philosophy only to learn. Gandhi's Basic Education has changed the scenario of educational system and it has developed skills, cooperation, management, intellectual attainment and

