

Re-Conceptualization of Apriori Science and Corresponding Inalienable Human Rights Interpreted by Jamir Ahmed Choudhury

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M. A. in English

Abstract: Jamir Ahmed Choudhury's work proposes a new foundational framework for human rights by integrating science, philosophy, and law, based on what he calls "innate truths and rights". He argues this framework is more logically consistent and scientifically sound than current UN-led global framework [global scale and language], which he critiques for being contradictory [manipulated] and misleading [data-based global veil of ignorance]. He aims to establish a verifiable, holistic understanding of fundamental rights and also focuses on reforming science and education to align with natural laws and a more truthful pursuit of knowledge. He defines "Apriori Science" as the inevitable relationship between universal laws of nature [Vyapti or Tawraat or Coherence Truth] and corresponding natural mechanisms [Paksa-dharmata or Injiil & Zabuur or Natural Signs and Particular Instances under Natural Circumstances or Correspondence Truth & Pragmatic Truth]. According to him, the "Right to Education" is an inalienable human right to freely and equally communicate 'unerring knowledge' [truth-based education] without restriction. This 'unerring knowledge' is defined as a necessary humanistic vision of education, similar to that mentioned in Article 29 of the UN CRC, and also includes ensuring quality education as defined in India's RTE Act 2009. His academic work posits that a "necessary humanistic vision" serves as a comprehensive logical thread connecting philosophy, science, and human rights, grounded in a paradigm of "equal & opposite creation in pairs". This nature-driven framework suggests that philosophy represents universal laws [universal major premise of the dictum], science represents their application [affirmative minor premises of the dictum], and upright logic acts as the connective tissue [necessary humanistic vision] to explain the inevitable relationship between them. His work argues that this empirical evidence-based reasoning provides a more unified and "justifiable" understanding of reality and is essential for fulfilling the right to quality education. The present study is nothing but a re-conceptualization of "Apriori Science", a term coined by Jamir Ahmed Choudhury. This re-conceptualization involves a proposed "nature's equal & opposite apriori paradigm" and the corresponding "inborn rights" [inalienable natural rights and un-interfering & inviolable solidarity rights]. The study connects these inborn rights to the fundamental rights recognized by the UN's Universal Declaration of Human Rights [UDHR-1948] and the constitutions of UN member states.

Keywords: Creation in Pairs, Apriori Science, Unerring Knowledge, Freedom of Conscience, Inborn Rights

"The denial of 'creation in pairs' is equivalent to accepting that 'nature's equal & opposite apriori paradigm' is the fundamental, undeniable and self-evident truth." - Jamir Ahmed Choudhury

About Jamir Ahmed Choudhury

Jamir Ahmed Choudhury is an Indian author, academic, and thought leader from Assam, working as an associate professor at S. S. College. He is known for his interdisciplinary work, which includes 24 books and 12 scientific papers, and he focuses on areas like philosophy, science, human rights, and education reform. He is an advocate for developing education systems grounded in both empirical evidence and universal truths, and for challenging established top-down global systems, particularly regarding the teaching of science according to natural laws. His work is noted for offering constructive bottom-up pathways to reform and seeking to bridge philosophy, science, and law with practical reasoning. His bold thinking and search for truth make him a key figure in today's academic world. His published work is a testament to the power of ideas-and a reminder that one dedicated voice can challenge and reshape the way the world thinks.

Jamir Ahmed Choudhury's work connects "apriori science"-defined as un-contradicted facts of the universe like the Sirius Binary System or natural magnetism-to fundamental human rights, suggesting these natural laws are the "original text" of both universal knowledge and human rights. He argues that the right to education should include the "necessary humanistic vision of education" derived from

this apriori framework, which he views as a corrective to what he calls "**misinformation**" spread by global institutions. His "Redefining Human Rights" paper and other works link these concepts to unalterable laws of nature, such as Newton's Third Law, to establish a scientific and humanistic basis for rights and education.

"Whatever is rational is real and whatever is real is rational". - Georg Wilhelm Friedrich Hegel.

Re-conceptualization is a dynamic and intellectual process that involves re-examining, reorganizing, and integrating existing knowledge from multiple viewpoints to achieve a more comprehensive and fundamental understanding of a topic. This holistic approach transcends simple change, creating a new way of thinking by incorporating diverse ideas and considering all aspects of a system to gain clear and distinct insights. It employs intellectual tools like Socratic dialogue, Cartesian doubt, and Hegelian dialectics to question assumptions, refine fundamental concepts, and ultimately synthesize ideas into self-evident truths, akin to the foundational concept of "I think, therefore I am" [cogito ergo sum].

The present article focuses on how Jamir Ahmed Choudhury synthesizes creation in pairs, truth-based education, and inalienable human rights into an apriori

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framework emphasizing that truth, rights, and justice are interconnected and non-negotiable. This foundational framework stems from his logical emphasis on "apriori formal grounds" like the Principle of Uniformity of Nature and the Law of Causation, which underpin his understanding of reality and form the basis for his concept of "apriori science" and his advocacy for human dignity. He uses this approach to redefine the Right to Education (RTE) by combining nature's equal & opposite apriori principle, unerring basic scientific knowledge, and well-established fundamental human rights.

"O mankind! Be careful of your duty to your Rab, who created you from a single soul, and from it created of like nature its mate, and from them twain scattered [like seeds] countless men and women." [Sura-Aatun-Nisaaa-a-Verse-1] "Wherein is every kind of fruit in pairs [equal & opposite revelation]. Which is it of the favour of your Rab that you deny?" [Sura-Ar-Rahman-Verses-52 and 53] "Sanafrugu lakum ayyuhas-saqalaan." We dispose of you two dependents [binary pulsar]. Which is it of the favour of your Rab that you deny? [Sura-Ar-Rahman-Verses-31 and 32] "Marajal-bah-rayni yal-taqiyaan" He has loosed the two seas meeting together. "Baynahumaa Barazakhul-laa yabgiyaan" There is a barrier [solar system or barycentre] between them. They encroach not (one upon the other). Which is it of the favour of your Rab that you deny? [Sura-Ar-Rahman-Verses-19 to 21]

Mind-set and Paradigm-shift: Most of us think of **natural science** as a subject buried under **thick textbooks, complex theories, and endless equations**. But what if we told you there is a way to look at science that is completely different—a re-conceptualization of the foundational framework that explores how inalienable human rights are deeply intertwined with unalterable laws of nature [apriori universal laws] and un-interfering natural mechanisms [aposteriori events and manifested signs]? The book **"Creation in Pairs: Global Governance vs. Freedom of Religion"** by Jamir presents a novel, re-conceptualized framework for understanding natural science, proposing that it is deeply connected to inalienable human rights, unalterable laws of nature, and un-interfering natural mechanisms [apriori laws and aposteriori events]. The book criticizes existing global standard education policies and legislation [global governance], arguing they contradict both nature and humanity by prioritizing abstract knowledge [fictitious ideas] over real-world applications and scientific understanding.

Nature has long been explained through sets of fours. Science recognizes four fundamental fields, four basic forces, four gross elements, and four cardinal directions. Together, they provide the foundation for how we understand the universe [SDG4].

- ❖ **Four Basic Fields:** gravitational (earth), strong (water), magnetic (fire), and weak (air)
- ❖ **Four Basic Forces:** gravitational, strong, magnetic, and weak
- ❖ **Four Gross Elements:** earth (soil or bottom), water (rain or top), fire (light or equal & opposite left and right), and air (wind or equal & opposite right and left)

- ❖ **Four Cardinal Directions:** east, west, north, and south

This neat framework [SDG4] seems complete-until we stand upright on solid ground [immovable land] and look around. At that moment, we don't just sense four directions. We also recognize **six cardinal directions in pairs**:

- ❖ Top and bottom
- ❖ Left and right
- ❖ Forward [Upward] and backward [downward]

Here lies the contradiction: How can the universe be structured around four directions if our lived experience shows six? Does this mean there are actually *two Norths and two Souths*, or even *two Easts and two Wests*? Or does it suggest that the global standard of four cardinal directions [SDG4] is, in itself, self-contradictory and paradoxical?

This question opens up deeper scientific and philosophical inquiry. If the very basics of how we describe directions [SDG4] are inconsistent, then how do they align with the four fundamental forces of the universe? Can mathematics provide an answer, or are we dealing with a **conceptual gap** in our current understanding of IBE-UNESCO-led hybrid model [intermixture of creation and invention]?

Jamir Ahmed Choudhury raises these questions not as abstract puzzles but as challenges to accepted scientific thought. By pointing out contradictions between natural facts and human perception, he invites readers to rethink what we take for granted about the universe. The six-direction experience versus the four-direction model is more than a simple conflict of terms—it is a reminder that **science, too, must constantly re-examine its foundations**.

"Our knowing mechanism operates on things already created, which we perceive but do not make."—Dr.

Sarvepalli Radhakrishnan

Ultimate Scientific Method [Experimentum Crusis and Crucial Instances]: At the heart of this discussion lies a unique self-assessment of **25 basic scientific questions** related to compulsory school education and inalienable human rights [including guaranteed child rights and un-interfering & inviolable religious rights], designed to push the boundaries of the United Nations [UN]-led global standard education and IBE-UNESCO-led hybrid model [intermixture of revealed truth and invented falsehood]. These questions, presented as mutually exclusive alternatives, allow readers to test their understanding and critically reflect on what they think they know about the universe.

Rather than simply memorizing concepts, this self-evaluation encourages an independent inquiry into physics, astronomy, fundamental natural laws and un-interfering & inviolable human rights. Here is a glimpse at some of the key themes covered:

- The true nature of motion and Newton's Laws
- Einstein's sciences and their real-world implications
- Sirius Binary System [Samawaati wal-Arz], Algol Triple Star System [Nuurun Alaa Nuur], Semi-detached Regular

- Eclipsing Binaries [Sakkaras-shamsa], Natural Magnetism [Electroweak Force and Electromagnetic Force or Sent Forward and Kept Back], Einstein's Binary Pulsar [Electromagnetic Waves (Tarash-shamsa) and Gravitational Waves (Bish-shamsi)], Barycenter [Lakshman-rekha or Invisible Barrier or Natural Solar System], Two Natural Light Posts [North Galactic Pole and South Galactic Pole], Visual Binaries, Cataclysmic Variables, and 3-dimensional Elliptical Orbit viewed from 2-dimensional Perspective (Odd and Even Contrast] etc.
- The hidden forces governing the universe.

Through these questions, readers are not just learning-they are actively engaging with apriori science [nature-driven neutral science] in a bottom-up way that fosters curiosity and deeper understanding.

"Science is but an image of the truth."-Francis Bacon

25 alternatives in their exclusive senses [equal & opposite basic scientific findings of Jamir Ahmed Choudhury]:

[01] Mainstream Global Science: Artificial observation [UNESCO-led hybrid model] is the material ground of the mainstream global science. According to the mainstream global science [human-derived hybrid model], universe is a

solar system [solar system of the UN-led global scientific community]. [UVIHR: Universal Violation of Inalienable Human Right]

Apriori Science: Observation of particular instances under natural settings and un-manipulated conditions [empirical evidence] is the material ground of nature-driven apriori science. According to apriori science [nature-driven sovereign model], Universe is a Sirius Binary System [Inevitable Relation between Main Sequence Sirius A and White Dwarf Companion Sirius B]. [IHR: Inalienable Human Right]

The paper presents two contrasting models of science: mainstream global science, which is based on a human-derived, artificial model where the universe is a solar system, and an apriori science, which is based on natural, un-manipulated observation and posits the universe is a Sirius Binary System. The former is grounded in the concept of an artificial, human-created model [supported by the UNESCO-led hybrid model], while the latter uses a nature-driven apriori model, focusing on empirical evidence in its natural state. The paper introduces the concepts of Universal Violation of Inalienable Human Right [UVIHR] and Inalienable Human Rights [IHR] in relation to these two foundational frameworks.

Mainstream Global Science [Established Conventional Paradigm]	Apriori Science [Nature-driven Sovereign Paradigm]
Formal Ground: Mainstream Global Science relies on a global scientific consensus [universal declaration, scholarly consensus, unanimous agreement, mutual understanding, universal acceptance, or universal denial] achieved through processes like peer review, replication of results, and open communication [top-down approach].	Formal Ground: Apriori Science [Nature-driven Sovereign Science] relies on 'Creation in Pairs' [Nature's Equal & Opposite Apriori Paradigm], 'Principle of the Uniformity of Nature', and 'Law of Causation' [Necessary Relation between Cause and its Corresponding Effect] which are established as Newton's Three Laws.
Material Ground: Mainstream global science is based on artificial observation [modern technology-based observation and established observational facts] and human-derived hybrid models [intermixture of artificial arrangements and manipulated data]. Copernican heliocentric model [Copernican universal mal-observation] and Foucault's Pendulum are the examples of IBE-UNESCO-led hybrid model [intermixture of revealed truth and invented falsehood].	Material Ground: Apriori science [nature-driven sovereign science] is based on empirical evidence [manifested sign] and nature-driven sovereign model [aposteriori event under natural settings and un-manipulated conditions]. It suggests that scientific truth is found in both its correspondence to reality (manifested sign) and its practical application, while being guided by prior [pre-existing], fundamental principles [apriori universal laws or unalterable laws of nature].
Methodology: Mainstream global science involves gathering data, formulating hypotheses, designing artificial models to test them, and analyzing the results to draw conclusions based on data [artificial observation], all within a global standard framework of well-established scientific theories and probabilities. It relies on 'artificial observation', which is distinct from natural observation [simple observation].	Methodology: Apriori Science [nature-driven sovereign science] emphasizes observation of particular instances [aposteriori events] under natural settings and un-manipulated conditions, Ultimate Scientific Method [Experimentum Crusis and Crucial Instances], and Mill's five experimental methods. It relies on empirical evidence-based reasoning, un-manipulated data, and universally shared authentic information.
Model of the Universe: Mainstream global science posits the universe is a Hybrid Solar System [Copernican heliocentric solar system].	Model of the Universe: Apriori science [nature-driven sovereign science] claims that the universe is a Sirius Binary System [Binary Star System or Three Minutes after BIG BANG].
Scientific Standing: UNESCO-led Hybrid Solar System [Copernican heliocentric model] is the standard model of the mainstream global science [UN-led Compulsory School Education].	Scientific Standing: 'Creation in Pairs' or 'Binary Star System' such as Sirius Binary System is the standard model of the apriori science [nature-driven sovereign science].
Knowledge [Jnana]: Either contingent knowledge or self-contradictory & paradoxical knowledge [aprama, avidya, erroneous knowledge, fallacious knowledge, logically	Knowledge [Jnana]: Tautologous Knowledge [prama, vidya, wisdom, 'quality, inclusive and child friendly education', universal & necessary knowledge, necessary humanistic vision

inconsistent knowledge, or leaning gaps objectively]	of education, or ensured quality education]
Human Rights: Universal violation of inalienable human rights [including guaranteed child rights and un-interfering & inviolable religious rights] communicating self-contradictory & paradoxical global standard compulsory school education [intermixture of truth and falsehood]	Human Rights: Inalienable human rights [including guaranteed child rights and un-interfering & inviolable religious rights] to communicate [equal & opposite share and receive] 'unerring knowledge' [truth-based education, prama, wisdom, or tautologous knowledge]
Moral Solidarity [Human Dignity]: It inspires egoistic hedonism, bread & butter human rights, survival of the fittest [animal spirit], mechanical barbarism, cultured terrorism, civilized activism, conscious conspiracy, manifest hypocrisy, universal exploitation, universal abetment, evidence sorcery, epistemic persecution, propagation of the nexus of self-evident plagiarism [global standard education], and global patriotism.	Moral Solidarity [Human Dignity]: It inspires altruistic hedonism [greatest happiness of the greatest number of people], inalienable human rights, survival of the truest, scientific temper, humanism, spirit of inquiry and reform, three maxims of Kant, three core moral teachings of Bhagvad Gita, utilitarian liberation [common end], dialectic of truth-right-justice, and summum bonum of life [Moksa or Nirvana].

[02] Mainstream Global Science: Universe is a planetary system [eight officially recognized rotating and revolving global planets]. Have you ever perceived eight rotating and revolving global planets within the equal & opposite manifested nature under natural settings and un-manipulated conditions? None is able to prove NASA-led rotating & revolving global planetary system under natural settings and un-manipulated conditions. [UVIHR]

Apriori Science: Universe is a star system. Each physically sound individual perceives star system under natural settings and un-manipulated conditions. So, each physically sound individual is able to prove that the universe is a star system. [IHR]

[03] Mainstream Global Science: The horizontal line [equator] divides the pre-existing universe into two hemispheres [northern hemisphere and southern hemisphere]. Search for truth: What is the basic scientific difference between horizon [substratum] and hemisphere [Hubble sphere] of the pre-existing upright rectangular universe? [UVIHR]

Apriori Science: The horizontal line [equator] divides the pre-existing upright rectangular universe into two horizons [west horizon (samawaat) and east horizon (arz)]. [IHR]

[04] Mainstream Global Science: The vertical line [prime meridian] divides the pre-existing upright rectangular universe into two hemispheres [eastern hemisphere and western hemisphere]. [UVIHR]

Apriori Science: The vertical line [prime meridian] divides the pre-existing upright rectangular universe into two hemispheres [northern hemisphere (left/shimal of the Prime Meridian) and southern hemisphere (right/yamin of the Prime Meridian)]. [IHR]

[05] Mainstream Global Science: The upright rectangular universe has four hemispheres [eastern hemisphere, western hemisphere, northern hemisphere, and southern hemisphere]. [UVIHR]

Apriori Science: The upright rectangular universe has two horizons [west horizon (samawaat) and east horizon (arz)] and two hemispheres [northern hemisphere (haiyalas-swalaah) and southern hemisphere (haiyalal-falaah)]. [IHR]

[06] Mainstream Global Science: The upper half of the pre-existing upright rectangular universe above the equator [horizontal line] is called northern hemisphere [magnetic field or haiyalas-swalaah]. So, an upward arrow [↑] points to the North of the visible universe. Stars appear at night in the northern hemisphere [magnetic field or haiyalas-swalaah]. [UVIHR]

Apriori Science: The upper half of the pre-existing upright rectangular universe above the equator [horizontal line] is called west horizon [strong field or samawaat]. So, an upward arrow [↑] points to the West of the visible universe. Stars appear at night in the west horizon [samawaat or strong field]. [IHR]

[07] Mainstream Global Science: The lower half of the pre-existing upright rectangular universe below the equator [horizontal line] is called southern hemisphere [weak field or haiyalal-falaah]. So, a downward arrow [↓] points to the South of the visible universe. An apple falls from the tree towards southern hemisphere [weak field or haiyalal-falaah] due to gravitational force following scholarly consensus of the mainstream global scientific community. [UVIHR]

Apriori Science: The lower half of the pre-existing stable universe below the equator [horizontal line] is called east horizon [gravitational field or arz]. So, a downward arrow [↓] points to the East of the visible universe. An apple falls from the tree towards east horizon [arz or gravitational field] due to gravitational force. [IHR]

[08] Mainstream Global Science: Equal & opposite left or shimal [→] of the prime meridian [vertical or upright line] and right or yamin of the observer facing towards the prime meridian is called eastern hemisphere [arz or gravitational field] of the upright rectangular universe. [UVIHR]

Apriori Science: Equal & opposite left or shimal [→] of the prime meridian [vertical or upright line] and right or yamin of the observer facing towards the prime meridian is called northern hemisphere [magnetic field, aphelion, haiyalas-swalaah, or back border of the electromagnetic wave] of the upright rectangular universe. [IHR]

[09] Mainstream Global Science: Equal & opposite right or yamin [←] of the prime meridian [vertical line] and left or shimal of the observer facing towards the prime meridian is called western hemisphere [samawaat or strong field] of the upright rectangular universe. [UVIHR]

Apriori Science: Equal & opposite right or yamin [↔] of the prime meridian [vertical line] and left or shimal of the observer facing towards the prime meridian is called southern hemisphere [weak field, perihelion, haiyalal-falaah, or border of the electromagnetic wave] of the upright rectangular universe. [IHR]

[10] **Mainstream Global Science:** The galaxy of stars like diamonds is the manifested sign and empirically verifiable proof of the northern hemisphere [magnetic field, aphelion, haiyalas-swalaah, or back border of Einstein's electromagnetic wave] of the upright rectangular universe. [UVIHR]

Apriori Science: The galaxy of stars like diamonds is the manifested sign and empirically verifiable proof of the west horizon [samawaat or strong field] of the upright rectangular universe. [IHR]

[11] **Mainstream Global Science:** Immovable Mountains, solid land, and divided seas are the natural signs and clear proofs of the southern hemisphere [weak field, perihelion, haiyalal-falaah, or border of Einstein's electromagnetic wave] of the upright rectangular universe. [UVIHR]

Apriori Science: Immovable Mountains, solid land, and divided seas are the natural signs and clear proofs of the east horizon [arz or gravitational field] of the upright rectangular universe. [IHR]

[12] **Mainstream Global Science:** An apple falls from the tree towards southern hemisphere, true south, weak field, perihelion, haiyalal-falaah, or border of Einstein's electromagnetic wave due to gravitational force. [UVIHR]

Apriori Science: An apple falls from the tree towards east horizon, arz, east, or gravitational field [immovable ground] due to gravitational force. [IHR]

[13] **Mainstream Global Science:** The manifested universe has four natural light posts [poles]. These are East Galactic Pole, West Galactic Pole, North Galactic Pole, and South Galactic Pole. [UVIHR]

Apriori Science: The manifested universe has two natural light posts [poles]. These are North Galactic Pole [E-Point] and South Galactic Pole [T-Point]. [IHR]

[14] **Mainstream Global Science:** The manifested universe has two points of natural light. These are east point and west point. [UVIHR]

Apriori Science: The manifested universe has four points of natural light. These are north-east in correspondence to the North-East Region of North America, south-east in correspondence to the South-East Region of South America, south-west in correspondence to the South-West Region of South Africa-Asia-Australia, and north-west in correspondence to the North-West Region of Europe. [IHR]

[15] **Mainstream Global Science:** There are two daylight time zones. These are northern daylight time zone [northern part of the land] and southern daylight time zone [southern part of the land]. [UVIHR]

Apriori Science: There are two daylight time zones. These are eastern daylight time zone [eastern part of the land or mashriq] and western daylight time zone [western part of the land or magrib]. [IHR]

[16] **Mainstream Global Science:** The immovable hexagonal world with six regions and six cardinal directions in pairs has two norths [northern hemisphere and North Pole] and two souths [southern hemisphere and South Pole]. [*Hypocritical violation of un-interfering & inviolable religious rights of Muslims or intentional violation of solidarity rights in Islam*]

Apriori science: The immovable hexagonal world with six regions and six cardinal directions in pairs has two easts [east horizon (arz or bottom) and eastern part of the land (mashriq or down)] and two wests [west horizon (samawaat or top) and western part of the land (magrib or up)]. [*Un-interfering & inviolable religious rights of Muslims or solidarity rights in Islam*]

Un-interfering & inviolable religious rights of Muslims or solidarity rights in Islam: “Rabbul-Mashri-qayni wa Rabbul-Magribayn” Rab of the **two Easts** and Rab of the **two Wests**. Which is it of the favour of your Rab that you deny?” [Sura-Ar-Rahman-Verses-17 and 18] “Wa lillaahil-Mashriq wal-Magrib”-And East and West belong to none but Allah. [Sura-An-tazbahuu Baqarah-Verses-113 to 115] Say: To Allah belong the East and the West. [Sura-An-tazbahuu Baqarah-Verses-142 to 144] He said: Rab of the East and the West and all between! [Sura (25)-Wash-shu-‘araaa-‘u-Verses-28 to 33]

Violation of Un-interfering & Inviolable Religious Rights of Muslims [Solidarity Rights in Islam]			Un-interfering & Inviolable Religious Rights of Muslims [Solidarity Rights in Islam]		
North [Magnetic Field, Haiyalas-Swalaah, or Left (Shimal) of the Prime Meridian (Appointed Kaaba)]			West [Strong Field, Samawaat, or Top of the Visible Universe]		
West [Strong Field, Samawaat, or Top of the Visible Universe]		East [Gravitational Field, Arz, or Bottom of the Visible Universe]	South [Weak Field, Haiyalal-Falaah, or Right (Yamin) of the Prime Meridian (Appointed Kaaba)]		North [Magnetic Field, Haiyalas-Swalaah, or Left (Shimal) of the Prime Meridian (Appointed Kaaba)]
South [Weak Field, Haiyalal-Falaah, or Right (Yamin) of the Prime Meridian (Appointed Kaaba)]			East [Gravitational Field, Arz, or Bottom of the Visible Universe]		

[17] **Mainstream Global Science:** Daylight as the nature's electromagnetic wave [Electromagnetic Wave of Einstein's Binary Pulsar] is the manifested sign of man-made magnetism [human-derived hybrid magnetism] and artificial evidence [data-based proof] of East Galactic Pole and West Galactic Pole. [UVIHR]

Apriori Science: Daylight as the nature's electromagnetic wave [Electromagnetic Wave of Einstein's Binary Pulsar] is the manifested sign of natural magnetism [nature-driven sovereign magnetism] and empirical evidence [clear proof] of North Galactic Pole [E-Point] and South Galactic Pole [T-Point]. [IHR]

[18] **Mainstream Global Science:** In the North-East Region of North America, the daylight as nature's electromagnetic wave [Electromagnetic Wave of Einstein's Binary Pulsar] enters from the East Galactic Pole and sets in the West Galactic Pole as Electroweak Force following universal acceptance of the UN-led global scientific community. [UVIHR]

Apriori Science: In the North-East Region of North America, the daylight as nature's electromagnetic wave [Electromagnetic Wave of Einstein's Binary Pulsar] enters from the North Galactic Pole [E-Point] and sets in the South Galactic Pole [T-Point] as Electroweak Force. [IHR]

[19] **Mainstream Global Science:** In the South-East Region of South America, the daylight as nature's electromagnetic wave [Electromagnetic Wave of Einstein's Binary Pulsar] enters from the East Galactic Pole and sets in the West Galactic Pole as Electroweak Force following scholarly consensus of the UN-led global scientists. [UVIHR]

Apriori Science: In the South-East Region of South America, the daylight as nature's electromagnetic wave [Electromagnetic Wave of Einstein's Binary Pulsar] enters from the North Galactic Pole [E-Point] and sets in the South Galactic Pole [T-Point] as Electroweak Force. [IHR]

[20] **Mainstream Global Science:** In the South-West Region of South Africa-Asia-Australia, the daylight as nature's electromagnetic wave [Electromagnetic Wave of Einstein's Binary Pulsar] rises from the East Galactic Pole and ends in the West Galactic Pole as Electromagnetic Force following unanimous agreement of the UNESCO-led global experts. [UVIHR]

Apriori Science: In the South-West Region of South Africa-Asia-Australia, the daylight as nature's electromagnetic wave [Electromagnetic Wave of Einstein's Binary Pulsar] rises from the South Galactic Pole [T-Point] turning away from the setting point and ends in the North Galactic Pole [E-Point] as Electromagnetic Force. [IHR]

[21] **Mainstream Global Science:** In the Upright-West Region of Arabian Peninsula, the daylight as nature's electromagnetic wave [Electromagnetic Wave of Einstein's Binary Pulsar] rises from the East Galactic Pole and ends in the West Galactic Pole as Electromagnetic Force following mutual understanding the UN-led global leaders. [UVIHR]

Apriori Science: In the Upright-West Region of Arabian Peninsula, the daylight as nature's electromagnetic wave [Electromagnetic Wave of Einstein's Binary Pulsar] rises from the South Galactic Pole [T-Point] turning away from the setting point and ends in the North Galactic Pole [E-Point] as Electromagnetic Force. [IHR]

[22] **Mainstream Global Science:** In the North-West Region of Europe, the daylight as nature's electromagnetic wave [Electromagnetic Wave of Einstein's Binary Pulsar] rises from the East Galactic Pole and ends in the West Galactic Pole as Electromagnetic Force following the UN global declaration. [UVIHR]

Apriori Science: In the North-West Region of Europe, the daylight as nature's electromagnetic wave [Electromagnetic Wave of Einstein's Binary Pulsar] rises from the South Galactic Pole [T-Point] turning away from the setting point and ends in the North Galactic Pole [E-Point] as Electromagnetic Force. [IHR]

[23] **Mainstream Global Science:** In India, the daylight as nature's electromagnetic wave [Electromagnetic Wave of Einstein's Binary Pulsar] rises from the East Galactic Pole and ends in the West Galactic Pole as Electromagnetic Force following universal acceptance of the NCERT's global scientific community. [UVIHR]

Apriori Science: In India, the daylight as nature's electromagnetic wave [Electromagnetic Wave of Einstein's Binary Pulsar] rises from the South Galactic Pole [T-Point] turning away from the setting point and ends in the North Galactic Pole [E-Point] as Electromagnetic Force. [IHR]

[24] **Mainstream Global Science:** Counter-clockwise rotation of the immovable hexagonal world with six regions from South Pole to North Pole and clockwise revolution of the appearing pentagonal earth [five major inhabitants] like 9/11 pentagon [spider's web or star emoji or star operator] with three ascending stairs [superscripts] from North Pole to South Pole cause alteration of day-night in each daylight time zone i.e. twice day and twice night in a day [within 24 hours] for the equal & opposite Eastern Daylight time Zone [North America and South America] and Western Daylight Time Zone [South Africa, Asia, Australia, Arabian Peninsula, and Europe]. [UVIHR]

Apriori Science: Semi-detached regular eclipsing binary system [shakkras-shamsa] causes alteration of day-night in each daylight time zone i.e. twice day and twice night in a day [within 24 hours] for the equal & opposite Eastern Daylight time Zone [North America and South America] and Western Daylight Time Zone [South Africa, Asia, Australia, Arabian Peninsula, and Europe]. [IHR]

[25] **Mainstream Global Science:** There is sole NASA's Moon [Neil Arm Strong's visited Moon or Introduced Calf of Firawn] for the equal & opposite Western Daylight Time Zone [South Africa, Asia, Australia, Arabian Peninsula, and Europe] and Eastern Daylight Time Zone [North America and South America]. However, Moon's North Pole denotes 'White Moon' of the East Zone and Moon's South Pole denotes 'White Moon' of the West Zone. We perceive

cataclysmic variables [sporadic appearances of the white moon during broad daylight under natural circumstances] due to Neil Arm Strong's visited sole Moon [NASA's Moon or Introduced Calf of Firawn]. [UVIHR]

Apriori Science: There are visual binaries [divided moon or two moons] for the equal & opposite Western Daylight Time Zone [South Africa, Asia, Australia, Arabian Peninsula, and Europe] and Eastern Daylight Time Zone [North America and South America]. Moon's North Pole denotes 'White Moon' of the West Zone and Moon's South Pole denotes 'White Moon' of the East Zone. We perceive cataclysmic variables [sporadic appearances of the white moon during broad daylight under natural circumstances] due to Newton's visual binaries [white moon of each daylight time zone or two moons]. [IHR]

Fallacious Science: IBE-UNESCO-led mainstream global science [intermixture of creation and invention or global standard hybrid model] is vitiated by the well-established fallacies [lacunae, learning gaps, errors, or inconsistencies] like subjective self-contradictions, objective paradoxes, logical shortcomings, illogical facts, petitio principii, post hoc ergo propter hoc, infinite regress, arguing in a circle, plurality of causes, non-observation of instances, non-observation of essential circumstances, universal mal-observation, characteristic imperfection, practical imperfection, excluded middle, illicit fallacies, existential fallacy, vagueness, ambiguity, absurdity, and equivocation etc.

Final Thoughts: If you have ever questioned whether what you learned in school was the whole truth, "*Creation in Pairs: Global Governance vs. Freedom of Religion*" is for you. This book is not about discarding science-it is about refining our understanding to align with **the absolute truths of nature and inalienable natural rights**. Jamir uses methods from famous thinkers like Socrates and Aristotle to explain tough ideas in simple ways. His book encourages readers to think and engage with science without feeling lost. He believes that anyone with common sense can understand the ideas in the book, making it a good resource for students and curious people.

Education lies at the heart of progress, yet global systems often struggle to meet their own promises. In his latest paper, *The Dictum De Omni Et Nullo* published by *International Journal of Science and Research [IJSR]*, Jamir puts these struggles under a critical lens, exposing contradictions in UNO-led global standard education frameworks [IBE-UNESCO-led hybrid models] and calling for a more truthful and verifiable approach to learning. At the heart of his research is a call to replace fragile frameworks [hybrid models or intermixture of revealed truths and invented falsehoods] with nature-driven, truth-based models of education. "*Education must reflect truth, not approximation*"-Jamir. He asserts, pointing out that **systems should serve humanity** rather than bind it within illogical structures.

Current mainstream education systems, including those influenced by institutions like IBE-UNESCO, UN-DESA, UNICEF, NASA, NCERT-India, and SCERT-Assam

prioritize implicit globalization over manifest truth and inborn human rights. Jamir proves these standardized frameworks violate well-established fundamental rights by imposing a single global curriculum and failing to recognize the "right to truth-based education" guaranteed by documents such as the Universal Declaration of Human Rights (UDHR), the UN Convention on the Rights of the Child (CRC), Fact-sheet of UNICEF, and the Indian constitution. His work frames education as a moral commitment to truth, not a commodified possession, and calls for systems that uphold humanity, truth, and justice.

The present paper is advocating for a return to a truth-based compulsory school education where basic scientific knowledge is integrated with, not seen as contradictory to, creation in pairs [nature's equal & opposite apriori principle, philosophy of reciprocal paradigm and science of action-reaction], allowing for a more comprehensive understanding of the fundamental building blocks of the pre-existing stable universe, fundamental constants of nature, and nature-driven signs and un-interfering natural mechanisms. It *challenges the modern emphasis on anti-natural & anti-human and unscientific & unconstitutional global organizations and human-derived global sciences*, suggesting they often operate without a foundational understanding of reality. It is calling for an educational system that does not present basic scientific knowledge as separate from, or in opposition to, the nature's equal & opposite apriori principle [unalterable laws of nature] such as Newton's Third Law: 'Equal & Opposite' [Creation in Pairs], but rather as a means to better appreciate them. The study is proposing a move away from misleading and manipulative global standard paradigm and instead to a truth-based, comprehensive understanding of the universe grounded in "reciprocal paradigm" within creation itself.

Science vs. technology debate: In his book "Science vs. Technology: Tawraat & Injil", Jamir presents a debate centered on his concept of the "equal & opposite natural framework of basic science," which contrasts with what he perceives as the "man-made" natural sciences and technologies of the global scientific community. Jamir argues for an "equal & opposite manifested nature" that he believes is not reflected in the United Nations [UN]-led mainstream global science and advocates for an "un-contradicted facts" approach to understanding nature. He distinguishes between the "man-made natural science" promoted by institutions like the United Nations (UN) and his proposed "equal & opposite natural framework of basic science".

"Science precedes technology"-Jamir. Mechanism is broadly categorized into two kinds-natural mechanism and man-made mechanism. Natural mechanism such as **cataclysmic variable** [sporadic appearance of the white moon during broad daylight under natural settings and un-manipulated conditions] is called **science**. Man-made mechanism such as **Chandrayaan** [manipulated and misleading data-based global science] is called **technology**. So, natural mechanism is called primary science [positive science, independent science, objective science, or universal science]. Man-made mechanism is called secondary science

[normative science, dependent science, subjective science, or science of a particular community].

We can create nothing out of nothing [Ex Nihilo Nihil Fit]. That means we are absolutely unable to create natural mechanism [primary science or positive science] out of nothing. However, we can invent something [man-made mechanism or technology] out of something [natural mechanism or pre-existing science]. That means we are able to invent human-derived science [normative science] out of apriori science such as fundamental building blocks of the pre-existing stable universe. So, primary science [natural mechanism] such as natural magnetism [alteration of day-night] is prior to technology [man-made mechanism or secondary science] such as man-made magnetism [lamplight]. This proves that science precedes technology. ***The denial of this clear & distinct self-evident truth will suggest that we can create natural mechanism [science] out of nothing.*** So, we [global citizens] are not finite beings. On the contrary, we [global citizens] are the supernatural and infinite beings.

“Essence precedes existent in the context of creation; while existence precedes essence in the context of invention”-Jamir. The Law of Causation is an apriori universal law. Positively speaking, every event must have a cause. Negatively speaking, nothing comes out of nothing [ex nihilo nihil fit]. The law of causation can be understood through Aristotle's four causes: the material cause (what something is made of), the formal cause (its form or essence), the efficient cause (the agent of change), and the final cause (its purpose or end). These four causes offer a comprehensive framework for understanding the existence and nature of an object or event.

A cause is the antecedent. An effect is the consequent. That means the cause precedes the effect in time and gives rise to it. The same cause always produces the same effect. Plurality of causes is scientifically untenable. Moreover, a cause is the sum total of positive and negative conditions taken together. Cause is both necessary and sufficient to produce the effect. Condition is necessary but not sufficient to produce the effect. Manifestation of nature-driven signs reveals the necessary relation between cause [antecedent] and its corresponding effect [consequent].

Ex nihilo nihil fit categorically suggests that what is non-existent cannot be made existent by the finite beings. Blue

cannot be made into yellow even by a thousand artists. Only the external force of scientific certainty can create anything out of nothing. In this regard, this equal & opposite manifested nature is the live example before the members of the human family. This equal & opposite manifested nature was revealed [created & manifested] prior to the revelation [creation & manifestation] of finite beings [including global scientists and global leaders]. Fundamental building blocks of the stable universe and fundamental constants of nature are the pre-existing essences. So, essence precedes existence in the context of creation [nature-driven mechanism] and existence precedes essence in the context of invention [human-derived hybrid model]. That means ***nature is the primary driver in the formation of reality, whereas human invention is secondary.*** [Reference: John Locke's distinction between primary quality and secondary quality]

Jamir Ahmed Choudhury's academic philosophy advocates for a truth-based education curriculum derived from nature's universal laws, such as Newton's Third Law, which he sees as inalienable human rights and a foundation for unerring knowledge. He argues this equal & opposite apriori framework would create a scientific, logical curriculum free from human-made paradoxes and conflicting global systems [IBE-UNESCO-led hybrid models], providing a more reliable education that aligns with the humanistic vision of education and quality education rights enshrined in the UN Convention on the Rights of the Child and the RTE Act [India]. He advocates for this framework in various books, including Manifested Nature and the Utility of One's Upright Logic, PIL Education: Apriori Science & Human Rights, Apriori Science: Framework & Curriculum, One Day Project Work: World of Cognitive Science, Freedom from Global Obligations: Redefining Fundamental Rights, Supreme Triumph: Falsehood vs. Truth, and Creation in Pairs: Global Governance vs. Freedom of Religion.

Re-conceptualization of Apriori Science: Jamir Ahmed Choudhury's concept of "Apriori Science" posits a distinction between inherent, unalterable laws of nature and human-derived, contingent scientific theories [hybrid models]. He argues for education grounded in these "unalterable natural laws" as the manifestation of apriori truth, contrasting them with aposteriori theories that he views as human constructions, subject to self-contradiction & paradox [logical shortcoming & illogical fact].

Aspect	Jamir's interpretations of nature-driven neutral science [pure apriori science]	His critique of 'human-derived global standard science' [hybrid global science]
Origin	Derived directly from the unalterable, equal & opposite laws of nature such as Newton's Third Law-'Equal & Opposite' [Creation in Pairs]	A human-constructed 'artificial natural science' [global standard natural science or hybrid model] that prioritizes man-made mechanisms over natural ones
Truth	Based on 'unerring knowledge' [prama or wisdom] derived from observable, un-contradicted facts of nature, like Einstein's binary pulsar, natural magnetism, alteration of day-night in each daylight time zone, and cataclysmic variables.	Prone to 'subjective self-contradictions & objective paradoxes' [logical shortcomings & illogical facts] introduced by man-made frameworks and global standardizations like Copernican heliocentric solar system [Copernican universal mal-observation]
Application	Serves as a pure, pre-existing, and inviolable standard against which all other knowledge is to be measured	The modern curriculum intermixes 'technology' [man-made mechanism] with 'science' [nature-driven neutral mechanism], obscuring pure scientific truth
Core Idea	This refers to knowledge or truths that are not dependent on human-derived technology but can be known through empirical evidence-based reasoning.	These are theories or propositions that are dependent on human-derived technology and artificial observation to be known, making them contingent.

Factual Truth: Jamir's academic philosophy advocates for compulsory education to be based on "nature's equal & opposite apriori paradigm" [a concept of inherent truths] rather than human-invented contingent [probable] theories [hybrid models]. He argues for a **universal curriculum** grounded in "**absolute, natural truths**" like "creation in pairs," which he sees as a fundamental and unchanging basis for knowledge. This approach aims to provide "**unerring knowledge**" by separating it from subjective and unproven human interpretations, aligning with the principles of universal education and human rights as outlined in the UDHR of 1948.

Re-conceptualization of inalienable human rights: Jamir redefines inalienable natural rights as 'inborn rights' established as 'fundamental rights of the members of the human family' under UDHR-[Thirty Categorical Articles]-1948 [and corresponding UN CRC and Fact-sheet of UNICEF] and under Articles-13, 14, 19, 21, 23, 24, 25, 28, 29, and 30 of the Sovereign Constitution of India [and corresponding Human Rights Act, Minority Rights Act, Child Rights Act, Juvenile Justice Act, RTI Act, RTE Act, and National System of Education (NSE)]. These rights are not granted by human institutions but exist naturally.

Aspect	Jamir's comprehensive view	His critique of the 'global standards for human rights'
Foundation	Inherent to human beings and rooted in the foundational framework of the equal & opposite manifested nature [creation in pairs or reciprocal paradigm]	Often based on implicit, human-driven global obligations and standards, such as those pushed by international organizations like IBE-UNESCO, UN-DESA, IHRC, and OHCHR
Scope	Includes the right to communicate and receive 'unerring knowledge' [truth-based education or ensured quality education] and access a humanistic vision of education i.e. knowledge which is scientifically sound [empirically verifiable], philosophically justifiable [generic & universal], and logically consistent [free from self-contradictions & paradoxes]	The 'one global curriculum' of IBE-UNESCO is seen as a universal violation of natural and constitutional rights, and it imposes a 'global veil of ignorance' [depth of darkness]. Consequently, we know nothing about 'creation in pairs' [nature's equal & opposite apriori paradigm] after having known much about IBE-UNESCO-led hybrid model [intermixture of revealed truth and invented falsehood].
Enforcement	The duty to protect and promote these rights fails to institutions like the United Nations and its member states.	These international bodies have been complicit in violating inborn rights by mandating a flawed global standard curriculum.

Legally Valid Interpretation: The Universal Declaration of Human Rights [UDHR], specifically Article 26, recognizes the right to education, which includes "*the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms*". The well-established right to access information and ideas is supported by human rights frameworks, which align with the idea of receiving the "**unerring knowledge**" [truth-based education, necessary humanistic vision of education (Article-29 of UN CRC), or ensured quality education (Section-29 of the RTE Act-2009, India)]. Jamir's academic philosophy further highlights this holistic vision of education, emphasizing the importance of developing a well-rounded individual capable of navigating complex societal issues.

The link between apriori science and inalienable human rights: The core of Jamir's argument is that the misrepresentation of apriori science is directly linked to the violation of-[01] First Generation Human Rights: Natural and Environmental Rights; [02] Second Generation Human Rights: Essential & Fundamental Rights, Social & Cultural Rights, and Civil & Democratic Rights; [03] Third Generation Human Rights: Un-interfering & Inviolable Collective Rights [including Four Foundational Solidarity Rights of Muslims such as Firm Faith, Practical Belief, Right Direction, and Appointed Days]; and [04] Guaranteed Child Rights and Un-compromising Constitutional Rights of Children.

Right to education: For Jamir, the right to education is the right to communicate [equal & opposite share and receive] '**unerring knowledge**' [prama, vidya, tautologous

knowledge, wisdom, truth-based education, necessary humanistic vision of education, or ensured quality education] grounded in unalterable laws of nature like nature's equal & opposite apriori principle, not a human-derived global curriculum [IBE-UNESCO-led hybrid model]. A faulty global standard education system [intermixture of revealed truth and invented falsehood], therefore, constitutes fundamental human rights violation.

Knowledge as truth: Jamir logically connects the philosophical concepts of truth and justice to compulsory school education for all, arguing that any system that fails to communicate '**unerring knowledge**' [verifiable certain knowledge & justifiable valid knowledge] is **unjust**. His "One Day Project Work" and corresponding "Freedom from Global Obligations: Redefining Fundamental Rights", "Supreme Triumph: Falsehood vs. Truth", and "Creation in Pairs: Global Governance vs. Freedom of Religion" aim to provide an education framework aligned with unalterable laws of nature such as nature's equal & opposite apriori principle [Newton's Third Law-'Equal & Opposite] and empirically verifiable objective truths such as Sirius Binary System [Samawaati wal-Arz], Algol Triple Star System [Nuurun Alaa Nuur], Semi-detached Regular Eclipsing Binaries [Shakkaras-shamsa], Two Natural Light Posts [North Galactic Pole and South Galactic Pole], Natural Magnetism [Electroweak Force and Electromagnetic Force], Einstein's Binary Pulsar [Gravitational Waves (Bish-shamsi) and Electromagnetic Waves (Tarash-shamsa)], Four Points of Natural Light, Alteration of Day-Night in each Daylight Time Zone, Newton's Visual Binaries, Cataclysmic Variables, Four Galilean Moons, and 3-dimensional

Elliptical Orbit viewed from 2-dimensional Perspective [Odd and Even Contrast etc.

Solidarity rights: In his books and research papers, Jamir also identifies “Solidarity Rights”, which are ‘un-interfering & inviolable human rights’ rooted in abstract properties like inherent dignity, moral solidarity, freedom of conscience, liberty of faith-belief-thought-expression-worship, and holistic development [sahi vikas] of our axiological aspects [truth-goodness-beauty / sathyam shivam shundaram] towards right direction consistent with the unalterable apriori laws of nature such as nature’s equal & opposite apriori principle and correspondence to the reality such as manifested sign of natural magnetism and empirically verifiable proof of natural magnetic directions [Moon’s North Pole (North Galactic Pole or E-Point) and Moon’s South Pole (South Galactic Pole or T-Point)]. **He believes these solidarity rights are violated when flawed global education standard are imposed.**

Conclusive Remarks: Jamir Ahmed Choudhury argues that the incorrect portrayal of “apriori science” justifies the violation of Second Generation Human Rights (Social, Cultural, Civil, and Democratic rights). He suggests that misleading interpretations of knowledge existing independently of artificial observation [manipulated data-based observational facts] can be used to claim certain groups are inferior, thereby denying their fundamental rights and ensuring discriminatory outcomes.

Explanation: The core of Jamir’s argument is that the misrepresentation of apriori science is directly linked to the violation of **Second Generation Human Rights:** Essential & Fundamental Rights, Social & Cultural Rights, and Civil & Democratic Rights. Apriori science refers to knowledge that is considered to be true before human-derived hybrid models, independent of artificial observation [manipulated data-based observational facts]. His argument likely centres on the idea that misrepresenting apriori science can lead to justifications for discriminatory practices or the denial of fundamental human rights based on pre-conceived notions about certain groups of people. Second-generation human rights, which encompass essential & fundamental rights, social & cultural rights, and civil & democratic rights, are directly related to protecting individuals from discrimination and ensuring equality. He might argue that misinterpretations of apriori science can be used to justify violations of these rights, such as by claiming that certain groups are inherently inferior or that certain social and cultural practices are not deserving of respect.

Consequences: This misrepresentation creates a hybrid framework [self-contradictory & paradoxical standard] where **discriminatory practices are presented as legally valid, leading to the denial of essential and fundamental rights to individuals.**

Speaking about his academic philosophy, Jamir said: “Education must serve humanity, not systems. It must reflect truth, not approximation. It must evolve beyond subjective self-contradictions & objective paradoxes and logical shortcomings & illogical facts. It must be free from ethical fallacies. My work highlights the contradictions in

current mainstream global structures and suggests an upright pathway to rethinking how we define **truth-based education** [unerring knowledge] and learning.”

Self-evident Truth: Jamir Ahmed Choudhury employs Socratic dialogue to question truths, Cartesian doubt to challenge well-established global science, and Hegelian dialectics to critically analyze and synthesize ideas. His academic works suggest that the conceptualization of clear & distinct manifest truth on the basis of fundamental categories of knowledge, fundamental laws of thought, criteria of truth, canons of elimination, nature-driven signs, and empirically verifiable proofs by following ultimate scientific method [experimentum crucis and crucial instances] and proper logical method [Aristotle’s Dictum De Omni Et Nullo] is equivalent to cogito ergo sum [I think, therefore I am]-a self-evident, undeniable truth.

“The real is never known to have any relation with the unreal.” [Na hi sadasatoh sambandhah (S. B. on Mand. Up. ii. 7)]

Conclusion: Jamir Ahmed Choudhury’s logical synthesis of "creation in pairs," "justifiable philosophy," "verifiable science," "cognizable legitimacy," "moral solidarity," "freedom of conscience," "international humanitarian laws," and "inalienable human rights" [including guaranteed child rights and four foundational solidarity rights of Muslims] appears to centre around a **foundational framework** that argues for inherent, natural equality based on the principle of "creation in pairs," grounded in verifiable scientific evidence, and supported by a system of justifiable philosophy, leading to the recognition of universal human rights and moral solidarity across cultures. Overall, his synthesis [intellectual discourse] seems to argue that by combining natural principles such as nature’s equal & opposite apriori principle [creation in pairs] with human reason [necessary humanistic vision] and moral solidarity [utility of one’s upright logic], we can establish a **sustainable framework** [generic major premise of the dictum] for universal human rights based on the concepts of self-evident truth and inherent equality.

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