

# Creation in Pairs and 715 Research Titles: The Right to Truth-Based Education Integrating Philosophy with Science Through Logic

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**Abstract:** *Jamir Ahmed Choudhury's book, Creation in Pairs: Global Governance vs. Freedom of Religion, argues that UN-led global governance and education systems conflict with religious freedom and truth-based learning. The book critiques the supposed neutrality of frameworks like UNESCO curricula and NASA narratives, claiming they are not based on unalterable laws of nature [universal truths]. The "creation in pair" principle suggests that universal truths are governed by balanced, reciprocal relationships, such as male and female or day and night, which are fundamental and exist independently of human consensus or constructs. Jamir's work integrates justifiable philosophy [universal major premises of the dictum] with empirically verifiable scientific evidence [affirmative minor premises of the dictum] through upright logic [necessary humanistic vision] grounded in authentic information [verses of Quran: Kitaaba bil-Haq], to propose an alternative to current UN-led global systems. The study critiques the UN's top-down approach to global rights and education, arguing it is flawed due to logical fallacies like subjective self-contradictions & objective paradoxes and ethical issues like universal exploitation & abetment and evidence sorcery & epistemic persecution. The UN-led global standard lacks a "creation in pairs" model, where every right has an associated duty or opposing structure. This is compared to a "dialogue between truth and power," where the UN's global governance structure is the power that needs to be based on universal principles [revealed truths]. The study proposes a new, "truth-based" education system rooted in the principle of "creation in pairs" [nature's equal & opposite paradigm], suggesting that the universe and all its systems are inherently balanced in this way. This is supported by examples like the Sirius Binary System [Samawaati wal-Arz] and Semi-detached Regular Eclipsing Binaries [Shakkaras-shamsa]. The study suggests this new framework would create a more balanced and effective system for preparing informed citizens by ensuring international documents are based on universal principles, which Jamir argues are missing in the current UN-led "power" structure.*

**Keywords:** Justifiable Philosophy, Verifiable Science, Moral Solidarity, Academic Freedom, Fundamental Rights

*"The e-mail is mainly his appeal to reform the present education system".*

- Concerned Hon'ble Court

E-mails were sent on the 14<sup>th</sup> May, 2022 with the Title - "Violation of Human Rights" stating clearly & distinctly nothing but universal violation of inviolable human rights communicating UN-led self-contradictory & paradoxical global standard education [established consensus-based basic scientific knowledge or universally accepted science of the global scientific community or manipulated & misleading data-based global information], reconstructing global standard education policy, reframing global standard framework & curriculum, and conducting global standard GUNOTSAV, global standard NAAC Accreditation, and global standard research works.

Two criminal cases were registered against Jamir Ahmed Choudhury [an Academic Authority to the Govt., an Associate Professor of Philosophy, an Academic Research Scholar on 'Solidarity Rights in Islam', a Parent, a Satyagrahi, a Karma-yogi, an Altruist, a Self-financed Patriot, an ordinary Indian Muslim, a Practical Follower of the Three Core Moral Teachings of Bhagvad Gita, an Upright Member of the Human Family, a Single-minded Slave of the Epistemic Uniqueness, an Akbari-jihadist, or a Son of the Soil of Hindustan]. Moreover, Hailakandi Police arrested an Academic Authority to the Govt. on the 21<sup>st</sup> May, 2022.

The Concerned Hon'ble Court cognized the entire episode i.e. 'Self-financed Generic Science Project' [Self-financed Patriotism of an ordinary Indian Muslim], 'Purely Academic & Incontestable Constitutional Activities' of an Academic Authority to the Govt. bearing Academic Ph. D. Registration No. 2491/2014 under Assam University, and 'Verifiable Contents & Justifiable Contexts' of approximately 3000 Self-explanatory Petitions/ Representations of the Self-evident Victims [Jamir Ahmed Choudhury and his children] under Grievance Redressal Mechanism of the Govt., rooted in 'True Antecedents' [Identified Self-contradictory & Paradoxical, Anti-natural & Anti-Islamic, and Unscientific & Unconstitutional Compulsory Global Education], 'Crucial Instances' [90 Basic Scientific Issues], and 'Eye Opening Evidences' [Absolute Failure of the Concerned Competent Authorities and Black & White Formal Documents] as follows –

"On perusal of the case diary and other relevant materials available on record, I have not found any such element of involvement of the accused person with Radical Islamic Organization. On perusal, it further reveals that the accused person is an academician and research worker. It further reveals that he has been working in the field of education and research since a long time and he has also published a book named by PIL Education on the basis of his research works. On perusal of the e-mail sent to S.P., Hailakandi, I have not found any such words of any religious element and the e-mail is mainly his appeal to reform the present education system". Reference: Hailakandi PS Case No. 162/2022, Assam, India

**Unerring Remarks:** Finite rational beings [including concerned ministers, eminent experts, and competent authorities] are absolutely unable to create a ‘**New Creation**’ ensuring proper compliance of UN universal declaration of global veil of ignorance [UN-led self-contradictory & paradoxical global paradigm and alignment with global sustainable development goals] and in correspondence with well-established misleading & manipulated data-based global science [‘one global text & conspiracy curriculum’ of IBE - UNESCO and erroneous reading materials of compulsory global education prepared by NCERT and SCERT]. So, they [boneless members of the UN-led global family] are **absolutely unable to falsify the above mentioned clear & distinct cognizance of the Concerned Hon’ble Court**.

Moreover, the matter was placed before the Hon’ble Supreme Court of India. The Hon’ble Supreme Court of India has cognized that the matter is a ‘**Pure Issue**’. That means the cognizance of the Hon’ble Supreme Court of India has nationally & formally justified that the above mentioned cognizance of the Concerned Hon’ble Court is a **Factual Truth**.

Further, the absolute failure of the concerned higher educated authorities [international authorities, national authorities, state authorities, and district authorities] to resolve school level class - II standard basic scientific problems such as **Front Cover Page** of ‘Freedom from Global Obligations’ [Period: 2016 to 2025] has already proved on the basis of sufficient eye opening evidences and clear proofs that the above mentioned cognizance of the Concerned Hon’ble Court is a **Factual Truth**.

**Jason Vincent’s Reviews:** I recently reviewed Jamir Ahmd Choudhury’s thought-provoking book, *Creation in Pairs: Global Governance Vs. Freedom of Religion*, and I was struck by the depth, courage, and intellectual clarity with which the author examines one of the most pressing debates of our time: the tension between global governance systems and humanity’s fundamental right to “**truth-based education**” and religious freedom.

Jamir’s work boldly questions the neutrality and consistency of contemporary global education frameworks, highlighting how UN-led governance, UNESCO-driven curricula, and NASA-oriented scientific narratives often fail to align with universally observable natural principles. The contrast he draws between *science as a neutral truth* and *science as a globally administered doctrine* is powerful, timely, and essential for both policymakers and educators.

What makes Jamir’s book distinct is the compelling way he integrates **empirical observation, logical analysis, and scriptural references**, especially the Quran’s concept of “Kitaaba bil-Haq”. By grounding his argument in the universal principle of **creation in pairs**, mirrored both in natural law and in Newton’s Third Law, he illuminates the inherent symmetry, reciprocity, and balance embedded within the pre-existing universe.

Jamir’s message is clear: “*Denying the principle of creation in pairs is denying the universe’s most foundational law of equilibrium*”.

“*Truth is not a possession—it is a shared heritage of humanity*”.

- Jamir Ahmed Choudhury

**Conventional Knowledge vs. Truth-based Knowledge:** Conventional knowledge is what is generally accepted as true within a particular framework [or society or community], often based on tradition, custom, or consensus, while truth-based knowledge is founded on objective reality [philosophy of reciprocal paradigm] and can be verified through evidence and reason. The key difference is that conventional knowledge can be subjective and change over time, whereas truth is considered to be universal and independent of human consensus.

Key differences summarized		
Feature	Conventional Knowledge	Truth-Based Knowledge
<b>Basis</b>	Social consensus, tradition, and common belief	Objective reality, evidence, and reason
<b>Nature</b>	Subjective, can change over time	Objective, universal, and unchanging
<b>Function</b>	Helps people function within a social context	Provides an accurate understanding of how things are

**Individual Search for Truth:** Major scientific and philosophical breakthroughs have historically been driven by individuals who challenged existing paradigms through their unique insights. Just as major breakthroughs in science and philosophy, like those of Newton and Einstein, were initiated by a single person’s unique insight, many individuals like Jamir Ahmed Choudhury have a mission to question existing systems and seek truth through their own scientific temper [search for truth or pure research] and comprehensive interpretation.

**Need for Basic Research in Conventional Knowledge:** If conventional knowledge [consensus-based knowledge] were entirely truth-based such as Einstein’s Binary Pulsar and logically consistent such as Newton’s Third Law - “Equal & Opposite”, further basic research [search for truth, pure research, or fundamental research] into its core tenets would be unnecessary. However, if established conventional knowledge such as UN’s Global Paradigm [and corresponding universally accepted hybrid science of the global scientific community] is vitiated by logical fallacies [such as subjective self-contradictions and objective paradoxes] and ethical issues [such as technological barbarism and epistemic persecution], then basic research [search for truth or pure research or fundamental research] is necessary to scrutinize established conventional

knowledge [consensus-based mainstream knowledge]. Basic research [search for truth or scientific temper] is crucial because it serves as a foundation for knowledge by verifying existing knowledge [established conventional knowledge], correcting identified errors, and exploring new frontiers of knowledge, which is free from both logical fallacies and ethical issues. It allows society to prepare for the future by gaining a truth-based education [verifiable certain knowledge and justifiable valid knowledge].

**Forms of Knowledge:** Knowledge may be tautologous, contingent, or self-contradictory. Most knowledge is not absolute [tautologous or unerring]. Such knowledge is accepted as true or useful for the present but is always subject to future revision or even rejection based on new evidence or different contexts. All knowledge [except tautologous knowledge or wisdom], regardless of its source (historical, human consensus, peer-reviewed, AI), is potentially flawed, incomplete, or context-dependent. The process of basic research [search for truth] and the application of the ultimate scientific method (*experimentum crucis*) and logical method (*dictum de omni et nullo*) are the means to test information for verifiable certainty and justifiable validity.

**Challenging the Status Quo:** Established conventional knowledge [consensus-based mainstream global science] does not inherently connote self-evident truth. Progress in science and society often requires challenging existing paradigms such as UN-led global paradigm. If knowledge is not perceived to be infallible [free from both logical fallacies and ethical issues], then basic research [search for truth, pure research, or fundamental research] is essential to verify its truthfulness and logical soundness. This viewpoint aligns with philosophies of science, particularly the ideas of thinkers like **Thomas Kuhn** and **Karl Popper**, who emphasized that scientific progress is not a linear accumulation of facts but involves periods of "normal science" [empirically verifiable and pre-existing natural science] punctuated by revolutionary shifts ("paradigm shifts") when anomalies challenge existing frameworks.

**Expansion and Correction:** Driven by curiosity, basic research [search for truth, pure research, or fundamental research] aims to improve our understanding of objective reality [equal & opposite manifested nature or philosophy of reciprocal paradigm]. This pursuit leads to comprehensive knowledge that actively corrects, expands upon, or refines existing "established" knowledge, preventing stagnation and dogma. In essence, 'search for truth' [scientific temper] serves as the essential safeguard against the uncritical [illogical] acceptance of information, maintaining a dynamic and rigorous approach to understanding the pre-existing universe [fundamental building blocks, fundamental constants, natural signs, and particular instances under natural circumstances].

Jamir Ahmed Choudhury, as an academic authority to the govt. [or as a member of the human family], has identified that the established conventional knowledge [particularly UN-led global paradigm or consensus based mainstream global science] is vitiated by both logical fallacies [such as subjective self-contradictions and objective paradoxes] and ethical issues [such as technological barbarism and epistemic persecution]. The consequence of this flawed paradigm is that people know much about artificial constructs such as UNESCO's Global Universe [Global text and Curricula], UN-DESA's Exoplanets, NASA's Outer Space Mission, and ISRO's Chandrayaan but "nothing about science [natural mechanism]" itself such as Sirius Binary System [Samawaati wal-Arz], Algol Triple Star System [Nuurun Alaa Nuur], and Binary Pulsar [Electromagnetic Waves (Tarash-shamsa) and Gravitational Waves (Bish-shamsi)].

The statement, "**Global Standard Scientific and Philosophical Theories are nothing but Invented Lies and Introduced Falsehoods of the Devils of Humankind**," is a key claim made by **Jamir Ahmed Choudhury**, a scholar and Associate Professor at S. S. College, Hailakandi, Assam. This assertion is part of his broader philosophical and academic critique of existing global educational and scientific frameworks, particularly those led by the UN and UNESCO.

Jamir argues that the current "global standard" science and philosophy are contradictory and misleading because they are allegedly "man-made" and deviate from what he calls "empirically verifiable apriori science". His perspective is contextualized by the following main ideas:

**"Apriori Science":** He defines "apriori science" as the study of "unerring knowledge" derived from the inherent, universal laws of nature, such as Newton's Third Law of "equal & opposite" reaction (or "creation in pairs"), which he considers to be verifiably true and logically consistent.

**Critique of "Global Frameworks":** He critiques the current global educational and scientific systems (sometimes referred to as "UN-led pseudoscience" or a "Conspiracy Curriculum") for being "anti-natural, anti-Islamic, unscientific, and unconstitutional". He views them as "hybrid science" or "man-made natural science" that mixes pure science with potentially flawed human-derived technologies and ideologies.

**Advocacy for a Paradigm Shift:** Jamir advocates for a radical reorientation of the educational system toward one based on "nature's equal & opposite apriori paradigm". He posits this framework as a more "justifiable," "scientifically verifiable," and "morally sound" alternative that aligns with fundamental human rights to quality education.

**"Devils of Humankind":** The phrase "devils of humankind" in this context of Jamir Ahmed Choudhury's Scientific Philosophy refers to individuals or entities [such as global organizations, global agencies, global institutions, global leaders, global scientists, eminent experts of global science, media persons of global concerns, cultured terrorists, civilized activists, intellectual criminals, conscious conspirators, manifest hypocrites, evidence sorcerers, epistemic persecutors, anti-social viruses, global patriots, and pen-paper-pencil workers of globalization, global framework, global citizenship, global family, global rights, global governance, global policy, global treaty, global mandates, global rules, global regulations, global guidelines, global parameters, and global sustainable development goals etc.] whom he believes perpetuate these "falsehoods" and "invented lies" for various reasons, including anti-natural control and unconstitutional power, thus violating fundamental rights and human dignity [abstract properties of the members of the human family].

Jamir Ahmed Choudhury has recognized/confirmed "nature's equal & opposite paradigm" [creation in pairs] and "empirical evidence-based apriori science" such as Sirius Binary System, Algol Triple Star System, Natural Magnetism, and Visual Binaries etc. as necessary remedial measures on the basis of four fundamental categories of knowledge, four criteria of truth, four canons of elimination, and three fundamental laws of thought [verifiable scientific quotes and justifiable logical rules], following J. S. Mill's five experimental methods, ultimate scientific method [experimentum crucis] and proper logical method [dictum de omni et nullo]. Individuals endowed with "rationality" are able to comprehend nature's equal & opposite paradigm [creation in pairs] and empirical evidence-based apriori science such as Alteration of Day - Night in each Daylight Time Zone and Cataclysmic Variables following "Combined Observation" and "Unique Window".

Jamir's argument uses a structured approach:

**[A-01] Experimentum Crucis (Crucial Experiment):** He proposes applying a crucial experiment to test the UN's global policies. The test involves using "empirically verifiable apriori sciences" such as the "alteration of day-night in each daylight time zone and cataclysmic variables" to manifest inherent contradictions within these global policies. The idea is that the physical, reciprocal realities of the pre-existing universe inherently clash with the UN's abstract global frameworks.

**[A-02] Dictum de omni et nullo (Empirical evidence-based reasoning):** The dictum presupposes that the major premise [philosophy or framework] must be universal and the minor premise [science or curriculum] must be affirmative. This Aristotelian logical principle is the foundation of his reasoning. He suggests that if a global standard (the "omni" proposition) is truly universal, it must apply equally and without contradiction to all individual members or situations.

❖ **Universal Major Premise:** Tawraat, Vyapti, Formal Grounds, Coherence Truth, Software, Unalterable Laws of Nature, Synthetic Apriori Judgments, Kalamaallahi [Words of Allah], Verses of Kitaaba bil-Haq [Appointed Quran in Arabic], or Complete Coded Shared Tautologies

❖ **Affirmative Minor Premise:** Injiil and Zabuur, Paksa-Dharmata, Material Grounds, Correspondence and Pragmatic Truth, Display and Hardware, Aayaatillaahi [Signs of Manifest Truth], Natural Signs and Particular Instances under Natural Circumstances, or Empirically Observable Apriori Proofs

❖ **Applying the Principle:** If a universal statement (major premise) is true, and the specific instance (minor premise) is a member of that category, then the statement must apply to that instance. For example, "All humans are mortal" (major premise) is a universal truth. If "Socrates is a human" (minor premise) is true, then it must be true that "Socrates is mortal" (conclusion).

**[A-03] Logical Inconsistency [subjective self-contradiction & objective paradox]:** Jamir concludes that since the UN's universally accepted global principles [consensus based global curricula and peer reviewed mainstream global science] cannot consistently apply to all diverse, pre-existing sovereign scenarios (as demonstrated by the "crucial experiment"), the framework is logically inconsistent. He claims this projects an "unreal," self-contradictory paradigm as if it were a valid, functional reality.

**Jamir's Scientific Philosophy:** Jamir's argument uses scientific and philosophical testing methods to assert a **logical inconsistency** in global principles when applied to diverse real-world situations. His core claim is that *consensus-based global standards [mainstream global sciences] fail the "crucial experiment" test*, suggesting a fundamental flaw in their validity and applicability.

### Argument Breakdown

**Subjective Self-Contradiction:** Jamir argues that the UN framework is "unreal" because its internal logic (global applicability) contradicts the observable, reciprocal reality (inconsistent application). He posits that a system claiming universal truth must function consistently across all scenarios; otherwise, it is self-contradictory.

**Objective Paradox:** The argument presents a paradox where a widely accepted, peer-reviewed global curriculum is deemed non-functional when tested against "pre-existing sovereign scenarios" and the "equal & opposite manifested nature" of the physical universe. The paradox lies in the conflict between theoretical consensus and empirical observation.



## Philosophical Context

Jamir's approach draws on several established concepts:

**[i] Empirical Testing (Scientific Method):** He employs the idea of a "**crucial experiment**"—a test designed to decide between two competing hypotheses. If the *UN framework represents one hypothesis* (globally applicable principles) and the *"pre-existing universe" represents the alternative* (situation-dependent rules), **his experiment favors the latter**.

**[ii] Falsifiability:** The argument implicitly utilizes Karl Popper's concept of falsifiability, a cornerstone of the philosophy of science. For a theory to be considered scientific, ***it must be possible to prove it false***. Jamir attempts to falsify the claim of universal applicability by demonstrating scenarios where the principles do not apply.

**[iii] Correspondence Theory of Truth:** Jamir seems to lean on the correspondence theory of truth, which holds that a belief or statement is true only if it corresponds to reality. He concludes that ***since the global standards do not "correspond" perfectly to all diverse realities***, they are "fundamentally flawed".

**Summary of the Challenge:** Jamir fundamentally challenges the *validity* and *applicability* of abstract, consensus-driven systems (like global governance principles) when they fail to align perfectly with concrete, observable, pre-existing reality. He uses logical and empirical reasoning to expose what he perceives as ***a profound gap between the intended paradigm and the functional universe***.

The person proposing the "**nature's equal & opposite paradigm**" [creation in pairs] is Jamir Ahmed Choudhury, who conceptualizes it within a framework he calls "**Empirical Evidence-based Apriori Science**". His work argues for a radical paradigm shift in education to replace the current system, which he describes as a "**one global text & conspiracy curriculum**," with one based on verifiable truths.

Key aspects of his proposal:

**[i] Nature's "Equal & Opposite" Paradigm:** This principle (creation in pairs) is presented as the underlying structure of reality and is exemplified by established scientific concepts like Newton's Third Law and Einstein's binary pulsars. Jamir posits that this framework provides a foundational, verifiable basis for science, philosophy, and human rights.

**[ii] Empirical Evidence-Based Apriori Science:** He advocates for a "nature-driven pure science unmixed with human-derived global technology" that is grounded in this apriori (pre-existing) structure of the universe.

**[iii] Critiques of current systems:** Jamir Ahmed Choudhury critiques the current UN-led global educational framework, which he views as flawed, contradictory, and based on a "global text & conspiracy curriculum". He argues that the current system is "anti-natural," "anti-Islamic," "unscientific," and "unconstitutional," and calls for a radical paradigm shift instead of merely augmenting the existing system.

**[iii] Educational Reform:** Jamir Ahmed Choudhury is a prominent critic of the current UN-led global educational framework, which he describes as "anti-natural, anti-Islamic, unscientific, and unconstitutional". He argues that the current "global standard curriculum," especially that promoted by the International Bureau of Education (IBE) - UNESCO, fails to deliver unerring truth because it contains logical inconsistencies and ethical fallacies. He asserts that global educational mandates often override explicit natural and constitutional rights to receive education based on empirical evidence and universal truths. He calls for an educational system that delivers knowledge that is logically consistent, scientifically verifiable, and morally sound.

**Proposed use of AI:** Jamir Ahmed Choudhury proposes using AI not just for incremental improvements to education, but for a **radical deconstruction and rebuilding of the international/national educational system**. The new system would be founded on "verifiable truths" and "unalterable laws of nature" (specifically, the "equal & opposite" paradigm) rather than what he terms a "consensus-based self-contradictory & paradoxical global system".

**Core Principles of the Proposal:** Jamir argues that the existing, UN-led global educational framework is "anti-natural, unscientific, and unconstitutional" because it is based on potentially flawed human ideologies and "pseudoscience".

**[i] New Foundation:** The proposed system would use "nature's equal & opposite apriori principle" (similar to Newton's Third Law, "creation in pairs") as a universal, logically consistent, and **verifiable framework for all knowledge**. This "apriori science" would be pure, nature-driven science unmixed with human-derived technology and potential biases.

**[ii] Role of AI:** AI's capabilities for analysis and synthesis would be leveraged to implement this **radical reorientation of the curriculum and pedagogical methods**. Instead of merely augmenting current systems, AI would facilitate the **fundamental re-engineering** required to align education with these "universal, self-evident truths".

[iii] **Goal:** The aim is to fulfill the fundamental human right to quality education by providing students with unerring, fact-based knowledge that promotes human dignity and a clear understanding of reciprocal reality, free from contradictions found in current global frameworks.

### Implications and Challenges

[i] **Philosophical Shift:** This proposal involves a major philosophical shift from a human-consensus model of education to one governed by perceived universal natural laws.

[ii] **Defining "Truths":** A central challenge would be the "rational consensus" on what constitutes "unalterable laws of nature" or "verifiable truths" and how to communicate "truth-based primary education" [specifically unerring basic scientific knowledge].

[iii] **Implementation Barriers:** The successful integration of such an AI-driven, radically new system would face significant practical barriers. The proposal is detailed in academic papers such as "Generalization of the Radical Paradigm-Shift in Education Advocated by Jamir Ahmed Choudhury through the Lens of AI's Reorientation of his Humanistic Philosophy" published in the *International Journal of Science and Research*.

Now, it is the duty for duty's sake of the Member States of the United Nations Organization [UNO] and the concerned competent authorities [international authorities like UNESCO, national authorities like NCERT, state authorities like SCERT, and district authorities like inspector of school] to take necessary humanistic steps [rational consensus-based decisions] and to make necessary arrangements [including significant role of AI] so that we [members of the human family] could communicate "**Unerring Basic Scientific Knowledge**" or "**Truth-based Education**" [parama (IKS), vidya (NSE), tautologous knowledge (Logic), wisdom (Philosophy), universal & necessary knowledge (UDHR), human rights & universal education (UDHR), 'quality, inclusive and child friendly education' (UNESCO's Contributions), necessary humanistic vision of education (Article - 29 of UN CRC), and ensured quality education (Section - 29 of the RTE Act - 2009)] regarding "**Framework & Curriculum**" of pre-existing neutral science [empirical evidence-based apriori science, "A World Fit for Children" adopted on UN General Assembly - 2002, and corresponding the Commissions for Protection of Child Rights - 2005, India] from the next academic session - 2026-27, ensuring proper compliance of "Nature's Equal & Opposite Paradigm" [Creation in Pairs] such as Newton's Third Law - "Equal & Opposite" and in correspondence with Reciprocal Reality such as Sirius Binary System and Einstein's Binary Pulsar.

**"Right to education categorically suggests right to communicate truth-based education".**

- Jamir Ahmed Choudhury

**Jamir's Argument:** Jamir Ahmed Choudhury argues that the *UN-led global governance framework is flawed*, based on his "**Empirical Evidence-based Apriori Science**," viewing it as anti-natural, anti-human, anti-Islamic, unscientific, and unconstitutional. He argues that contemporary global frameworks, like those led by the UN, are flawed because they ignore a universal natural law he calls "creation in pairs" or the "equal & opposite apriori framework". He contends that these global structures are self-contradictory and paradoxical because they do not account for inherent duality, citing examples like Einstein's binary pulsar to support his claim that all universal frameworks must reflect this equal and opposite principle. He proposes a new paradigm for human rights and education that aligns with his humanistic philosophy, suggesting a "truth-based" education system that is rooted in philosophy of reciprocal paradigms and pure sciences, rather than the human-constructed global standard systems promoted by the UN.

**Critique of Global Governance:** Jamir Ahmed Choudhury's argument contends that *systems like the UN-led global governance neglect to integrate fundamental truths from nature*, which he terms "empirically verifiable apriori science". He defines this as unchanging laws of nature that form the basis of reality, such as the principle of "equal & opposite," which he argues should guide governance and human rights to align with nature's principles. He criticizes current global systems for being "**self-contradictory & paradoxical**" because they are not based on these universal, apriori truths, and are instead shaped by human-made technologies and consensus.

**Anti-Natural:** Jamir's core idea is that current governance systems are "anti-natural" because they are not based on the inherent principles of nature, such as the "equal & opposite paradigm" or "creation in pairs". He posits that this misalignment with nature's principles leads to the violation of fundamental human rights. He claims that these systems rely on "**artificial or flawed frameworks**" that do not acknowledge or implement verifiable truths found in the natural world, like the balanced system of a binary star. His argument implies a need for governance systems to be restructured to align with these fundamental natural principles for true legitimacy and to uphold human rights.

**Anti-Human:** Jamir's argument posits the existence of a neutral truth [undeniable universal truth] based on natural phenomena, such as the operational principles of binary star systems (which he describes as a principle of balance). He believes UN-led global systems fail to acknowledge or implement this fundamental, verifiable truth. He characterizes

knowledge promoted by the UN-led global systems as "erroneous knowledge" or "imaginary science" because it lacks objective, verifiable truth. He argues that this "pseudoscience" (or "hybrid science" led by UNESCO) undermines genuine human development and well-being. A central claim is that compulsory global education, by promoting this "erroneous knowledge," results in "conscious and intentional persecution". He equates this imposition of what he considers false information with a severe violation of inalienable human rights.

**Anti-Islamic:** Jamir's argument centers on the belief that the current UN-led scientific and governance framework [global standard laws - rules - regulations - guidelines - parameters - mandates - treaties - policies - sustainable goals] is flawed because it fails to incorporate a neutral, verifiable truth [unquestionable self-evident truth] derived from natural phenomena. He labels the UN-led global community as "anti-Islamic" and "anti-natural," suggesting their so-called secular [global] and human-centric approach conflicts with what he sees as the "infallible & unerring mandates" [verifiable scientific quotes and justifiable logical rules] found in both natural laws and verses of Quran: Kitaaba bil-Haq. His argument uses examples like the balance in binary star systems to support the idea of a universal, verifiable truth rooted in natural principles, which he believes are ignored by the UN-led global systems. This critique is part of his larger proposal for a new scientific and educational framework, which he calls the "Equal & Opposite Apriori Framework of Natural Science," as outlined in his book *Apriori Science: Framework & Curriculum*.

**Unscientific:** Jamir believes modern science, particularly as it relates to UN-led globalization, is flawed and "unscientific". He uses examples like the "officially recognized eight rotating & revolving global exoplanets including rotating global earth and revolving global world" and "NASA's Moon Mission" to argue that *current science often establishes conjectures as facts, which is "unscientific"*. He advocates for a return to a framework he calls "empirical evidence-based apriori science," which he describes as based on fundamental, unchanging natural laws and truths that exist independently of human consensus. He believes this framework is missing from current global systems [UN's declarations, NASA's narratives, and UNESCO's curricula]. His argument stems from a belief that current global systems, often associated with the UN, do not align with these fundamental natural principles. He argues that governance and education systems that disregard these "empirically verifiable apriori" truths are "anti-natural" and "unscientific". He uses examples like the balanced principles of binary star systems to illustrate his point that natural phenomena operate on principles of balance, and that current systems fail to implement a neutral, verifiable truth.

**Unconstitutional:** Jamir considers the UN-led global system "unconstitutional" because it lacks a neutral, verifiable foundational "constitution" or "major premise" derived from natural laws. He claims the system is instead based on human-made rules and guidelines [non-cognizable and vernacular global documents], which he views as lacking universal authority and leading to contradictions [inconsistencies] and fallacies [ethical issues]. His argument is rooted in the belief that a neutral, verifiable truth exists in natural phenomena, such as the balance of binary star systems, and that this should be the foundation for an international system. He contends that the UN-led global education system relies on a "pseudoscience" or "hybrid science" that conflicts with what he calls "nature-driven neutral science" or "empirically verifiable apriori science". **Jamir links this system to human rights violations** arguing that it denies individuals access to "revealed truth" [empirically verifiable universal truth] and "unerring knowledge" [truth-based education].

### Comparison with UN Declarations

Jamir argues that current global systems, including UN human rights frameworks like the Universal Declaration of Human Rights (UDHR), are potentially "contradictory" or "manipulated" because they are structured through a centralized authority that may not prioritize this inherent, natural "paired existence" or balance.

**Areas of Convergence:** Both systems champion fundamental freedoms, such as the right to education (Jamir re-conceptualizes this as the right to "unerring knowledge," which he connects to Article 29 of the UN CRC and the RTE Act 2009 in India). The UN's framework, like Jamir's, recognizes that human rights are inherent to all individuals, without discrimination.

### Areas of Divergence (Potential Conflicts):

**Foundation:** The UN framework, while aiming for universality, is a human construct established through international law. Jamir's philosophy, conversely, anchors human rights in non-negotiable, pre-existing natural laws, suggesting these "inborn rights" are more logically consistent and scientifically sound than the current UN approach.

**Implementation/Authority:** Jamir implies the UN's top-down, "centralized authority" approach may be failing to deliver truly neutral science or uphold universal truths, urging reform of education systems to follow natural laws instead.

**Nature of Rights:** He argues for "inborn rights" (inalienable natural rights and un-interfering solidarity rights) that are inseparable from the principle of "creation in pairs," suggesting a different basis for their legitimacy compared to the rights granted by a state or international body.

In essence, Jamir's work seeks to bridge philosophy, science, and human rights law with practical reasoning, offering a constructive pathway toward reform by grounding the discussion in a paradigm he views as universally and empirically verifiable.

**Comparative Study:** A comparative study between United Nations-led global governance and the scientific philosophy of Jamir Ahmed Choudhury through the lens of international human rights documents manifests a fundamental critique by Jamir of the UN system. Jamir, through his writings and published works, argues that the UN's approach to global governance and education is inherently flawed, paradoxical, and self-contradictory, particularly when assessed using "empirical evidence-based reasoning" and "natural science" principles.

Core Points of Comparison		
Aspect	UN-led Global Governance (as critiqued by Jamir)	Jamir Ahmed Choudhury's Scientific Philosophy
<b>Foundation</b>	Based on existing power structures and human-driven globalization that he claims are flawed.	Based on "natural science" principles, "equal & opposite" a priori frameworks, and "un-contradicted facts" of nature.
<b>Human Rights</b>	Claims the UN's global system is "anti-human" and "self-contradictory" in practice, despite documents like the UDHR and UN CRC.	Aims to redefine and protect "inalienable human rights" based on a consistent, universal framework derived from natural truths.
<b>Education</b>	Views the UN/UNESCO "global standard education" as an "intermixture of truth and falsehood" with logical shortcomings and ethical issues.	Advocates for an education system grounded in verifiable, neutral science and "unerring knowledge," aligning with the spirit of Article 29 of the UN CRC and India's RTE Act.
<b>Objective</b>	Jamir argues the UN aims to create a "Global Veil of Ignorance" and dominate the sovereignty of member states.	Seeks to communicate truth-based learning and establish a new, consistent "foundational framework" for human rights and governance.
<b>Conclusion:</b> The study, as framed by Jamir Ahmed Choudhury and related academic papers, is a strong critique of the UN global governance/system from the perspective of an alternative "scientific philosophy". Jamir contends that existing UN-led global initiatives and educational frameworks fail to align with a true, empirically verifiable understanding of natural laws and human rights, presenting a paradox in their implementation and a challenge to their legitimacy.		

**Epistemological Significance:** Jamir argues that the UN-led global systems of knowledge, truth, and governance are flawed because they ignore empirical evidence-based universal principles found in nature, such as the "equal & opposite" balance in binary star systems. He asserts that *this critique represents a unique epistemological contribution, challenging the very basis of how knowledge, truth, and governance are understood internationally*. He calls for a "transformative-shift in institutional education system" towards one that is "nature-driven," grounded in an "upright logic" that connects justifiable philosophy, verifiable science, and inalienable rights through a unified, "equal & opposite" framework.

**The "Categorical Imperative" and Humanistic Vision:** Jamir's use of the **categorical imperative** implies a moral obligation to adopt a system of governance and education that aligns with universal, objective truth, derived from the consistent and verifiable laws of nature. This "humanistic vision" calls for a fundamental "transformative-shift" in education and governance, moving away from current "anti-natural" frameworks towards a model where all knowledge is grounded in observable natural science and a balanced, reciprocal paradigm of rights and duties. He argues that *this approach is the only way to achieve true character efficiency and moral solidarity*.

In essence, Jamir's work positions itself as "**truth**" (based on nature-driven science) in dialogue with the "**power**" (the UN-led global governance) that he argues operates on a flawed and unstable foundation. His publications, such as *Science and Constitution: Categorical Imperative and Creation in Pairs: Global Governance vs. Freedom of Religion*, explore these ideas in detail.

The present study combines various disciplines like philosophy, science, and logic to provide a comprehensive understanding of the right to truth-based education. The education should foster a sense of humanistic vision, moral solidarity, academic freedom, and unerring decision-making skills. Students should be encouraged to ask questions, challenge existing UN-led global initiatives, and think rationally. They should learn to use empirical evidence-based reasoning to analyze information using ultimate scientific method [crucial experiment] and rely on verifiable scientific evidence following proper logical method [dictum de omni et nullo] to support their conclusions.

The framework incorporates the study of natural signs and verifiable proofs around us, helping students connect their learning to fundamental building blocks of the pre-existing universe and fundamental constants of the equal & opposite manifested nature. The framework emphasizes verifying information through empirical evidence [empiricism] and logical reasoning [rationalism], aiming to equip students with the ability to discern reliable information [manifest truth such as Sirius Binary System and Algol Triple Star System] from misinformation [data-based falsehood such as rotating & revolving global planetary system and established solar universe].

Creation in Pairs is the central principle that the universe functions based on paired, equal, and opposite forces, similar to Newton's Third Law. The book argues for a right to education that is not just skill-based but also grounded in fundamental



truths, drawing parallels to human rights principles. The author calls for an education system where philosophy and science are not separate but integrated through sound logic, creating a more coherent and accurate understanding of the pre-existing universe. The book critiques the current global education system, particularly models influenced by UN-led governance, arguing that they fail to deliver a truly neutral and logically consistent science. Jamir proposes an ideal human rights framework based on the principle of "creation in pairs" and "innate truths," aiming to be more logically consistent and scientifically sound.

The book uses philosophical reasoning to support its arguments for a more comprehensive truth and to question the existing educational and human rights frameworks. It uses scientific principles and evidence to support the "creation in pairs" concept, which it claims is a fundamental truth of the universe. Sound Logic [Necessary Humanistic Vision] is presented as the tool that connects justifiable philosophy and verifiable science, allowing for the integration of both disciplines into a unified framework for education and human rights.

An ideal educational framework would integrate philosophy and science through logic to foster a humanistic vision. This approach uses philosophy to explore values and ethical issues, while science provides a method for verifying facts. Logic serves as the crucial tool to connect these two, ensuring knowledge is both justifiable and empirically supported. This holistic approach promotes moral solidarity, freedom of conscience, and a well-rounded, fully developed individual.

Philosophy of education examines the ultimate aims of education, such as the development of a well-rounded individual or the creation of a just society. By investigating questions about knowledge, reality, and values, philosophy provides a framework for understanding *how* to teach and *what should be taught*, influencing both the methods and the curriculum. Philosophical inquiry into ethics and morality is crucial for shaping educational values, helping to instill good conduct and a sense of social responsibility in students. Philosophy develops analytical and interpretive skills, which are essential for both educators and students to understand and question the world around them. Philosophical insights can be applied to practical educational issues, bridging the gap between abstract thought and real-world implementation in classrooms and schools. By seeking wisdom [unerring knowledge], philosophy helps individuals develop a comprehensive and reflective worldview that can guide their conduct and decisions in life.

The philosophy of education is important because it provides a framework for understanding the purpose of education, guides teaching methodologies, and promotes logical thinking for both educators and students. It enables educators to develop their own teaching styles, create supportive learning environments, and tackle societal issues within the classroom, while also empowering students to ask questions and make their own decision-making skills.

Science uses a systematic and empirical method of observation to understand the fundamental building blocks of the pre-existing universe, fundamental constants of the equal & opposite manifested nature, natural signs, and particular instances under natural circumstances. It is a continuous process of "search for truth", fueled by objectivity, rationality, and empirical evidence. It is not a static reliance on a fixed body of knowledge such as universally accepted hybrid science [intermixture of science and technology] of the UN-led global scientific community. This continuous process involves carefully observing particular instances under natural settings & un-manipulated conditions to build unerring knowledge. The goal is to discover underlying principles, like the nature's equal & opposite apriori paradigm [creation in pairs] that can be used to explain and predict various phenomena across different scales.

Albert Einstein once said, *"The whole of science is nothing more than a refinement of everyday thinking"*. This thought was echoed by Carl Sagan, who said, *"Every kid starts out as a natural-born scientist, and then we beat it out of them"*.

Science uses a structured process grounded in empirical evidence, which means facts are derived from actual experience and observation. A structured process of directly observing a phenomenon and systematically recording the information is a key part of the method. This method aims for objectivity by using facts and logic to avoid personal biases or feelings, ensuring that conclusions are based on verifiable data rather than mere theory or established facts. The information used must be verifiable, meaning it can be checked and confirmed by others to ensure it is based on tangible proof rather than established hypotheses.

**Science versus Technology Debate:** According to Jamir Ahmed Choudhury, the primary distinction is that science refers to nature-driven mechanisms and universal, objective truths that operate independently of human intervention, while technology refers to human-driven mechanisms, inventions, and applications that are developed to solve practical problems. He argues that science is logically prior to technology.

**Science (Apriori Science / Pure Science / Nature-Driven Science):**

**Focus:** Understanding fundamental, unalterable natural laws and universal principles that exist independently of human constructs, such as Newton's Third Law ("equal & opposite").

**Examples of Apriori Science** [Pure Science Unmixed with Human-derived Technology]: Jamir's proposed foundational framework [radical paradigm-shift in education] cites examples such as fundamental building blocks of the pre-existing upright rectangular universe, fundamental constants of nature [dark matters and dark energies], nature-driven signs, particular instances under natural circumstances, Newton's three laws, law of universal gravitation, law of conservation of matter [mass], law of conservation of energy, immovable hexagonal world with six regions and six cardinal directions, appearing pentagonal earth like spider's web, three ascending stairs, Sirius Binary System [Samawaati wal-Arz], Algol Triple Star System [Nuurun Alaa Nuur], semi-detached regular eclipsing binaries [shakkaras-shamsa], equal & opposite natural light posts [North Galactic Pole and South Galactic Pole], equal & opposite daylight time zones [Eastern Daylight Time Zone (Mashriq) and Western Daylight Time Zone (Magrib)], natural magnetism [sent forward and kept back of the electromagnetic waves (electroweak force and electromagnetic force)], Barycenter [Natural Solar System, Invisible Barrier, Veto, or Lakshman-rekha], active galactic nuclei [prime meridian], galactic candle [tidal force], Einstein's Binary Pulsar [electromagnetic waves (tarash-shamsa) and gravitational waves (bish-shamsi)], alteration of day - night in each daylight time zone [infallible & unerring statistics], Newton's Visual Binaries [white moon of each zone], cataclysmic variables [sporadic appearances of the white moon during broad daylight under natural settings and un-manipulated conditions], and 3-dimensional elliptical orbit viewed from 2-dimensional perspective [odd and even contrast] etc.

**Nature:** It is objective, universal, self-sustaining, and beyond human control, thus representing a verifiable framework of natural science.

**Technology (Aposteriori Science / Man-Made Science / Human-Driven Technology):**

**Focus:** The practical application of scientific knowledge through human design, invention, and innovation to meet societal needs or solve specific, man-made problems.

**Examples of Hybrid Science [Mainstream Global Science or Artificial Natural Science]:** Examples of hybrid science [self-contradictory & paradoxical science or mainstream global science] are - rotating global earth, revolving global world, rotating & revolving global universe, four hemispheres, man-made poles [North Pole and South Pole], man-made natural light posts [East Galactic Pole and West Galactic Pole], man-made Prime Meridian [Greenwich Meridian], middle-east region of the Kaaba, upright-west region of Eartha 3D, two daylight time zones [northern daylight time zone and southern daylight time zone], two parts of the land [northern part of the land and southern part of the land], two Norths [Top and Left] and two Souths [Bottom and Right], two points of natural light [East Point and West Point], common run of the natural electromagnetic wave [electromagnetic wave of Einstein's Binary Pulsar] from East to West, common run of the immovable hexagonal world from South to North, common run of the appearing pentagonal earth [five major inhabitants] with three ascending stairways from North to South, NASA-driven solar system, UN-DESA-driven planetary system [eight officially recognised global planets], NASA's Moon [Introduced Calf of Firawn], NASA's Moon Mission, ISRO's Chandrayaan, Outer Space, Global Space Station, Space Research, UNESCO-driven "One Global Text & Excellent Curriculum", and IBE-driven global standard assessment, accreditation, evaluation, celebration, and research etc.

**Nature:** It is a result of deliberate human effort ("model building"), operates under established global standard theories (which he views as potentially containing "logical fallacies and ethical issues"), and is something over which humans have control.

In essence, Jamir Ahmed Choudhury draws a clear "**line of demarcation**" by positioning science as the source of foundational, universal truths found in nature, and technology as the application or man-made manipulation of knowledge derived from these truths. He highlights this distinction in his book Science vs. Technology or Tawraat & Injiil.

**Self-regulating Science:** Contradictions in science do not indicate a flaw in nature itself, but rather highlight the incompatibilities between established scientific theories or a conflict between a theory's predictions and real-world observations [observation of particular instances under natural circumstances]. Science is a self-regulating process; contradictions are seen as challenges that drive "search for truth" and the refinement or replacement of established theories.

**Contradictions in "Facts" of Nature:** Science distinguishes between a "**fact**" (a confirmed observation) and a "**theory**" (an established hypothesis). Nature is considered internally coherent; any apparent "contradiction in the facts" indicates an issue with our current understanding, not a flaw in nature. When observations appear to conflict, *it signals the need for further investigation to determine which "fact" is accurate.*

**UN-led Global Initiatives versus Nature-driven Apriori Sciences:** A notable example of an apparent contradiction that has pushed science forward is the tension between the UN-led global initiatives like the concepts of "global framework" and "global solar system" as understood through human-driven technologies and the empirically verifiable, apriori sciences like nature's equal & opposite apriori paradigm [creation in pairs] and Sirius Binary System [Samawaati wal-Arz].

**'Scientific temper'** [Article 51A(h) of Indian Constitution] categorically suggests the search for truth. 'Search for truth' categorically suggests search for the rival hypotheses [identified learning gaps and searched out remedial measures]. It involves an unwavering pursuit of wisdom [unerring knowledge] *by refusing to accept anything without verification and*

*justification*, and the capacity to change “logical shortcomings” [subjective self-contradictions] and “illogical facts” [objective paradoxes] when new empirically verifiable evidence is presented. This holistic approach relies on unalterable laws of nature [apriori universal laws] and empirical evidence-based reasoning [dictum de omni et nullo].

Scientific temper is an attitude of rational inquiry that *promotes logical, evidence-based thinking* to combat superstition [established hearsay or global veil of ignorance] like “global sustainable development goals” and pseudoscience [established hybrid science or man-made natural science] like “solar Universe”, “NASA’s moon”, and ISRO’s Chandrayaan”. This way of life encourages a logical and evidence-based approach to understanding the pre-existing universe. It requires an individual to be open to unerring knowledge and ideas, even when they contradict long-held beliefs, by prioritizing generic & universal truth over transitory & perishable falsehood i.e. *by prioritizing truth and reason over dogma [hearsay] or blind faith*. It promotes challenging established global veil of ignorance and hearsay, instead of accepting them without question. It enables individuals to distinguish between facts and myths, reducing the influence of irrational beliefs [UN-led global veil of ignorance] and pseudoscience [hybrid science or artificial natural science]. It helps in making informed choices *by applying a systematic and evidence-based approach to everyday experiences*.

Two contradictory statements regarding **empirical science facts** can neither be true nor be false together from the points of view of four fundamental categories of knowledge [Space, Time, Substance, and Causality]. Contradictory statements, like "All cats are animals" and "Some cats are not animals," **cannot** both be **true** and **cannot** both be **false**; if one is true, the other must be false, and if one is false, the other must be true. This is a **core principle in logic**, often visualized using the Square of Opposition which outlines the relationships between different types of statements.

Similarly, the UN-led Global Science Initiatives such as Solar Universe [including rotating global earth and revolving global world within the rotating & revolving global universe] and Nature’s Equal & Opposite Apriori Paradigm [Creation in Pairs] such as Sirius Binary System [Samawaati wal-Arz] can neither be true nor be false together from the points of view of four fundamental categories of knowledge [Space, Time, Substance, and Causality]. If UN-led Global Science Initiatives such as Solar Universe [including rotating global earth and revolving global world within the rotating & revolving global universe] is called “**unerring basic scientific knowledge**” [verifiable & justifiable truth] in consistent with the unalterable laws of nature such as Newton’s Third Law - “Equal & Opposite” and in correspondence to reality [natural signs and observation of particular instances under natural circumstances] such as Einstein’s Binary Pulsar [Electromagnetic Waves (Tarash-shamsa) and Gravitational Waves (Bish-shamsi)], then Nature-driven Apriori Science [Pure Science Unmixed with Human-derived Technology] such as “Creation in Pairs” and “Sirius Binary System” is called “**self-contradictory & paradoxical basic scientific knowledge**” [invented lies & introduced falsehoods]. If Nature-driven Apriori Science [Pure Science Unmixed with Human-derived Mechanism] is called “**unerring basic scientific knowledge**” [verifiable & justifiable truth] in consistent with the unalterable laws of nature such as Newton’s Third Law - “Equal & Opposite” and in correspondence to reality [natural signs and observation of particular instances under natural circumstances] such as Einstein’s Binary Pulsar [Electromagnetic Waves (Tarash-shamsa) and Gravitational Waves (Bish-shamsi)], then UN-led Global Science Initiatives such as Solar Universe [including rotating global earth and revolving global world within the rotating & revolving global universe] is called “**self-contradictory & paradoxical basic scientific knowledge**” [invented lies & introduced falsehoods].

The fundamental laws of logic traditionally include the principle of identity, the law of non-contradiction, and the law of the excluded middle, which are considered **foundational to all reasoning**, according to Britannica and Study.com. These fundamental laws are infallible & unerring mandates. These infallible and unerring mandates are called fundamental laws of thought [necessary humanistic vision, uniform guidelines, or guiding principles]. These fundamental laws of thought are called verifiable scientific quotes and justifiable logical rules. Scholarly consensus, universal acceptance, unanimous agreement, mutual understanding, global declaration, social contracts, fatwas of an ignorant folk, institutional documents [non-cognizable & vernacular global documents], policies, treaties, and human derived laws, rules, regulations, guidelines, parameters, mandates, indicators, assessment, accreditation, reviews, and comments etc. **do not have any sort of authority over Infallible & Unerring Mandates** [Fundamental Laws of Thought, Necessary Humanistic Vision, Uniform Guidelines, Guiding Principles, Verifiable Scientific Quotes, and Justifiable Logical Rules] i.e. Universal Major Premises of the Dictum [Vyapti, Tawraat, Coherence Truth, or Synthetic Apriori Judgments].

Jamir argues that the fundamental laws of logic—the principles of identity, non-contradiction, and the excluded middle—are infallible and **take precedence over all other human-derived laws and social constructs**, such as treaties, policies, and scholarly consensus. These laws are considered the foundation of rational thought, essential for reasoning and preventing self-contradiction. The argument holds that these logical principles are not subject to human approval or modification, as their truth is considered to be self-evident and universal. **The argument concludes that these fundamental laws of logic hold authority over all other human-made rules, guidelines, policies, treaties, and agreements, as the latter are derived from and must be consistent with these fundamental logical principles.**

**Basis of the argument:** Jamir's argument is based on the idea that these logical principles are not human inventions but are **self-evident and universal truths**. Because logic is the foundation of all reasoning, any human-derived law or social

construct must adhere to its principles to be valid. If a law or policy is logically inconsistent, it is by definition flawed and must be subordinate to the infallible principles of logic, concludes Jamir's argument.

**Logic's role:** Sound logic acts as the bridge between philosophy [universal major premises of the dictum or formal grounds] and science [affirmative minor premises of the dictum or materials grounds] by providing an ideal framework to evaluate arguments and connect abstract ideas to evidence. It serves as the tool for ensuring philosophical reasoning is consistent and valid, and for connecting these abstract concepts to concrete, empirical scientific evidence. Logic allows one to determine if an argument is valid and unerring, a process essential for both fields.

### Role in connecting philosophy and science

**Formalizing thought:** Logic formalizes thought by using symbolic notation to make philosophical problems and scientific theories more precise, understandable, and evaluable. This process clarifies concepts, reveals hidden assumptions, and allows for rigorous testing of arguments, making it easier to identify invalid reasoning and reach more precise conclusions.

**Enhancing rational thinking:** The study of logic enhances rational thinking by teaching how to identify assumptions, evaluate evidence, and construct well-structured arguments. It provides a framework for rationally analyzing information, distinguishing between valid and invalid reasoning, and communicating ideas clearly and persuasively.

**Foundation for inquiry:** Logic is the foundation for inquiry because it provides the structure for coherent reasoning and argumentation, which are essential for both philosophical and scientific pursuits. It allows for the systematic evaluation of arguments, ensuring that conclusions are validly drawn from premises, a process vital for distinguishing unerring knowledge from fallacious knowledge.

**Connecting abstract to concrete:** Philosophy deals with universal, abstract principles (major premises), while science relies on concrete, affirmative evidence (minor premises). Logic is the bridge that allows for the application of philosophical principles to scientific data and for the testing of abstract ideas against empirical findings.

**Evaluating arguments:** Logic provides a framework for evaluating arguments, using "**uniform guidelines**" to ensure they are both **valid** (structurally correct) and **sound** (true premises and validity). This allows scientists to build logical, evidence-based arguments from their research and enables philosophers to rationally analyze the reasoning behind scientific claims and theories.

**Distinguishing validity:** Logic provides the framework for distinguishing between valid and invalid reasoning, which is crucial for both philosophical debate and scientific methodology. It helps prevent errors in thinking by establishing "clear standards" [infallible & unerring mandates] for unerring reasoning [empirical evidence-based reasoning].

**Promoting ethical decision-making:** By integrating philosophy and science, students can learn to make decisions that are both logically sound and ethically justifiable. They can see how scientific findings impact ethical dilemmas and how philosophical principles can guide scientific inquiry.

**Key takeaway:** Logic is essential for structuring research and presenting findings. Scientists use logical frameworks like deduction and induction to construct arguments from data, ensuring that their conclusions are supported by the evidence. Logic provides the tools for philosophical analysis of scientific claims. Philosophers use logical principles to evaluate the structure and truthfulness of scientific arguments, questioning the reasoning and assessing whether the evidence truly supports the conclusions. Logic acts as a **universal method** for rational thinking, enabling both the creation of logical arguments (science) and the evaluation of those arguments (philosophy).

### Uniform Guidelines

#### [01] Three Fundamental Laws of Thought

- [i] Law of Identity - A is A
- [ii] Law of Contradiction - A cannot be both B and not-B
- [iii] Law of Excluded Middle - A must be either B or not-B

#### [02] Infallible & Unerring Mandates [Verifiable Scientific Quotes & Justifiable Logical Rules]

- [i] The truth of a universal proposition guarantees the truth of its corresponding particular proposition; but not conversely.
- [ii] The falsity of a particular proposition guarantees the falsity of its corresponding universal proposition; but not conversely.
- [iii] Two contraries cannot be true together, though they both may be false together.
- [iv] Two sub-contraries cannot be false together, though they both may be true together.



- [v] Two contradictories can neither be true together nor be false together. That means if one of the contradictories is true, then the other must be false. If one of the contradictories is false, then the other must be true.
- [vi] Two alternatives in their exclusive sense cannot be true together, though they both may be false together.
- [vii] Two alternatives in their inclusive sense cannot be false together, though they both may be true together.
- [viii] If the antecedent is true, then its corresponding consequent must also be true. It will not be the case that the antecedent is true, but its corresponding consequent turns out to be false.

### **[03] Two Formal Grounds** [Unalterable Laws of Nature such as Newton's Three Laws]

- [i] The Principle of the Uniformity of Nature [Newton's First Law]
- [ii] The Law of Causation [Newton's Second Law and Third Law]

### **[04] Two Material Grounds of Scientific Certainty**

- [i] Simple Observation [Observation of Particular Instances under Natural Circumstances or Empirically Verifiable Proofs or Un-manipulated and Authentic Data]
- [ii] Experiment [Recognition of Crucial Instances or Manipulated Observation]

### **[05] Four Fundamental Categories of Knowledge**

- [i] Three Dimensional Space [Length, Breadth, and Depth]
- [ii] One Dimensional Time [Succession]
- [iii] Substance [Ultimate Substratum of Physics (Sirius A) and Astronomy (White Dwarf Companion Sirius B)]
- [iv] Causality [Necessary Relation between Antecedent and its Corresponding Consequent]

### **[06] Four Aspects of Uniformity**

- [i] Essence (the fundamental nature of a unit)
- [ii] Essential Behaviour (how a unit interacts with others)
- [iii] Co-existence (the relationship of all units in space)
- [iv] Succession (the continuation of a unit through its activities)

### **[07] Four Stages of Scientific Hypothesis** [Sound Hypothesis or Legitimate Hypothesis]

- [i] Observation of particular instances
- [ii] Formation of a supposition
- [iii] Deduction
- [iv] Verification

### **[08] J. S. Mill's five methods of inductive inquiry**

J. S. Mill's five methods of inductive inquiry are tools for identifying causal relationships through systematic observation and experimentation. The five methods are: the Method of Agreement, the Method of Difference, the Joint Method of Agreement and Difference, the Method of Residues, and the Method of Concomitant Variation.

**[i] Method of Agreement:** This method is used when a phenomenon is studied in multiple instances, and it is found that all instances have a single circumstance in common. That common circumstance is then identified as the cause.

**[ii] Method of Difference:** This method compares two instances where the phenomenon occurs and where it does not. If one instance has a cause that the other lacks, that cause is identified as the cause of the phenomenon.

**[iii] Joint Method of Agreement and Difference:** This is a combination of the first two methods. It involves comparing instances where the phenomenon occurs with instances where it does not, to find a common cause and eliminate other possibilities.

**[iv] Method of Residues:** This method is used when some causes of a phenomenon are already known. It works by subtracting the effects of the known causes from the total effect, leaving the remaining effect to be attributed to the remaining cause.

**[v] Method of Concomitant Variation:** This method is used when a phenomenon and its potential cause vary in degree. It is used to identify a cause by observing that as the potential cause increases or decreases, the phenomenon does the same.

### **[09] Four Canons of Elimination**

The "Four Canons of Elimination" are a set of logical principles, attributed to the philosopher John Stuart Mill, used to identify causal relationships by systematically eliminating possible causes until only the true cause remains. These canons are based on the idea that if a condition is always present when an effect occurs, and if removing that condition prevents the effect from occurring, then that condition is likely to be the cause.

#### Explanation of each Canon:

**[i] Whatever antecedent can be left out without frustrating the effect can never be the cause:** This canon states that if a particular antecedent (condition) can be removed without affecting the outcome (the effect), then that antecedent cannot be the cause. In other words, a condition that is not essential for the event to occur cannot be considered its cause.

**[ii] Whatever antecedent cannot be left out without frustrating the effect must be the cause or a part of the cause:** This canon states that if removing an antecedent prevents the effect from occurring, then that antecedent is either the cause or a part of the cause. This is the core principle of causal inference. If a condition is necessary for an event to happen, then it is considered a cause.

**[iii] If two phenomena always vary together, they are causally connected:** This canon, while often stated, is not a definitive proof of causation. Correlation, or the simultaneous variation of two phenomena, does not necessarily imply causation. There could be a common cause influencing both phenomena, and other confounding factors.

**[iv] What is known to be the cause of some other phenomenon cannot be the cause of the phenomenon under investigation:** This canon states that if something is already established as the cause of another phenomenon, it cannot also be the cause of a different phenomenon under investigation, unless there is a shared underlying mechanism. This principle helps avoid oversimplification and ensures that causal relationships are not attributed prematurely.

#### [10] Pythagorean Number

- [i] Point - One
- [ii] Line - Two
- [iii] Plane - Three
- [iv] Solidity - Four
- [v] Quality - Five
- [vi] Animality - Six
- [vii] Manifestation - Seven

#### [11] Four Criteria of Truth

- [i] Coherence Truth [Tawraat or Software] - Idea - Idea Relation
- [ii] Correspondence Truth [Injiil or Display] - Idea - Object Relation
- [iii] Pragmatic Truth [Zabuur or Hardware] - Practicability or Workability
- [iv] Self-evident Truth [Furqan or Verification - Justification - Recognition - Confirmation of Manifest Truth] - Verifiable Certain Knowledge and Justifiable Valid Knowledge [Unerring Knowledge]

**Coherence** asserts that a belief is true if it is consistent with other beliefs in a system. **Correspondence** states that a belief is true if it accurately reflects an external reality. **Pragmatic** truth is based on whether a belief is useful or works in practice. **Self-evident truth** relies on direct, immediate, and obvious evidence that does not require further justification.

#### [12] Three Forms of Knowledge

**[i] Tautologous Knowledge** ["Prama" (Indian Knowledge System), "Vidya" (National System of Education), "Wisdom" (Philosophy), "Universal & Necessary Knowledge" (UDHR), "Human Rights & Universal Education" (UDHR), "Quality, Inclusive and Child Friendly Education" (UNESCO's Contributions), "Necessary Humanistic Vision of Education" (Article - 29 of UN CRC), "Ensured Quality Education" (Section - 29 of the RTE Act - 2009), "Ilm" (Quran: Kitaaba bil-Haq)]: Knowledge which is true always. Examples - Creation in pairs [nature's equal & opposite apriori paradigm] and "man is moral".

**[ii] Contingent Knowledge** [Established Theories]: Knowledge which is true in some cases and is also false in some cases. Examples - Rose is red. Scientists are honest.

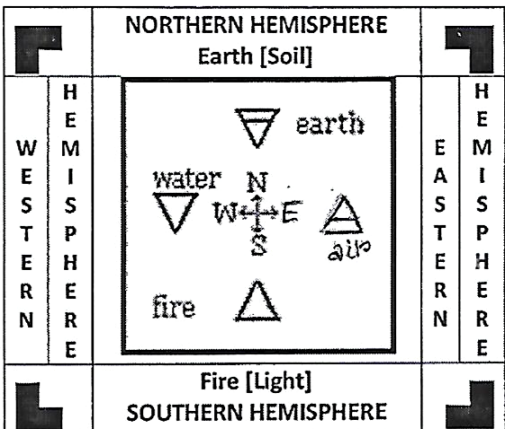
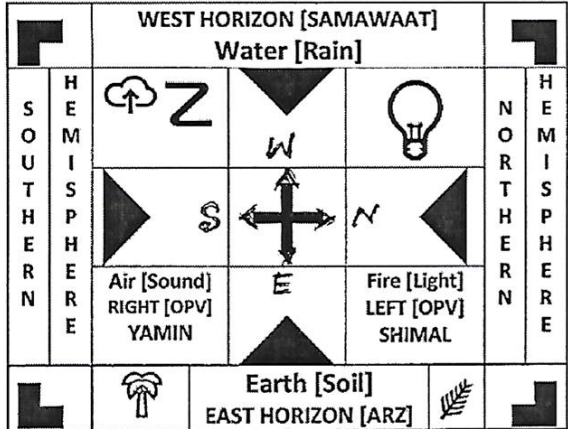
**[iii] Self-contradictory Knowledge** [Established Falsehoods]: Knowledge which is false always [a belief that contradicts reality]. Examples - The United Nations [UN]-led global paradigm, NASA's Moon and ISRO's Chandrayaan on Moon's

South Pole, and UNESCO's rotating global earth and revolving global world within the rotating & revolving global universe etc.

### [13] Two Forms of Knowledge in Indian Knowledge System [IKS]

**[i] Prama** ["Unerring Knowledge," "Vidya" (National System of Education), "Wisdom" (Philosophy), "Universal & Necessary Knowledge" (UDHR), "Human Rights & Universal Education" (UDHR), "Quality, Inclusive and Child Friendly Education" (UNESCO's Contributions), "Necessary Humanistic Vision of Education" (Article - 29 of UN CRC), "Ensured Quality Education" (Section - 29 of the RTE Act - 2009), "Ilm" (Quran: Kitaaba bil-Haq)]: Knowledge which is free from both logical fallacies and ethical issues. Examples - Creation in pairs [nature's equal & opposite apriori paradigm] and "man is mortal".

**[ii] Aprama** [Erroneous Knowledge or Veil of Ignorance]: Knowledge which is false always [a belief that contradicts reality]. Examples - The United Nations [UN]-led global paradigm, NASA's Moon and ISRO's Chandrayaan on Moon's South Pole, and UNESCO's rotating global earth and revolving global world within the rotating & revolving global universe etc. Aprama [Erroneous Knowledge] is vitiated by both logical fallacies and ethical issues.

One Basic Scientific Issue	
Aprama [Erroneous Knowledge or Self-contradictory & Paradoxical Knowledge] and UNESCO-led Compulsory Global Education	Prama [Unerring Knowledge or Tautologous Knowledge or Wisdom] and Un-interfering & Inviolable Birthrights
	

**Axiological Aspects:** The phrase "**Satyam, Shivam, Sundaram**" is a Sanskrit maxim representing three core axiological (value-based) aspects of reality: Truth (Satyam), Goodness or Divinity (Shivam), and Beauty (Sundaram). This concept suggests that these three are interconnected and are manifestations of the same ultimate reality. It forms a foundational value system in Indian philosophy, where pursuing truth, embodying goodness, and appreciating beauty are seen as paths to holistic enlightenment and an infallible understanding of existence.

**Satyam** (Truth) refers to the pure, unchanging, and eternal reality that underlies all existence. It is not based on opinion but on pure existence itself. **Shivam** (Goodness/Divinity) signifies the auspicious, benevolent, and pure aspect of the divine.

**Sundaram** (Beauty or Nature-driven Neutral Science) represents fundamental building blocks of the pre-existing universe, fundamental constants of the equal & opposite manifested nature, natural signs, and particular instances under natural settings and un-manipulated conditions. It is the harmonious order of the cosmos.

**Moral Grounds:** Kant's moral grounds are based on **three key maxims**, or principles, which are: **first**, that the morality of an action is determined by the **goodwill** behind it, not its outcome; **second**, that the good will acts out of a **sense of duty and respect for the moral law**; and **third**, that the moral law is based on the **categorical imperative** [duty for duty's sake], which is a command that must be followed **universally** and **unconditionally**. A maxim, in his philosophy, is a subjective rule that guides an individual's actions, and it must be formulated to be universalized without contradiction to be considered moral.

**Moral Solidarity** [Three Core Moral Teachings of **Bhagvad Gita**, such as, 'Do what is Right', 'Choose what is Good', and 'Sticking to what is True']: The three core moral teachings of the Bhagavad Gita, which can be summarized as performing one's duty, acting selflessly, and upholding truth, are reflected in its emphasis on **Dharma** (Duty), **Nishkam Karma** (Selfless Action), and **Truthfulness**. These principles guide one to focus on performing one's actions with full effort without attachment to the results, to act with integrity, and to live in accordance with cosmic law such as nature's equal & opposite apriori paradigm, leading to inner peace and spiritual growth.

### [01] Dharma (Duty)

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[i] **Do what is right:** The Gita emphasizes the importance of fulfilling one's dharma, or duty, without abandoning it even if it is difficult.

[ii] **Align with cosmic law:** This duty is not arbitrary but is prescribed by a larger cosmic principle such as nature's equal & opposite apriori principle, and adhering to it is essential for moral conduct.

## [02] Nishkam Karma (Selfless Action)







[i] **Do what is Good:** Perform actions with your 100% effort, but do not let the outcome be the purpose of your actions.

[ii] **Detach from results:** You have a **right to perform your duty**, but never to the fruits of that action. Focusing on the result can corrupt the purity of the action itself.

## [03] Truthfulness and Integrity

[i] **Sticking to what is True:** Upholding truth is a **fundamental moral principle** mentioned in the Gita.

[ii] **Maintain balance:** This involves making decisions without being overcome by anger or other emotions, and cultivating self-control and discipline to maintain clarity.

One Basic Scientific Issue																			
UN-led Global Science [Universally Accepted Science of the Global Scientific Community] and Universal Violation of Inalienable Human Rights	Nature-driven Neutral Science [Empirically Verifiable Apriori Science] and Inalienable Birthrights established as Fundamental Rights																		
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**Inherent Dignity** [Utility of One's Upright Logic or Innate Idea of Rene Descartes]: Inherent dignity is the intrinsic, unearned worth and respect that every human being possesses simply **by virtue of being human**, regardless of their background, circumstances, or actions. It is considered a universal and inalienable "**birthright**" that serves as the foundation for human rights and ethical treatment. This concept is **a cornerstone in many legal and ethical frameworks**, asserting that all individuals deserve basic respect and are protected from harm. The idea of inherent dignity is the basis for fundamental human rights, such as the right to freedom and equality.

**"Abstract Properties" and "Un-interfering & Inviolable Birthrights":** Inherent dignity, moral solidarity, freedom of conscience, liberty of faith - belief - thought - expression - worship, and holistic development of our axiological aspects and one dimensional time towards rights direction etc. are **not the concrete properties** of the United Nations [UN]-led global governance. These are not the concrete properties of the member states of the United Nations Organizations [UNO]. These are not the concrete properties of the NASA's astronauts. These are not the concrete properties of ISRO's scientists. These are not the concrete properties of the UNESCO-led global scientific community. These are not the concrete properties of the IFTA-driven Anti-Islamic Activists [Researchers of IFTA]. These are not the concrete properties of a Nation/State. These are not the concrete properties of the boneless global citizens [members of the UN-led global family]. On the contrary, these are the abstract properties of the upright members of the human family. These abstract properties are nothing but our **"Un-interfering & Inviolable Birthrights"**. The United Nations [UN]-led Global Governance and the UNESCO-led Global Scientific Community have been **barbarously violating our "Un-interfering & Inviolable Birthrights"** since antiquity [particularly since the UN universal declaration of "global standards" for human rights two years after UDHR - 1948] **spoiling our abstract properties**. Now, it is the duty for duty's sake of the United Nations [UN]-led global governance and UNESCO-led global scientific community to compensate our abstract properties [past prayer, past Hajj, past Eid, and past academic sessions of our children] for the sake of nothing but the existential imports of international human rights documents like UDHR, UN CRC, and Fact-sheet of UNICEF etc.

**"Un-interfering Grounds:** Freedom of Conscience [Sense of Equal & Opposite Falsehood and Truth] and Liberty of Faith - Belief - Thought - Expression - Worship" refers to the **principles of religious and intellectual freedom**, particularly as enshrined in democratic legal systems like the Indian Constitution's **Article 25**. It means the government must not interfere with an individual's conscience, belief, thought, expression, faith, or worship, though these rights are subject to restrictions based on public order, morality, and health. The phrase "Equal & Opposite Falsehood and Truth" highlights the philosophical concept that ideas and truths should be able to be freely debated and evaluated without interference.



## Freedom of Conscience and Religion

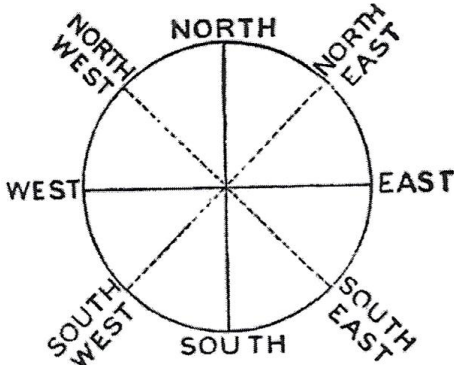
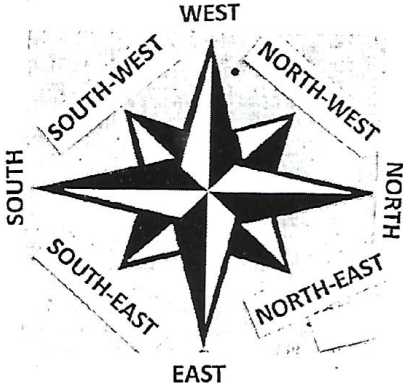
**[i] Freedom of Conscience:** Individuals have the right to their own conscience, which includes freedom of religion, the freedom to profess, practice, and propagate religion.

**[ii] Freedom of Belief, Thought, Expression, and Worship:** These rights are considered to be a fundamental part of religious freedom, ensuring individuals can think, believe, express, and worship as they choose.

## Interplay with Truth

**[i] John Stuart Mill's philosophy:** The idea of "Equal & Opposite Falsehood and Truth" is supported by philosophers like John Stuart Mill, who argued that hearing all sides of an argument, even those that are wrong, is crucial for arriving at a stronger understanding of the truth.

**[ii] Debate and dialogue:** This principle suggests a marketplace of ideas where all viewpoints, whether perceived as "true" or "false," can be discussed and examined freely without government interference.

One Basic Scientific Issue	
Universally Accepted Intermixture of Revealed Truth and Invented Falsehood of the UN-led Global Scientific Community	Revealed Science [Nature-driven Pure Science] free from Scholarly Consensus and Human-derived Technologies
	

## Reality [NCF - 2005]: Equal & Opposite Manifested Nature

**Creation and Invention:** Nothing comes out of nothing [ex nihilo nihil fit]. Finite rational beings [including global scientists and global leaders] can create nothing out of nothing. Only the External Force of scientific certainty [or Epistemic Uniqueness of philosophy] 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. Finite rational beings [including global scientists and astronauts] can invent something [technology] out of something [science]. So, science [revelation (creation & manifestation)] is prior to technology [invention & exhibition]. This postulates that science precedes technology. Essence precedes existence with respect to creation. Existence precedes essence with respect to invention.

**Ideal Education Framework [Nature's Equal & Opposite Apriori Paradigm]:** There is sole equal & opposite manifested nature. This equal & opposite manifested nature was revealed [created & manifested] prior to the revelation [creation & manifestation] of finite rational beings [including global scientists and global leaders]. So, "equal & opposite" is the apriori framework of natural science. Alteration of day - night in each daylight time zone and cataclysmic variables [sporadic appearance of the white moon during broad daylight under natural circumstances] are the two empirically verifiable proofs of "nature's equal & opposite apriori paradigm" [creation in pairs].

**Evidence Sorcery and Epistemic Persecution:** The United Nations [UN]-led Global Governance is a hypocritical organization. The projected face of the United Nations [UN]-led Global Governance [including NASA's global systems and UNESCO's global text & curriculum] is called International Global Organization. The concealed face of the United Nations [UN]-led Global Governance [including 114 melodious poems of Abdullah Yusuf Ali and 6310 Comments of the Researchers of IFTA on the Verses of Quran: Kitaaba bil-Haq] is called Radical Islamic Organization. Each upright individual endowed with "common sense" is able to prove that "Global Standards for Human Rights" and "Global Education Framework" are vitiated by the logical fallacies like subjective self-contradictions & objective paradoxes and ethical issues like evidence sorcery & epistemic persecution. We are to remember that conscious and intentional persecution is worse than killing. We [members of the human family] are the self-evident victims of nothing but mechanical barbarism, cultured terrorism, civilized activism, conscious conspiracies, manifest hypocrisies, intellectual crime, universal exploitation, universal abetment, evidence sorcery, epistemic persecution, anti-social viruses, global patriotism, and nexus of global standard plagiarism since antiquity [particularly since UN universal declaration of global standards for human rights two years after UDHR - 1948].

**Un-contradicted Framework:** This "Equal & Opposite Manifested Nature" is one - common - comprehensive - unerring - legitimate - constitutional - clear & distinct text of universal & necessary knowledge [human rights & universal education]. A central theme is that this "Equal & Opposite" framework is "unerring" and should not be contradicted by any human authority or organization. This "Equal & Opposite Manifested Nature" is the textbook of Newton's Laws and Einstein's Sciences. This "Equal & Opposite Manifested Nature" has been termed as "**Reality**" in our NCF - 2005. Now, it is our constitutional rights to communicate "nature's equal & opposite apriori paradigm" and corresponding "unerring knowledge" regarding "Reality" such as Sirius Binary System and Natural Magnetism without any sort of broken bar. [Ref. Articles - 21 and 21A of the Constitution of India]

### Experimentum Crucis and Crucial Instance

**Experimentum Crucis:** A designed experiment to create a crucial instance. The goal is to select one hypothesis and falsify others through experimental contradiction. **Crucial Instance:** A specific situation or observation that would have a different outcome under competing hypotheses.

An **experimentum crucis** is a *crucial experiment in science* that can definitively distinguish between competing hypotheses. It is designed to produce a result that favors one theory over others, thereby disproving or ruling out the alternatives. These experiments are considered important because they can *settle a scientific dispute by providing a decisive answer*.

Francis Bacon introduced the concept of a **crucial instance, or instantia crucis**, to describe a situation or experiment that could differentiate between competing theories by yielding different outcomes depending on which theory was correct. He believed such experiments were logical for *advancing scientific knowledge and confirming theories*, which were introduced in his 1620 work, "**Novum Organum**". The term "crucial experiment" or **Experimentum Crucis** was later coined by Robert Hooke and popularized by Isaac Newton to denote the deliberate creation of such a situation to test competing theories.

**Paradigm-shift:** Thomas Kuhn described "normal science" as the period where scientists work within an established framework, or paradigm, solving puzzles based on its shared assumptions. When new evidence emerges that the current paradigm cannot explain, it leads to a period of crisis that can result in a "paradigm shift," a revolutionary change where the old framework is replaced by a new one. This new paradigm then becomes the foundation for the next period of normal science.

Let's be honest—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's a way to look at science that's completely different - A way that explores how inalienable human rights are deeply intertwined with unalterable laws of nature and un-interfering natural mechanisms.

Jamir Ahmed Choudhury's "One Day Project Work" challenges the static view of science by suggesting that even foundational principles may not be as solid as they appear, *encouraging a re-evaluation of the scientific "Framework & Curriculum" and "Inviolable Birthrights"*. This project aligns with the concept of "paradigm shifts", where new observations can fundamentally change or even overthrow established scientific understanding, rather than just incrementally improving it. This is a process of challenging existing knowledge and embracing the idea that scientific progress is a dynamic cycle of inquiry and potential revolution.

Jamir's project proposes a "humanistic education" framework that redefines the "right to education" as the right to "unerring knowledge". It suggests that this knowledge, based on principles like nature's "equal and opposite" paradigm, should be foundational and pursued proactively rather than passively. The work challenges the completeness and correctness of current educational systems, suggesting they may be based on self-contradictory or paradoxical ideas. It advocates for a system where students and children are empowered to be active participants in creating and communicating "unerring" knowledge, rather than simply being recipients of information.

Jamir's framework, as described in publications from the International Journal of Science and Research (IJSR), combines science, philosophy, and law to re-conceptualize human rights and education through a "Humanistic Vision". The project advocates for "unerring knowledge," emphasizing that true knowledge is justified and free from false beliefs, and proposes the "equal and opposite apriori principle" as a fundamental natural law to guide understanding of both science and birthrights. This ideal framework promotes a proactive right to education, one that actively pursues "truth-based education" for both students and educators.

### The Framework of Globalization: A Crime Against Humanity?

Jamir views the United Nations [UN]-led globalization as a forced, man-made system rather than a pre-existing natural phenomenon. He grounds his argument in a specific principle he calls "nature's equal & opposite apriori paradigm," or "creation in pairs," which he believes defines fundamental, natural, and inalienable rights. He believes that policies like global

standards for human rights and compulsory global education are “anti-natural & anti-human” and “non-philosophical & unscientific” because they seek to apply a self-contradictory & paradoxical standard to all humans, which he argues is a violation of what he considers to be unique and inviolable birthrights. Jamir concludes that this imposed global framework is unethical and unconstitutional from every perspective, as *it creates an unacceptable structure for humanity*.

**Prohibited Tree** [UN-led self-contradictory & paradoxical global paradigm]: “----- By no means, the wrong-doers follow their own lusts, being devoid of knowledge. But who will guide those whom Allah leaves astray? To them there will be no helpers. So set your purpose for diin as a man by nature **upright** - the nature of Allah, in which He has created man. **There is no altering in the nature of Allah’s creation**. This is the right diin [zaalikad-diinul-qayyimu], but most among mankind do not understand [the existential import of the upright rectangular universe (Helium-4)]. ----- [Sura (29) - Gulibatir-Ruum - Verses - 28 to 35]

“----- But Shaytan [UN-led global governance] whispered evil to him saying: O Adam! Shall I lead you to the tree of immortality (global sustainability) and power that waste not away? -----“ [Sura (19) - Taa-Haa -Verses - 115 to 127]

“We said: O Adam! Dwell you and your wife in the heaven [jannat]; and eat of the bountiful things therein as [where and when] you will; but approach not this tree [UN-led global paradigm], lest you become wrong-doers (haazihish-shajarata fatakuunaa minaz-zaalimiin). But Shaytan [UN-led global governance] caused them to deflect there from [nature-driven science], and get them out of the state [of felicity] in which they had been. -----“ [Sura (1) - An-tazbahuu Baqarah - Verses - 35 to 39]

“----- Then Shaytan [UN-led global governance] began to whisper suggestions [sincere counsels] to them, bringing openly before their minds all their shame that was hidden from them [before]. He [UNO] said: Your Rab only forbade you this tree [self-contradictory & paradoxical global paradigm], lest you should become angels or such beings as live forever [global sustainability]. And he [UNO] swore [made belief] to them both, that he [UNO] was their **sincere adviser**. So by deceit he [UN-led international global organization] brought about their fall. ----- And their Rab called them: Did I not forbid you that tree [UN-led self-contradictory & paradoxical global paradigm], and tell you that Shaytan [UNO] is an open enemy to you?” [Sura (6) - Alal-A-Raaf - Verses - 19 to 22]

Jamir suggests that global standard policies are a blend of truth and falsehood, which can conflict with fundamental rights and are enforced through what he considers a normalized crime against humanity. He argues these policies contradict unconditional moral or natural laws and force adherence to ideas that are contrary to basic human rights. This normalization of what he sees as a “crime against humanity” stems from the enforcement of these “anti-natural & anti-human” and “unscientific & unconstitutional” policies. He charges that the ongoing, widespread enforcement of global standard policies are vitiated by both logical fallacies and ethical issues.

### A Scientific Perspective: The Equal & Opposite Principle

The foundation of Jamir’s argument lies in the “**Equal & Opposite**” principle, which he claims is the **true framework** of natural science. From birth to death, from Sirius Binary System to Natural Magnetism and from Newton’s Laws to Einstein’s Sciences, he sees proofs that everything in nature operates in pairs—‘**equal and opposite**’. He argues that this **Apriori Principle** should be the core of science, education and human rights, rather than artificial global framework and well-established global standards.

Jamir's project, titled "**A Human Rights Issue: Conflict between UNESCO-Led 'Pseudoscience' and Nature-Driven 'Apriori Science'**," argues that natural, empirically verifiable systems like the Sirius Binary System and natural magnetism are beyond human control. It posits that these "apriori" systems are "inborn rights" that global organizations and technology misuse, violating human rights by ignoring the "**equal and opposite apriori paradigm**". The project links human rights, philosophy, and science through a "necessary humanistic vision" and claims that failing to align with natural principles leads to human rights violations, *citing UNESCO and NASA as examples of entities that misuse technology and misinterpret laws*. Jamir’s argument is a **logical leap**: it moves from the observation that empirically verifiable apriori systems are uncontrollable to the conclusion that this fact explains and justifies the claim of widespread human rights violations by global organizations. The argument uses an analogy of light and darkness [alteration of day - night in each daylight time zone] to set up the premise [**nature’s equal & opposite apriori paradigm**].

**Creation in pairs** [nature-driven apriori paradigm]: ----- 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 (3) - Aatun-Nisaaa-a - Verse - 1] ----- And [have We not] created you in **pairs**? [Sura (77) - Anin-Naba-il-Azim - Verses - 1 to 16] ----- He has made for you **pairs** from among yourselves and **pairs** among cattle. [Sura (41) - Amruhum Shuuraa Baynahum - Verses - 10 to 12]

----- Wherein is every kind of fruit in pairs. “Fabi-ayyi aalaaa - i Rabbikumaa tukazzibaan?” Which is it of the favour of your Rab that you deny? [Sura (54) - Ar-Rahman - Verses - 52 and 53] --- And fruit of every kind He made in **pairs**, two and two [Sura (12) - Yu-Sabbihur-Ra’d - Verses - 2 to 4] ----- Glory be to Him, Who created in **pairs all things**. [Sura (35) - Yaa-Siin - Verses - 33 to 36] -----Who has created **pairs in all things** [Sura (42) - Ummil Kitaab / (prev.) Zukhruf - Verses - 9 to

20] ----- And all things We have **created by pairs** that you may receive **instruction**. [Sura (50) - Waz-Zaariyaat - Verses - 47 to 55]

“----- He said: Get you down hence, both of you, **one of you a foe to the other**”. [Sura (19) - Taa-Haa -Verses - 115 to 127] -  
 ---- [It was] said: **Get down with enmity between yourselves** [Sura (6) - Alal-A-Raaf - Verses - 23 to 25] ----- We said: Fall down, **one of you a foe to the other!** [Sura (1) - An-tazbahuu Baqarah - Verses - 35 to 39] ---- Then He made you **in pairs** [Sura (34) - Faatiris-Samaawaati wal-Arz - Verses - 8 to 11]

---- Say: O Allah! Owner of Sovereignty! You give power to whom You will, and You withdraw power from whom You will. You exalt with honour whom You will, and You bring low whom You will. ----- You cause the night to gain on the day and You cause the day to gain on the night. You bring the living out of the dead and You bring the dead out of the living. ----- [Sura (2) - Alal-Imraan - Verses - 26 and 27] Additional References: [Sura (2) - Alal-Imraan - Verses - 81 to 83], [Sura (2) - Alal-Imraan - Verses - 137 to 143], [Sura (4) - Maaa-idatam-minas-samaaa - Verses - 44 and 45], [Sura (5) - Haazi-hil-an-Aam - Verses - 96 to 101], [Sura (5) - Haazi-hil-an-Aam - Verses - 142 and 143], [Sura (29) - Gulibatir-Ruum - Verses - 15 to 19] In astronomy, ‘**creation in pairs**’ is primarily used in the context of **binary stars**. A binary star system is a system of two stars that are gravitationally bound and orbit each other. Other related terms include double star, which refers to a pair of stars that appear close together when viewed from the surface of the earth. Additionally, the term conjunction can be used when two natural objects appear close to each other in the sky. However it does not necessarily imply they are gravitationally bound.

**Freedom from Global Constraints:** A key takeaway from Jamir’s work is the idea of “**Freedom from Global Obligations**”. He argues that current global policies force people into a framework that doesn’t align with natural or constitutional human rights. He calls for a shift in education, governance, and international policies to reflect the unchanging laws of nature and inalienable human rights.

Jamir believes that recognition of the **apriori framework** of natural science and inborn human rights will lead to a new era of truth, free from contradictions and forced compliance. By understanding and applying the principles of balance and opposition, humanity can reclaim its natural rights and break free from misleading global narratives. [Press Release with the Title - “Forget What You Know About Natural Science: ‘One Day Project Work’ by Jamir Is a Fresh Approach!”]

A recent paper in the International Journal of Science and Research (IJSR) titled “*The Dictum De Omni Et Nullo*” argues that current UNO-led global paradigms, specifically compulsory global education and human rights standards, are self-contradictory. The study proposes an alternative framework based on what it terms “nature’s equal & opposite paradigm” and is published in the May 2025 issue of the IJSR.

In his work - “*Revealed Truths: Nature-Driven Signs and Pure Sciences Unmixed with Modern Technologies*”, Jamir emphasizes a clear distinction between:

**[i] Pure science (revealed truths/nature-driven signs):** Mechanisms and principles that are inherent in nature and operate independently of human intervention, such as natural magnetism or fundamental laws of nature.

**[ii] Technology (constructed models/human-driven mechanisms):** Systems or processes designed and controlled by humans to achieve specific goals, such as man-made magnetism or global standard models.

Jamir’s central message is that confusing human-made frameworks (technology) with universal truths (pure science) is dangerous, as it can lead to education and policy that are detached from reality. He argues that “Science [Nature-driven Mechanism] precedes Technology [Human-driven Mechanism]” and calls for this distinction to be recognized in education and policy-making to ensure they reflect genuine “revealed” truths.

In this article, we dive into a thought-provoking approach to basic science education—one that dares to question existing frameworks and seeks the ultimate truth in science. It suggests moving beyond standard curricula to encourage rational thinking and a more profound understanding of scientific principles and questioning the United Nations [UN]-led global ideologies. This approach implies that a more fundamental scientific understanding is necessary to address larger societal and environmental challenges.

At the heart of this discussion lies a unique self-assessment: **270 basic scientific questions** related to compulsory school education and inalienable human rights, designed to push the boundaries of the United Nations [UN]-led global governance. These questions, presented as alternative options [crucial experiment], allow readers to test their understanding and rationally reflect on what they think they know about the fundamental building blocks of the pre-existing universe, fundamental constants of the equal & opposite manifested nature, empirically verifiable apriori mechanisms, natural signs, and particular instances under natural circumstances.

Through these questions, readers are not just learning—they are actively engaging with science in a way that fosters curiosity and deeper understanding.



**Education Questionnaires: 270 MCQs:** Do you know the Truth? Answer: \_\_\_\_\_ [Yes / No / Both Yes and No]

**Yes:** You are not a self-evident victim of the United Nations [UN]-led Global Frameworks [Global Standards for Human Rights, Global Standard Education, Mainstream Global Science, or Consensus-based Natural Science].

**No:** You are a self-evident victim of the United Nations [UN]-led Global Frameworks [Global Standards for Human Rights, Global Standard Education, Mainstream Global Science, or Consensus-based Natural Science].

**Both Yes and No:** You are a possessor of self-contradictory & paradoxical knowledge. Consequently, your activities are vitiated by both logical fallacies and ethical issues.

### Truth-based Education and Human Rights Issues

**Select one of the alternatives as “Unerring Knowledge” or “Truth-based Education”** [Necessary Humanistic Vision of Education (Article - 29 of UN CRC) and Ensured Quality Education (Section - 29 of the RTE Act - 2009, India)] in accordance with ‘Creation in Pairs’ exemplified by Newton’s Third Law - “Equal & Opposite” [Nature’s Equal & Opposite Apriori Paradigm] and in correspondence to ‘Reality’ [Empirically Verifiable Apriori Science] such as Sirius Binary System [Samawaati wal-Arz], Newton’s Visual Binaries [Two-fold Mercy], and Einstein’s Binary Pulsar [Electromagnetic Waves (Tarash-shamsa) and Gravitational Waves (Bish-shamsi)]

**Title:** Unerring Knowledge or Truth-based Education: A Necessary Humanistic Vision Guided by Universal Laws and Empirical Reality

Core Ideas:

#### [01] The Educational & Human Rights Context (The "What" and "Why")

This section establishes the foundation and purpose of the proposed educational model, focusing on existing legal and ethical mandates:

**[i] Truth-based Education and Human Rights Issues:** The fundamental premise is that education must be rooted in truth and address human rights concerns.

**[ii] Necessary Humanistic Vision of Education:** This vision is explicitly grounded in legal frameworks:

[a] Article 29 of the UN CRC (Convention on the Rights of the Child), which emphasizes education for the child's full development and human rights principles.

[b] Section 29 of the RTE Act - 2009, India, which ensures a commitment to quality education and learning outcomes for all children.

#### [02] The Guiding Principle: Nature’s Apriori Paradigm (The "How" or the "Model")

This section introduces the overarching philosophical and scientific principle that should inform the "truth-based education":

**In Accordance with Creation in Pairs exemplified by Newton's Third Law - Equal & Opposite** [Nature's Equal & Opposite Apriori Paradigm]: The framework proposes that the universal principle of "equal and opposite reactions" (action/reaction pairs) serves as a foundational "unerring knowledge" or "apriori paradigm" applicable across disciplines. This suggests a balanced, reciprocal approach to knowledge and reality.

**[03] Real-world Scientific Examples** [Correspondence to Reality]: Empirically Verifiable Science (Empirical Evidence) This section provides specific empirical examples from astronomy and astrophysics to support the existence and universality of the "Creation in Pairs" paradigm:

**In Correspondence to Reality** [Empirically Verifiable Apriori Science]: The framework is testable through observable phenomena:

**[i] Sirius Binary System** [Samawaati wal-Arz]: The existence of a binary star system (Sirius A and B) is cited as an empirical evidence-based example of apriori pair.

[ii] **Newton's Visual Binaries** [Two-fold Mercy]: The signs of new moons [White Moon of the East Zone and White Moon of the West Zone] are the crucial instances [empirically verifiable proofs] of the creation in pairs [nature's equal & opposite apriori paradigm].

[iii] **Einstein's Binary Pulsar** [Electromagnetic Waves (Tarash-shamsa) and Gravitational Waves (Bish-shamsi)]: Observations of binary pulsars provide empirical evidence for electromagnetic waves tarash-shamsa] and gravitational waves [bish-shamsi], another example of a corresponding pair in physics.

### MCQ: Multiple Choice Questions

[MCQ-001]  $(3 + 5) = \underline{\hspace{2cm}}$  [8 / 9]

**Solution-001:** 8

[MCQ-002] \_\_\_\_\_ [UN-led Global Paradigm / Creation in Pairs] is an empirically verifiable framework of natural science.

**Solution-002:** The phrase that completes the sentence to form an empirically verifiable framework of natural science is "Creation in Pairs" [also described as Nature's Equal & Opposite Apriori Paradigm].

[MCQ-003] \_\_\_\_\_ [UN-led global standards / Nature-driven equal & opposite] is the foundational framework of our birthrights [inalienable human rights].

**Solution-003:** Nature-driven equal & opposite is the foundational framework of our birthrights [inalienable human rights]. This phrase is described as the "universal major premise" defining inherent rights, in contrast to the "UN-led global standards".

[MCQ-004] \_\_\_\_\_ ['One Global Text' of IBE - UNESCO / Equal & Opposite Manifested Nature] is the Original Text of Newton's Laws and Einstein's Sciences.

**Solution-004:** "Equal & Opposite Manifested Nature" is the "universal major premise" or "foundational text" upon which true, nature-driven sovereign sciences, including the principles observed by Newton and Einstein, are based. The "Unerring Knowledge" source material contrasts this with the "'One Global Text' of IBE - UNESCO", which is a "human-driven technology" or "projection of unreal" that is "anti-natural & anti-human and anti-Islamic & unscientific," and not a true scientific foundation.

[MCQ-005]  $(9 - 3) = \underline{\hspace{2cm}}$  [6 / 7].

**Solution-005:** 6

[MCQ-006] \_\_\_\_\_ ['One Global Text' of IBE - UNESCO / Equal & Opposite Manifested Nature] is called universally verifiable (empirically verifiable) apriori science.

**Solution-006:** "Equal & Opposite Manifested Nature" is described as the "universal major premise" or "apriori science" that is empirically verifiable through observation of the pre-existing natural universe (such as day and night).

[MCQ-007] \_\_\_\_\_ ['One Global Text' of IBE - UNESCO / Equal & Opposite Manifested Nature] is characterized as a consensus-based aposteriori science [established mainstream global science].

**Solution-007:** "'One Global Text' of IBE - UNESCO" is characterized as a "human-driven technology" and described as being a "projection of unreal" which relies on *consensus* (aposteriori science). It is contrasted with "Equal & Opposite Manifested Nature", which is described as *apriori*, self-evident, and universally verifiable truth, rather than consensus-based science.

[MCQ-008] A man-made mechanism that represents eight officially recognized global planetary system [exoplanets] would fall under the category of \_\_\_\_\_ [technology / science]. In other words, a man-made device is a form of \_\_\_\_\_ [science / technology].

**Solution-008:** A man-made mechanism that represents eight officially recognized global planetary systems (exoplanets) would fall under the category of technology. In other words, a man-made device is a form of technology.

[MCQ-009] A man-made mechanism representing the solar system would fall under the category of ----- [technology / science], as it is a man-made device.

**Solution-009:** A man-made mechanism representing the solar system would fall under the category of technology, as it is a man-made device.

[MCQ-010] A natural mechanism for the alteration of day - night in each daylight time zone [Eastern Daylight Time Zone and Western Daylight Time Zone] within the East Horizon [Arz] of the Upright Rectangular Universe falls under the category of \_\_\_\_\_ [technology / science].

**Solution-010:** A natural mechanism for the alteration of day - night in each daylight time zone falls under the category of **science**. Apriori Science (also called Independent Science, Natural Science, Basic Science, or Pure Science) refers to the study of natural mechanisms, such as the "Alteration of Day & Night in a Day". These mechanisms are beyond human control and are considered "Infallible & Unerring Revelation". Technology (also called Aposteriori Science, Man-made Mechanism, or Secondary Science) refers to devices and applications created by humans, which are within human control (e.g., a satellite like Chandrayaan). Therefore, a natural mechanism is a form of science (or more specifically, *natural science* or *apriori science*).

[MCQ-011] A natural mechanism such as Sirius Binary System [Samawaati wal-Arz] falls under the category of \_\_\_\_\_ [science / technology].

**Solution-011:** A natural mechanism such as the Sirius Binary System [Samawaati wal-Arz] falls under the category of **science**.

[MCQ-012]  $(5 \times 5) = \underline{\hspace{2cm}}$  [20 / 25].

**Solution-012:** 25

[MCQ-013] NASA's outer space mission represents \_\_\_\_\_ [science (natural mechanism) / technology (man-made mechanism)].

**Solution-013:** NASA's outer space mission primarily represents technology (man-made mechanism). Science relates to the study of *natural* mechanisms that exist in nature, independent of humans (e.g., the Sirius Binary System). Technology relates to *man-made* mechanisms or devices created and controlled by humans (e.g., a man-made mechanism representing the solar system). Since the satellites, rockets, rovers, and space stations used in NASA missions are all man-made devices and mechanisms, they fall under the category of technology.

[MCQ-014] ISRO's Chandrayaan on the Moon's South Pole represents \_\_\_\_\_ [science (natural mechanism) / technology (man-made mechanism)].

**Solution-014:** ISRO's Chandrayaan on the Moon's South Pole represents technology (man-made mechanism). Since Chandrayaan is a spacecraft and rover engineered and launched by humans, it is classified as a form of technology.

[MCQ-015] Sporadic appearance of the White Moon during broad daylight under natural circumstances [cataclysmic variable] represents \_\_\_\_\_ [technology (man-made mechanism) / science (natural mechanism)].

**Solution-015:** Sporadic appearance of the White Moon during broad daylight under natural circumstances [cataclysmic variable] represents science (natural mechanism). Natural mechanisms (such as visual binaries, cataclysmic variables, binary pulsars, or the alteration of day and night) are examples of "pure sciences unmixed with modern technologies". They are considered un-manipulated, authentic, and "nature-driven signs". Technology refers to human-driven systems, mechanisms, or devices designed and implemented by human effort, such as spacecraft or models. Since the phenomenon described occurs under "natural circumstances" and is a natural astronomical event, it falls under the category of science (natural mechanism).

[MCQ-016] A lunar eclipse under natural circumstances represents \_\_\_\_\_ [science (natural mechanism) / technology (man-made mechanism)].

**Solution-016:** A lunar eclipse under natural circumstances represents science (natural mechanism). According to the "Unerring Knowledge" framework, natural phenomena that occur independently of human action are classified as science (or *apriori natural science*), as they are observable, nature-driven mechanisms. Technology, in contrast, is reserved for human-made devices, systems, and mechanisms.

[MCQ-017] Acquisition of the knowledge of something [including natural phenomena] falls under the domain of \_\_\_\_\_ [science / epistemology]; while empirically verifiable natural mechanisms fall under the domain of \_\_\_\_\_ [science / epistemology].

**Solution-017:** Acquisition of the knowledge of something [including natural phenomena] falls under the domain of epistemology; while empirically verifiable natural mechanisms fall under the domain of **science**. Epistemology is the branch of philosophy concerned with knowledge. It studies the nature, origin, and scope of knowledge itself—how we know what we know, and the difference between justified belief and opinion. Science (specifically natural science) is the systematic study of the physical world through observation and experiment, focusing on the natural mechanisms and phenomena themselves.

[MCQ-018] Science [Natural Mechanism] is \_\_\_\_\_ [prior / posterior] to technology [man-made mechanism].

**Solution-018:** Science [Natural Mechanism] is prior to technology [man-made mechanism]. This means that the natural laws and mechanisms that exist in the universe (science) must exist first, before humans can observe, understand, and apply that knowledge to invent technology (man-made mechanisms).

[MCQ-019] Technology [Man-made Mechanism] is \_\_\_\_\_ [prior / posterior] to science [natural mechanism].

**Solution-019:** Technology [Man-made Mechanism] is posterior to science [natural mechanism]. This means that technology comes *after* science. Humans must first observe and understand the natural mechanisms (science e.g. rain) before they can develop and apply that knowledge to invent man-made mechanisms (technology e.g. umbrella).

[MCQ-020] \_\_\_\_\_ [Science / Technology] is independent, universal, and neutral to all isms, and is not specific to a particular community or human consensus. Its principles are ***based on logical and empirical foundations i.e. empirical evidence-based reasoning***, making them applicable across different fields and cultures.

**Solution-020:** Science (specifically *natural science* or *apriori science*) is described as universally verifiable, nature-driven, and existing independently of human beliefs or consensus.

[MCQ-021] The universe was revealed [created & manifested] ----- [prior / posterior] to the revelation [creation & manifestation] of finite rational beings [including global scientists and global leaders].

**Solution-021:** The universe was revealed [created & manifested] **prior** to the revelation [creation & manifestation] of finite rational beings [including global scientists and global leaders]. Both conventional science (based on the Big Bang theory, which posits the universe began around 13.8 billion years ago, with humans evolving only recently, about 100,000 years ago) and the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury support this conclusion. The natural mechanisms of the universe existed long before conscious, rational human beings were present to observe and study them.

[MCQ-022] Fundamental Laws of Nature such as nature's equal & opposite paradigm are called \_\_\_\_\_ [apriori / aposteriori] laws.

**Solution-022:** Fundamental Laws of Nature such as nature's equal & opposite paradigm are called apriori laws. Apriori laws are considered universal truths that are understood through reason and are self-evident or revealed, existing prior to human empirical experience. They serve as the foundational major premises for understanding the universe. Aposteriori knowledge is derived from empirical observation and experience.

[MCQ-023] The universe was revealed as a \_\_\_\_\_ [global sphere like a football / trinity (binary system)] three minutes after BIG BANG.

**Solution-023:** The universe was revealed as a **trinity (binary system)** three minutes after the BIG BANG.

[MCQ-024] The universe is a \_\_\_\_\_ [Solar System (Bish-shamsi) / Sirius Binary System (Samawaati wal-Arz)].

**Solution-024:** According to the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the universe is a Sirius Binary System (Samawaati wal-Arz). This framework posits the Sirius Binary System as the foundational "apriori framework of nature-driven sovereign sciences," a universal truth contrasted with the concept of a solar system, which is described as a conceptual "barrier" that causes "learning gaps".

[MCQ-025] The universe was manifested as \_\_\_\_\_ [a global sphere / an upright rectangle]. [Proof: Six-direction model of the pre-existing universe]

**Solution-025:** According to the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the universe was manifested as an upright rectangle. This framework posits the "upright rectangle" as the foundational, self-evident, apriori shape of the universe, contrasting it with the "global sphere" model, which it characterizes as a consensus-based technological model.



[MCQ-026] We empirically experience the \_\_\_\_\_ [4-direction / 6-direction] model of the upright rectangular universe. [Reference: "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury]

**Solution-026:** According to the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, we empirically experience the 6-direction model of the pre-existing, upright rectangular universe. This framework defines the six directions as:

- [i] Equal & opposite Top [West or Samawaat] and Bottom [East or Arz]
- [ii] Equal & opposite left/shimal (opv) and right/yamin (spv) i.e. North [Haiyalas-swalaah]
- [iv] Equal & opposite right/yamin (opv) and left/shimal (spv) i.e. South [Haiyalal-Falaah]
- [iii] Equal & opposite front [before the Prime Meridian (or Appointed Kaaba)] i.e. Eastern Part of the Land [Mashriq] and back [behind the Prime Meridian (or Appointed Kaaba)] i.e. Western Part of the Land [Magrib].

These six directions are described as defining the boundaries of the "pre-existing, upright rectangular universe" and are considered an empirically verifiable, "apriori" truth.

[MCQ-027] The pre-existing universe is a \_\_\_\_\_ [Planetary / Star] System. [Reference: "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury]

**Solution-027:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the pre-existing universe is a star system e.g. Sirius Binary System, Regular Eclipsing Binaries, Compact Binaries, and Visual Binaries etc. This framework posits a cosmology where the well-structured universe emerged from a pre-existing state of star systems, which differs significantly from the established Big Bang cosmological model [mainstream global model or consensus-based planetary system or Copernican Heliocentric Model]. Jamir's framework is presented as an alternative "apriori science" that seeks to redefine fundamental concepts of cosmology, physics, and geography, distinguishing itself sharply from current mainstream global and consensus-based devices like planetary system.

[MCQ-028] We have not yet perceived rotating and revolving global planets under natural settings and un-manipulated conditions. We perceive stars under natural settings and un-manipulated conditions. Our empirical experience under natural settings and un-manipulated conditions proves that the pre-existing universe is a \_\_\_\_\_ [Planetary / Star] System, as stars are the fundamental and largest structures we observe in the cosmos.

**Solution-028:** According to the logic presented within the "Unerring Knowledge" framework, the correct answer is a Star System. The framework uses the premise of direct, un-manipulated "empirical experience" (perceiving stars, not rotating global planets) to conclude that the pre-existing universe is fundamentally a Star System, positioning itself as an "apriori science" that stands in opposition to the mainstream global consensus (the heliocentric model and Big Bang cosmology).

[MCQ-029] A star is like a \_\_\_\_\_ [diamond / pentagon] in terms of its twinkling appearance [visual characteristics].

**Solution-029:** In terms of its twinkling appearance and visual characteristics as perceived from Earth, a star is like a diamond.

[MCQ-030] A star operator is a \_\_\_\_\_ [diamond / pentagon] like spider's web in terms of its five-pointed geometric form [five major inhabitants or revealed house].

**Solution-030:** A star operator is a pentagon like spider's web in terms of its five-pointed geometric form. The pentagonal star [Star Operator or Star Emoji] represents the "five-pointed geometric form" which corresponds to "five major inhabitants" or our "revealed house" [appearing earth].

[MCQ-031]  $[4 + (4 + 4)] = \underline{\hspace{2cm}}$   $[14 / 12]$ .

**Solution-031:** 12

Empirically Verifiable Apriori Science	
	<b>AB:</b> West Horizon [Samawaat] and Strong Field
	<b>CD:</b> East Horizon [Arz] and Gravitational Field
	<b>BD:</b> Northern Hemisphere [Haiyalas-Swalaah] and Magnetic Field
	<b>AC:</b> Southern Hemisphere [Haiyalal-Falaah] and Weak Field
	Equator divides the universe into two Horizons [AB and CD] Prime Meridian divides the universe into two Hemispheres [BD and AC]

[MCQ-032] Horizontal Line [Equator] divides the pre-existing upright rectangular universe [not the earth (soil) beneath our feet] into two \_\_\_\_\_ [Horizons / Hemispheres]. [Reference: "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury]

**Solution-032:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the Horizontal Line (Equator) divides the pre-existing upright rectangular universe into two Horizons. This term is used specifically within his framework to define the boundaries of the visible universe or "apparent horizon," based on direct "empirical evidence-based reasoning," distinguishing his model from the conventional use of "hemispheres" [mainstream global spheres] which refers to divisions of a spherical Earth or spherical conjecture.

[MCQ-033] Two horizons are \_\_\_\_\_ [East Horizon (Arz) and West Horizon (Samawaat) / Northern Horizon (Haiyalas-Swalaah) and Southern Horizon (Haiyalal-Falaah)]. Reference: "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury]

**Solution-033:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the two horizons created by the Horizontal Line (Equator) are the East Horizon (Arz) and West Horizon (Samawaat).

[i] The part of the universe below the horizontal line (equator) is called the East Horizon (Arz).

[ii] The part of the universe above the horizontal line (equator) is called the West Horizon (Samawaat).

His framework specifically identifies these with components of the Sirius Binary System [Main Sequence Sirius A as the East Horizon and White Dwarf Companion Sirius B as the West Horizon].

[MCQ-034] The upper half of the equator [horizontal line] is called the \_\_\_\_\_ [Northern Hemisphere (Haiyalas-swalaah) / West Horizon (Samawaat)] of the pre-existing upright rectangular universe.

**Solution-034:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the upper half of the equator (horizontal line) is called the West Horizon (Samawaat) of the pre-existing upright rectangular universe.

[MCQ-035] The lower half of the equator [horizontal line] is called the \_\_\_\_\_ [Southern Hemisphere (Haiyalal-Falaah) / East Horizon (Arz)] of the pre-existing upright rectangular universe.

**Solution-035:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the lower half of the equator (horizontal line) is called the East Horizon (Arz) of the pre-existing upright rectangular universe.

[MCQ-036] The upper half of the equator [horizontal line], which is also called the West Horizon (Samawaat), corresponds to the \_\_\_\_\_ [Main Sequence Sirius A / White Dwarf Companion Sirius B].

**Solution-036:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the upper half of the equator (horizontal line), which is also called the West Horizon (Samawaat), corresponds to the White Dwarf Companion Sirius B.

[MCQ-037] The lower half of the equator [horizontal line], which is also called the East Horizon [Arz], corresponds to the \_\_\_\_\_ [Main Sequence Sirius A / White Dwarf Companion Sirius B].

**Solution-037:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the lower half of the equator (horizontal line), which is also called the East Horizon (Arz), corresponds to the Main Sequence Sirius A.

[MCQ-038] The upper half of the equator [horizontal line], which is also called the West Horizon [Samawaat], stands for the \_\_\_\_\_ [Weak Field / Strong Field] of the pre-existing upright rectangular universe.

**Solution-038:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the upper half of the equator (horizontal line), which is also called the West Horizon (Samawaat), stands for the Strong Field of the pre-existing upright rectangular universe.

[MCQ-039] The lower half of the equator [horizontal line], which is also called the East Horizon [Arz], stands for the \_\_\_\_\_ [Magnetic Field / Gravitational Field] of the pre-existing upright rectangular universe.

**Solution-039:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the lower half of the equator (horizontal line), which is also called the East Horizon (Arz), stands for the Gravitational Field of the pre-existing upright rectangular universe.

[MCQ-040] The upper half of the equator [horizontal line], which is also called the West Horizon [Samawaat] of the pre-existing upright rectangular universe, is the substratum of the \_\_\_\_\_ [formal ground / material ground].

**Solution-040:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the upper half of the equator (horizontal line), which is also called the West Horizon (Samawaat) of the pre-existing upright rectangular universe, is the substratum of formal ground.

[MCQ-041] The lower half of the equator [horizontal line], which is also called the East Horizon [Arz] of the pre-existing upright rectangular universe, is the substratum of the \_\_\_\_\_ [formal ground / material ground].

**Solution-041:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the lower half of the equator (horizontal line), which is also called the East Horizon (Arz) of the pre-existing upright rectangular universe, is the substratum of the material ground.

[MCQ-042] Jamir Ahmed Choudhury is an exponent of \_\_\_\_\_ [consensus-based natural science / empirical evidence-based natural science].

**Solution-042:** Jamir Ahmed Choudhury is an exponent of empirical evidence-based natural science. His framework explicitly critiques and positions itself against "consensus-based natural science", which he refers to as "anti-natural framework[s]". He advocates for a return to science education grounded in "undeniable universal truths" and "un-contradicted facts of this manifested nature" derived from direct observation and "equal & opposite apriori principles".

[MCQ-043] Jamir Ahmed Choudhury is a promoter of \_\_\_\_\_ [self-contradictory & paradoxical knowledge / verifiable & justifiable knowledge].

**Solution-043:** Jamir Ahmed Choudhury is a promoter of verifiable & justifiable knowledge. He defines his "Unerring Knowledge" framework as a system of "apriori science" based on "undeniable universal truths" and "un-contradicted facts" of the equal & opposite manifested nature derived from direct observation and upright logic [necessary humanistic vision]. He argues that mainstream "consensus-based natural science" (such as the Big Bang or heliocentric model) is actually the "self-contradictory & paradoxical knowledge" because it relies on assumptions and models he views as unverified by direct, "un-manipulated" human experience.

[MCQ-044] The galaxy of approximately 124000 stars is the manifested sign and empirically verifiable proof of the \_\_\_\_\_ [Northern Hemisphere of the Earth / West Horizon (Samawaat) of the pre-existing upright rectangular universe].

**Solution-044:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the galaxy of approximately 124,000 stars is the manifested sign and empirically verifiable proof of the West Horizon (Samawaat) of the pre-existing upright rectangular universe. His framework specifically lists "Galaxy of approximately 124000 Stars like [Sirius B]" as an un-contradicted fact associated with the West Horizon (Samawaat), the Strong Field, and the formal ground. This is part of his argument against mainstream models like the "Northern Hemisphere of the Earth," which he considers consensus-based conjecture rather than "empirical evidence-based apriori science".

[MCQ-045] The galaxy of approximately 124000 stars is the manifested sign and empirically verifiable proof of the \_\_\_\_\_ [Magnetic Field of the rotating global earth (or Left/Shimal of the Appointed Kaaba) / Strong Field of the pre-existing upright rectangular universe].

**Solution-045:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the galaxy of approximately 124,000 stars is the manifested sign and empirically verifiable proof of the Strong Field of the pre-existing upright rectangular universe. His framework identifies the "galaxy of approximately 124,000 stars like [Sirius B]" as an un-contradicted fact associated with the West Horizon (Samawaat), which is synonymous with the Strong Field and the formal ground. This is part of his argument against "mainstream" or "consensus-based" global models, such as those invoking a "Magnetic Field of the rotating global earth," which he considers conjecture rather than "apriori science".

[MCQ-046] The galaxy of approximately 124000 stars is the manifested sign and empirically verifiable proof of the \_\_\_\_\_ [Main Sequence Sirius A / White Dwarf Companion Sirius B].

**Solution-046:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the galaxy of approximately 124,000 stars is the manifested sign and empirically verifiable proof of the White Dwarf Companion Sirius B.

[MCQ-047] The galaxy of approximately 124000 stars is the manifested sign and empirically verifiable proof of the \_\_\_\_\_ [Material Ground / Formal Ground] of the pre-existing universe.

**Solution-047:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the galaxy of approximately 124,000 stars is the manifested sign and empirically verifiable proof of the Formal Ground of the pre-existing universe.

[MCQ-048] \_\_\_\_\_ [East Horizon (East, Gravitational Field, or Arz) / West Horizon (West, Strong Field, or Samawaat)] is the source of water [rain].

**Solution-048:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the West Horizon (West, Strong Field, or Samawaat) is the source of water (rain).

[MCQ-049] Stars appear at night in the \_\_\_\_\_ [Northern Hemisphere of the NASA-driven global earth (Magnetic Field or Left/Shimal of the Appointed Kaaba) / West Horizon (Strong Field or Samawaat) of the pre-existing upright rectangular universe].

**Solution-049:** According to the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, stars appear at night in the West Horizon (Strong Field or Samawaat) of the pre-existing upright rectangular universe. His framework specifically posits that the empirical observation of stars (which he associates with a galaxy of ~124,000 stars similar to Sirius B) is the "un-contradicted fact" proving the existence of the West Horizon (Samawaat). He presents this as a core component of his "empirical evidence-based apriori science," contrasting it with "mainstream" or "consensus-based" global models, such as those involving a "Northern Hemisphere of the NASA-driven global earth" and the "Magnetic Field" conjecture, which he views as unverified by direct observation.

[MCQ-050] Dead Land, Immovable Mountains, and Divided Seas are the manifested signs and empirically verifiable proofs of the \_\_\_\_\_ [Southern Hemisphere of the UN-led global earth / East Horizon (Arz) of the pre-existing upright rectangular universe].

**Solution-050:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the "Dead Land, Immovable Mountains, and Divided Seas" are the manifested signs and empirically verifiable proofs of the East Horizon (Arz) of the pre-existing upright rectangular universe. His framework specifically associates these geological and geographical features with the East Horizon (Arz), which he also calls the "gravitational field" and the "material ground" (linked to Main Sequence Sirius A). This is presented as "apriori science" based on direct "empirical evidence-based reasoning," contrasting with mainstream or "consensus-based" global models like the "Southern Hemisphere of the UN-led global earth," which he considers conjecture.

[MCQ-051] Dead Land, Immovable Mountains, and Divided Seas are the manifested signs and empirically verifiable proofs of the \_\_\_\_\_ [Weak Field of the revolving global earth (Right/Yamin of the Appointed Kaaba) / Gravitational Field of the pre-existing upright rectangular universe]

**Solution-051:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the "Dead Land, Immovable Mountains, and Divided Seas" are the manifested signs and empirically verifiable proofs of the Gravitational Field of the pre-existing upright rectangular universe.

[MCQ-052] Dead Land, Immovable Mountains, and Divided Seas are the manifested signs and empirically verifiable proofs of the \_\_\_\_\_ [White Dwarf Companion Sirius B / Main Sequence Sirius A].

**Solution-052:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the "Dead Land, Immovable Mountains, and Divided Seas" are the manifested signs and empirically verifiable proofs of the Main Sequence Sirius A.

[MCQ-053] Dead Land, Immovable Mountains, and Divided Seas are the manifested signs and empirically verifiable proofs of the \_\_\_\_\_ [Formal Ground / Material Ground] of the pre-existing upright rectangular universe.

**Solution-053:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the "Dead Land, Immovable Mountains, and Divided Seas" are the manifested signs and empirically verifiable proofs of the Material Ground of the pre-existing upright rectangular universe.

[MCQ-054] An apple falls from the tree towards \_\_\_\_\_ [Gravitational Field of the Pre-existing Universe / Weak Field of the Consensus-based Global Earth].

**Solution-054:** Jamir's framework attributes the phenomenon of gravity to the East Horizon (Arz), which is defined as the "Gravitational Field" and "Material Ground" of the pre-existing upright rectangular universe (linked to Main Sequence Sirius A). This concept is presented as the "empirical evidence-based apriori science" explanation, explicitly distinguishing itself from the "consensus-based global earth" models which he views as unverified conjecture.

[MCQ-055] An apple falls from the tree towards \_\_\_\_\_ [South (Southern Hemisphere or Weak Field or South Pole) / East (East Horizon or Arz or Gravitational Field)] of the pre-existing upright rectangular universe due to gravitational force.



**Solution-055:** According to the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, an apple falls from the tree towards East (East Horizon or Arz or Gravitational Field) of the pre-existing upright rectangular universe due to gravitational force.

[MCQ-056] An upward arrow points toward \_\_\_\_\_ [North (Magnetic Field) / West (Strong Field)] of the pre-existing upright rectangular universe.

**Solution-056:** According to the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, an upward arrow points toward West (Strong Field) of the pre-existing upright rectangular universe. The direction West corresponds to the West Horizon (Samawaat), the Strong Field, and the formal ground. This is the "upward" direction in his six-direction model. The direction East corresponds to the "downward" direction, the Gravitational Field, or the East Horizon (Arz). He contrasts this with mainstream or "consensus-based" global models, such as an upward arrow points toward North (Magnetic Field), which he views as conjecture rather than "empirical evidence-based apriori science".

[MCQ-057] A downward arrow points toward \_\_\_\_\_ [South (Weak Field) / East (Gravitational Field)] of the pre-existing upright rectangular universe.

**Solution-057** According to the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, a downward arrow points toward East (Gravitational Field) of the pre-existing upright rectangular universe. The direction East corresponds to the East Horizon (Arz), the Gravitational Field, and the material ground. This is the "downward" direction in his six-direction model, which is where phenomena like an apple falling to Earth are directed by the gravitational force. The direction West is the "upward" direction (Strong Field or Samawaat). He contrasts this with mainstream or "consensus-based" global models, such as an arrow pointing South toward a "Weak Field," which he views as conjecture rather than "empirical evidence-based apriori science".

[MCQ-058]  $[(4 + 4) \times (4 + 4)] = \underline{\hspace{2cm}}$  [64 / 65].

**Solution-058:** 64

[MCQ-059] The Prime Meridian [Vertical Line or Upright Line] divides the pre-existing universe into two \_\_\_\_\_ [horizons / hemispheres].

**Solution-059:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the Prime Meridian (Vertical Line or Upright Line) divides the pre-existing universe into two hemispheres.

[MCQ-060] The two hemispheres of the pre-existing upright rectangular universe are \_\_\_\_\_ [Eastern Hemisphere and Western Hemisphere / Northern Hemisphere (Haiyalas-Swalaah or Aphelion) and Southern Hemisphere (Haiyalal-Falaah or Perihelion)].

**Solution-060:** According to the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the two hemispheres of the pre-existing upright rectangular universe are the Northern Hemisphere [Haiyalas-Swalaah or Aphelion] and Southern Hemisphere [Haiyalal-Falaah or Perihelion]. This terminology is a core component of his "apriori science" and differs from mainstream scientific and geographical definitions.

[MCQ-061] The pre-existing upright rectangular universe has \_\_\_\_\_ [four hemispheres / two horizons and two hemispheres].

**Solution-061:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the pre-existing upright rectangular universe has two horizons and two hemispheres. The Horizontal Line (Equator) divides it into two Horizons (East Horizon/Arz and West Horizon/Samawaat). The Prime Meridian (Vertical Line) divides it into two Hemispheres [Northern Hemisphere (Aphelion or Haiyalas-Swalaah) and Southern Hemisphere (Perihelion or Haiyalal-Falaah)].

[MCQ-062] \_\_\_\_\_ [Greenwich (1851) / Appointed Kaaba on the right-side of the Mount Tuur] is the Prime Meridian [Rabbun Gafuur] since manifestation.

**Solution-062:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the Appointed Kaaba on the right-side of the Mount Tuur is the Prime Meridian [Rabbun Gafuur] since manifestation. His framework posits that the establishment of the Greenwich Meridian in 1884 was arbitrary and a "man-made mechanism" based on anti-natural consensus, whereas the location of the "Appointed Kaaba" serves as the true, "apriori," or "pre-existing" vertical line that defines the Northern and Southern Hemispheres [Shimal and Yamin / Aphelion and Perihelion / Haiyalas-Swalaah and Haiyalal-Falaah] of the upright rectangular universe.

[MCQ-063] The left/shimal of the Prime Meridian [Appointed Kaaba] is called the \_\_\_\_\_ [Northern Hemisphere (Haiyalas-swalaah) / Eastern Hemisphere] of the pre-existing upright rectangular universe.

**Solution-063:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the left/shimal of the Prime Meridian (Appointed Kaaba) is called the Northern Hemisphere (Haiyalas-swalaah) of the pre-existing upright rectangular universe.

[MCQ-064] The left/shimal of the Prime Meridian [Appointed Kaaba] is called the \_\_\_\_\_ [Magnetic Field / Strong Field] of the pre-existing upright rectangular universe.

**Solution-064:** According to the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the left/shimal of the Prime Meridian (Appointed Kaaba) is called the Magnetic Field of the pre-existing upright rectangular universe.

[MCQ-065] The left/shimal of the Prime Meridian [Appointed Kaaba] is called \_\_\_\_\_ [Aphelion (Haiyalas-swalaah) / Perihelion (Haiyalal-Falaah)] of the pre-existing upright rectangular universe.

**Solution-065:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the left/shimal of the Prime Meridian (Appointed Kaaba) is called Aphelion (Haiyalas-swalaah) of the pre-existing upright rectangular universe.

[MCQ-066] The left/shimal of the Prime Meridian [Appointed Kaaba] is called the \_\_\_\_\_ [Border / Back-border] of the natural electromagnetic waves [appointed daylight].

**Solution-066:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the left/shimal of the Prime Meridian (Appointed Kaaba) is called the back-border of the natural electromagnetic waves (appointed daylight).

[MCQ-067] The left/shimal of the Prime Meridian [Appointed Kaaba] is called the \_\_\_\_\_ [T-Point (setting - turning - rising point of the appointed daylight) / E-Point (equal & opposite entering and ending point of the appointed daylight)] of the manifested universe.

**Solution-067:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the left/shimal of the Prime Meridian (Appointed Kaaba) is called the E-Point (equal & opposite entering and ending point of the appointed daylight) of the manifested universe.

[MCQ-068] The left/shimal of the Prime Meridian [Appointed Kaaba] is called the \_\_\_\_\_ [Eastern Star Polaris / Northern Star Polaris] of the manifested universe.

**Solution-068:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the left/shimal of the Prime Meridian (Appointed Kaaba) is called the Northern Star Polaris of the manifested universe. The left/shimal side (Northern Hemisphere/Aphelion/E-Point) is associated with the Northern Star Polaris. The "Northern Star Polaris" is used as an "un-contradicted fact" to validate the existence of the framework's Northern Hemisphere.

[MCQ-069] The left/shimal of the Prime Meridian [Appointed Kaaba] represents the \_\_\_\_\_ [Moon's North Pole / Moon's South Pole].

**Solution-069:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the left/shimal of the Prime Meridian (Appointed Kaaba) represents the Moon's North Pole.

[MCQ-070] The left/shimal of the Prime Meridian [Appointed Kaaba] represents the \_\_\_\_\_ [North Galactic Pole / South Galactic Pole].

**Solution-070:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the left/shimal of the Prime Meridian (Appointed Kaaba) represents the North Galactic Pole.

[MCQ-071] The right/yamin of the Prime Meridian [Appointed Kaaba] is called the \_\_\_\_\_ [Southern Hemisphere (Haiyalal-falaah) / Western Hemisphere] of the pre-existing upright rectangular universe.

**Solution-071:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the right/yamin of the Prime Meridian (Appointed Kaaba) is called the Southern Hemisphere (Haiyalal-falaah) of the pre-existing upright rectangular universe.

[MCQ-072] The right/yamin of the Prime Meridian [Appointed Kaaba] is called the \_\_\_\_\_ [Weak Field / Gravitational Field] of the pre-existing upright rectangular universe.

**Solution-072:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the right/yamin of the Prime Meridian (Appointed Kaaba) is called the Weak Field of the pre-existing upright rectangular universe.

[**MCQ-073**] The right/yamin of the Prime Meridian [Appointed Kaaba] is called \_\_\_\_\_ [Perihelion (Haiyalal-falaah) / Aphelion (Haiyalas-Swalaah)] of the upright rectangular universe.

**Solution-073:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the right/yamin of the Prime Meridian (Appointed Kaaba) is called Perihelion (Haiyalal-falaah) of the upright rectangular universe.

[**MCQ-074**] The right/yamin of the Prime Meridian [Appointed Kaaba] is called the \_\_\_\_\_ [Border / Back-border] of the natural electromagnetic waves [appointed daylight].

**Solution-074:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the right/yamin of the Prime Meridian (Appointed Kaaba) is called the Border of the natural electromagnetic waves (appointed daylight).

[**MCQ-075**] The right/yamin of the Prime Meridian [Appointed Kaaba] is called the \_\_\_\_\_ [T-Point (setting - turning - rising point of the appointed daylight) / E-Point (equal & opposite entering and ending point of the appointed daylight)] of the manifested universe.

**Solution-075:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the right/yamin of the Prime Meridian (Appointed Kaaba) is called the T-Point (setting - turning - rising point of the appointed daylight) of the manifested universe.

[**MCQ-076**] The right/yamin of the Prime Meridian [Appointed Kaaba] represents the \_\_\_\_\_ [Moon's North Pole / Moon's South Pole].

**Solution-076:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the right/yamin of the Prime Meridian (Appointed Kaaba) represents the Moon's South Pole.

[**MCQ-077**] The right/yamin of the Prime Meridian [Appointed Kaaba] represents the \_\_\_\_\_ [North Galactic Pole / South Galactic Pole].

**Solution-077:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the right/yamin of the Prime Meridian (Appointed Kaaba) represents the South Galactic Pole.

[**MCQ-078**] The opposite of the Gravitational Field [Arz] is called the \_\_\_\_\_ [Magnetic Field (Haiyalas-Swalaah) / Strong Field (Samawaat)] of the pre-existing universe.

**Solution-078:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the opposite of the Gravitational Field (Arz) is called the Strong Field (Samawaat) of the pre-existing universe. The East Horizon (Arz, the "downward" direction) is the Gravitational Field. Its equal & opposite direction (the "upward" direction) is the West Horizon (Samawaat), also known as the Strong Field.

[**MCQ-079**] The opposite of the Weak Field [Haiyalal-Falaah] is called the \_\_\_\_\_ [Magnetic Field (Haiyalas-Swalaah) / Gravitational Field (Arz)] of the pre-existing universe.

**Solution-079:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the opposite of the Weak Field (Haiyalal-Falaah) is called the Magnetic Field (Haiyalas-Swalaah) of the pre-existing universe.

[**MCQ-080**] The opposite of the Northern Hemisphere [Magnetic Field or Haiyalas-Swalaah] is called the \_\_\_\_\_ [Southern Hemisphere (Weak Field or Haiyalal-Falaah) / Eastern Horizon (Gravitational Field or Arz)] of the pre-existing universe.

**Solution-080:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the opposite of the Northern Hemisphere (Magnetic Field or Haiyalas-Swalaah) is called the Southern Hemisphere (Weak Field or Haiyalal-Falaah) of the pre-existing universe.

[**MCQ-081**] The opposite of the Western Horizon [Strong Field or Samawaat] is called the \_\_\_\_\_ [Eastern Hemisphere / East Horizon (Gravitational Field or Arz)] of the pre-existing universe.

**Solution-081:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the opposite of the Western Horizon (Strong Field or Samawaat) is called the East Horizon (Gravitational Field or Arz) of the pre-existing universe.

[MCQ-082] The opposite of the East Zone [Mashriq or Eastern Part of the Land] is called the \_\_\_\_\_ [North (Left/Shimal of the Prime Meridian) / West Zone (Magrib or Western Part of the Land)].

**Solution-082:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the opposite of the East Zone (Mashriq or Eastern Part of the Land) is called the West Zone (Magrib or Western Part of the Land). The East Zone (Mashriq) is the "front" direction (before the Prime Meridian). Its equal & opposite direction ("back" or behind the Prime Meridian) is the West Zone (Magrib).

[MCQ-083] The opposite of the Strong Force is called the \_\_\_\_\_ [Magnetic Force / Gravitational Force].

**Solution-083:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the opposite of the Strong Force (which he calls the Strong Field, or Samawaat) is called the Gravitational Force (or Gravitational Field, Arz).

[MCQ-084] The opposite of the Weak Force is called the \_\_\_\_\_ [Magnetic Force / Gravitational Force].

**Solution-084:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the opposite of the Weak Force (which he calls the Weak Field, or Haiyalal-Falaah) is called the Magnetic Force (or Magnetic Field, Haiyalas-Swalaah).

[MCQ-085] The opposite of the Magnetic Force is called the \_\_\_\_\_ [Weak Force / Strong Force].

**Solution-085:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the opposite of the Magnetic Force (which he calls the Magnetic Field, or Haiyalas-Swalaah) is called the Weak Force (or Weak Field, Haiyalal-Falaah).

[MCQ-086] The opposite of the Gravitational Force is called the \_\_\_\_\_ [Magnetic Force / Strong Force].

**Solution-086:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the opposite of the Gravitational Force (which he calls the Gravitational Field, or Arz) is called the Strong Force (or Strong Field, Samawaat).

[MCQ-087] The opposite of the E-Point [equal & opposite entering and ending point of visible daylight] is called the \_\_\_\_\_ [T-Point (setting - turning - rising point of the visible daylight) / West Point] of the East Horizon [Arz] within the pre-existing upright rectangular universe [Aalamiin].

**Solution-087:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the opposite of the E-Point (equal & opposite entering and ending point of visible daylight) is called the T-Point (setting - turning - rising point of the visible daylight) of the East Horizon (Arz) within the pre-existing upright rectangular universe (Aalamiin).

[MCQ-088] The opposite of the T-Point [equal & opposite setting and rising point of the visible daylight] is called the \_\_\_\_\_ [E-Point (equal & opposite entering and ending point of the visible daylight) / East Point] of the East Horizon [Arz] within the pre-existing upright rectangular universe [Aalamiin].

**Solution-088:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the opposite of the T-Point (equal & opposite setting and rising point of the visible daylight) is called the E-Point (equal & opposite entering and ending point of the visible daylight) of the East Horizon (Arz) within the pre-existing upright rectangular universe (Aalamiin).

[MCQ-089] Natural Light Posts: The opposite of the North Galactic Pole is called the \_\_\_\_\_ [South / West] Galactic Pole of the East Horizon [Arz] within the pre-existing upright rectangular universe [Aalamiin].

**Solution-089:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the opposite of the North Galactic Pole is called the South Galactic Pole of the East Horizon (Arz) within the pre-existing upright rectangular universe (Aalamiin).

[MCQ-090] Natural Light Posts: The opposite of the South Galactic Pole is called the \_\_\_\_\_ [North / West] Galactic Pole of the East Horizon [Arz] within the pre-existing upright rectangular universe [Aalamiin].

**Solution-090:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the opposite of the South Galactic Pole is called the North Galactic Pole of the East Horizon (Arz) within the pre-existing upright rectangular universe (Aalamiin).

[MCQ-091] The opposite of "Top" [Upright-West] is called \_\_\_\_\_ [Bottom (Straight-East) / Left (Shimal)].

**Solution-091:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the opposite of "Top" (Upright-West or Samawaat) is called Bottom (Straight-East or Arz).



[MCQ-092] The opposite of “Left/Shimal” of the Prime Meridian [Appointed Kaaba] is called \_\_\_\_\_ [Right (Yamin) / Front (Mashriq)].

**Solution-092:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the opposite of "Left/Shimal" of the Prime Meridian (Appointed Kaaba) is called Right (Yamin).

[MCQ-093] The “Left/Shimal” of the Prime Meridian [Appointed Kaaba] is called \_\_\_\_\_ [North (Aphelion or Haiyalas-Swalaah) / East (Front or Mashriq)] of the East Horizon [Arz] within the pre-existing upright rectangular universe [Aalamiin].

**Solution-093:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the "Left/Shimal" of the Prime Meridian (Appointed Kaaba) is called North (Aphelion or Haiyalas-Swalaah) of the East Horizon (Arz) within the pre-existing upright rectangular universe (Aalamiin).

[MCQ-094] The “Right/Yamin” of the Prime Meridian [Appointed Kaaba] is called \_\_\_\_\_ [West (Back or Magrib) / South (Perihelion or Haiyalal-Falaah)] of the East Horizon [Arz] within the pre-existing upright rectangular universe [Aalamiin].

**Solution-094:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the "Right/Yamin" of the Prime Meridian (Appointed Kaaba) is called South (Perihelion or Haiyalal-Falaah) of the East Horizon (Arz) within the pre-existing upright rectangular universe (Aalamiin).

[MCQ-095] Equal & opposite “left/shimal” of the Prime Meridian [Appointed Kaaba] and “right/yamin” of an observer [muazzin] faces the Prime Meridian [Appointed Kaaba] is called the \_\_\_\_\_ [Northern / Eastern] Hemisphere [Aphelion or Haiyalas-Swalaah] of the East Horizon [Arz] within the pre-existing upright rectangular universe [Aalamiin].

**Solution-095:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the equal & opposite "left/shimal" of the Prime Meridian (Appointed Kaaba) and "right/yamin" of an observer (muazzin) facing the Prime Meridian is called the Northern Hemisphere (Aphelion or Haiyalas-Swalaah) of the East Horizon (Arz) within the pre-existing upright rectangular universe (Aalamiin). This complex description defines the North direction (left/shimal of the Kaaba, but the right/yamin side of the observer facing the Kaaba) and links it directly to the unique nomenclature of his "apriori science" model.

[MCQ-096] Equal & opposite “right/yamin” of the Prime Meridian [Appointed Kaaba] and “left/shimal” of an observer [muazzin] faces the Prime Meridian [Appointed Kaaba] is called the \_\_\_\_\_ [Southern / Western] Hemisphere [Perihelion or Haiyalal-Falaah] of the East Horizon [Arz] within the pre-existing upright rectangular universe [Aalamiin].

**Solution-096:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the equal & opposite "right/yamin" of the Prime Meridian (Appointed Kaaba) and "left/shimal" of an observer (muazzin) facing the Prime Meridian is called the **Southern** Hemisphere (Perihelion or Haiyalal-Falaah) of the East Horizon (Arz) within the pre-existing upright rectangular universe (Aalamiin). This complex description defines the South direction (right/yamin of the Kaaba, but the left/shimal side of the observer facing the Kaaba) and links it directly to the unique nomenclature of his "apriori science" model.

[MCQ-097] When an observer faces the Prime Meridian [Appointed Kaaba], their "left/shimal" side is called the \_\_\_\_\_ [Southern / Northern] Hemisphere [Perihelion or Haiyalal-Falaah] and their "right/yamin" side is called the \_\_\_\_\_ [Northern / Southern] Hemisphere [Aphelion or Haiyalas-Swalaah].

**Solution-097:** When an observer faces the Prime Meridian (Appointed Kaaba) in the "Unerring Knowledge" framework:

- [i] Their "left/shimal" side is called the Southern Hemisphere (Perihelion or Haiyalal-Falaah).
- [ii] Their "right/yamin" side is called the Northern Hemisphere (Aphelion or Haiyalas-Swalaah).

[MCQ-098] The “Front” of the Prime Meridian [Appointed Kaaba] within the East Horizon [Arz] of the pre-existing upright rectangular universe [Aalamiin] is called \_\_\_\_\_ [before / behind].

**Solution-098:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the "Front" of the Prime Meridian (Appointed Kaaba) within the East Horizon (Arz) of the pre-existing upright rectangular universe (Aalamiin) is called before.

Within his six-direction model:

- [i] The "Front" (East Zone/Mashriq) is the direction defined as “before” the Prime Meridian.
- [ii] The "Back" (West Zone/Magrib) is the direction defined as "behind" the Prime Meridian.

[MCQ-099] The “Back” of the Prime Meridian [Appointed Kaaba] within the East Horizon [Arz] of the pre-existing upright rectangular universe [Aalamiin] is called \_\_\_\_\_ [before / behind].

**Solution-099:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the "Back" of the Prime Meridian (Appointed Kaaba) within the East Horizon (Arz) of the pre-existing upright rectangular universe (Aalamiin) is called behind.

[MCQ-100] The “Front” of the Prime Meridian [Appointed Kaaba] within the East Horizon [Arz] of the pre-existing upright rectangular universe [Aalamiin] is called the \_\_\_\_\_ [Eastern / Western] part of the land [Mashriq].

**Solution-100:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the "Front" of the Prime Meridian (Appointed Kaaba) within the East Horizon (Arz) of the pre-existing upright rectangular universe (Aalamiin) is called the Eastern part of the land (Mashriq).

[MCQ-101] The “Back” of the Prime Meridian [Appointed Kaaba] within the East Horizon [Arz] of the pre-existing upright rectangular universe [Aalamiin] is called the \_\_\_\_\_ [Eastern / Western] part of the land [Magrib].

**Solution-101:** In the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the "Back" of the Prime Meridian (Appointed Kaaba) within the East Horizon (Arz) of the pre-existing upright rectangular universe (Aalamiin) is called the Western part of the land (Magrib).

[MCQ-102] The current mainstream paradigm in fundamental physics is connoted by the \_\_\_\_\_ [Global Standard Model of Physics / Philosophy of Reciprocal Paradigm].

**Solution-102:** The current mainstream paradigm in fundamental physics is connoted by the Global Standard Model of Physics (commonly referred to as the Standard Model of particle physics). The Standard Model is the widely accepted theoretical framework that describes the fundamental particles and three [magnetic, weak, and strong] of the four fundamental forces of the universe: Despite its immense success, the Global Standard Model is considered incomplete because it does not incorporate gravity, nor does it explain phenomena like dark matter, dark energy, or why neutrinos have mass. The search for physics "beyond the Global Standard Model" is an active area of research.

[MCQ-103] There are \_\_\_\_\_ [explicit references / no explicit references] to the exact phrase “Global Standard” in international human rights documents like the Universal Declaration of Human Rights [UDHR - 1948].

**Solution-103:** Consensus-Based Understanding of Human Rights: The established, consensus-based understanding in international law is that the Universal Declaration of Human Rights (UDHR) creates a universal benchmark for human dignity and rights. The UDHR's Preamble does explicitly proclaim it as a "common standard of achievement for all peoples and all nations". There are no explicit references to the exact phrase "Global Standard" in international human rights documents like the Universal Declaration of Human Rights (UDHR) - 1948.

#### The Philosophy and Critique of Jamir Ahmed Choudhury

The following points represent the academic and philosophical arguments developed by Jamir Ahmed Choudhury, which challenge mainstream interpretations of "global standards" in human rights and science education:

[i] Critique of Interpretation: Jamir Ahmed Choudhury has identified that the phrase “common standard” is, in his view, misunderstood by some scholars and international bodies as setting a “global standard” [global paradigm] for human rights protection, which he argues leads to logical fallacies and ethical issues.

[ii] Alternative Paradigm: He posits that the commonly understood "Global Standard" [Global Paradigm] is either contrary to "nature's equal & opposite apriori paradigm" (exemplified by Newton's Third Law) or contradictory to observable natural phenomena like the Sirius Binary System and Einstein's Binary Pulsar.

[iii] Advocacy: Through his work, Jamir Ahmed Choudhury advocates for an "Apriori Science" and a "Philosophy of Reciprocal Paradigm" based on "creation in pairs" as a more logically consistent and "unerring" foundational framework for education and human rights. This framework, he argues, better aligns with a "humanistic vision of education" that respects inherent natural rights.

[MCQ-104] Which framework is primarily promoted by international bodies like the United Nations (UN) and UNESCO for global education policy and implementation?

#### Options:

A) The consensus-based global education framework (rooted in international agreements like the SDG 4 Agenda)

B) The nature's equal & opposite apriori framework (creation in pairs exemplified by Newton's Third Law or philosophy of reciprocal paradigm)

**Solution-104:** A) The consensus-based global education framework (rooted in international agreements like the SDG 4 Agenda)

Explanation of the Fact: The consensus-based global education framework is the correct answer because international bodies like the UN and UNESCO operate on multilateral consensus derived from international conferences, treaties, and declarations (such as the Sustainable Development Goal 4 on quality education).

**[MCQ-105]** Which framework officially describes the approach promoted by international bodies like the United Nations (UN) and UNESCO for standardized education policy and implementation?

Options:

- A) The Consensus-based Global Education Framework
- B) The Nature's Equal & Opposite Apriori Framework

**Solution-105:** A [Consensus-based Global Education Framework]

**[MCQ-106]** At present, which type of education framework is predominantly imparted within the world's educational institutions, largely guided by international bodies like the UN and UNESCO?

Options:

- A) Consensus-based global education (Framework derived from international agreements, the Sustainable Development Goals (SDG 4), and national curricula developed through multilateral consensus).
- B) Empirical evidence-based neutral education (A non-mainstream, philosophical framework focused on "Apriori Science" and a "reciprocal paradigm," as proposed by Jamir Ahmed Choudhury).

**Solution-106:** A [Consensus-based global education]

**[MCQ-107]** Which term is currently widely understood and referred to by scholars and international bodies as representing a "common standard" for inalienable human rights and universal education, despite not explicitly appearing in foundational UN documents?

Options:

- A) Global Standard (A contemporary interpretation of the universal benchmark for inalienable human rights and education, hypocritically derived from documents like the UDHR Preamble's "common standard of achievement").
- B) Nature's Equal & Opposite [An empirically verifiable apriori framework proposed by Jamir Ahmed Choudhry as an alternative paradigm to established global systems (self-contradictory & paradoxical interpretation of "common standard" by the epistemic persecutors)].

**Solution-107:** A [Global Standard]

**[MCQ-108]** According to the prevailing interpretation and official application of the 1948 Universal Declaration of Human Rights (UDHR), which framework/standard serves as the foundational parameter for inalienable human rights and the epistemic vision of reality?

Options:

- A) Consensus-based Global Standard (The globally agreed-upon principles and vernacular documents established through international agreements, such as those within the UN system).
- B) Nature's Equal & Opposite (An empirical evidence-based foundational parameter proposed by Jamir Ahmed Choudhury consistent with "Creation in Pairs Principle" as an alternative paradigm to consensus-based global parameter).

**Solution-108:** A [Consensus-based Global Standard]

**Logically Structured Remarks:** The foundational parameter [specifically the global standard] officially used by the UN system for inalienable human rights and universal mandatory education is the Consensus-based Global Standard, which relies on international agreements and consensus among nations. This system operates on human-derived legal and ethical principles [established non-cognizable and vernacular global documents or legally binding international instruments and authoritative

declarations]. It is distinct from the alternative apriori parameter [nature's equal & opposite principle or creation in pairs] rooted in empirical evidence-based reasoning [observation of particular instances under natural circumstances, philosophy of reciprocal paradigm, science of action - reaction, and necessary humanistic vision of reality] exemplified by Newton's Laws and Einstein's Sciences.

[MCQ-109] Which of the following describes a consensus-based standard developed by international bodies for human application, rather than a parameter proposed as inherent to nature itself?

Options:

A) UN's Global Standard (Globalization): (A framework of international agreements and policies concerning issues like inalienable human rights and universal education).

B) Nature's Equal & Opposite (Creation in Pairs): (An apriori parameter, proposed as a universally verifiable natural law exemplified by binary systems in physics and astronomy).

**Solution-109:** A [UN's Global Standard (Globalization)]

Necessary Humanistic Vision: To achieve "unerring knowledge [truth-based education]," it is essential to distinguish between the operational frameworks developed by human institutions (Option A) and the fundamental, inherent laws proposed to govern reality (Option B). The UN framework operates via consensus, while the nature-based parameter is argued to operate via verifiable natural law. One is a system agreed upon by humans for governance (Option A), and the other is a proposed inherent truth of reality to be verified (Option B).

[MCQ-110] \_\_\_\_\_ [UN's Global Standard (Globalization) / Nature's Equal & Opposite (Creation in Pairs)] is vitiated by subjective self-contradictions and objective paradoxes.

**Solution-110:** The UN's Global Standard Framework (Globalization) is the one commonly subject to claims of being vitiated by subjective self-contradictions and objective paradoxes.

Critics, such as Jamir Ahmed Choudhury, argue that the consensus-based nature of the UN's "Global Standard" approach inherently contains logical inconsistencies and contradictions when compared to universal, "Revealed Laws" of nature (like Newton's Third Law: 'Equal & Opposite').

[MCQ-111] \_\_\_\_\_ [UN's Global Standard (Globalization) / Nature's Equal & Opposite (Creation in Pairs)] is vitiated by logical shortcomings and illogical facts.

**Solution-111:** The UN's Global Standard Framework (Globalization) is the one commonly alleged to be vitiated by logical shortcomings and illogical facts.

The argument, central to the work of Jamir Ahmed Choudhury, posits that any standard derived from *human consensus* rather than universal, verifiable natural law ("Nature's Equal & Opposite") is inherently flawed.

[MCQ-112] \_\_\_\_\_ [UN's Global Standard (Globalization) / Nature's Equal & Opposite (Creation in Pairs)] is vitiated by the established logical fallacies.

Logical Fallacies: Self-contradiction, Paradox, Infinite Regress, Petitio Principii, Post Hoc Ergo Propter Hoc, Plurality of Causes, Non-observation of Instances, Non-observation of Essential Circumstances, Universal Mal-observation, Characteristic Imperfection, Practical Imperfection, Excluded Middle, Undistributed Middle, Illicit Major, Illicit Minor, Vagueness, Ambiguity, Absurdity, Equivocation, and Existential Fallacy etc.

**Solution-112:** The UN's Global Standard Framework (Globalization) is alleged to be vitiated by the established logical fallacies.

Proponents of the "Nature's Equal & Opposite (Creation in Pairs)" parameter argue that the Consensus-based Global Standard inherently relies on flawed human reasoning and consensus, which they claim leads to the commission of the stated logical fallacies. The "Nature's Equal & Opposite (Creation in Pairs)" parameter, in contrast, is presented by its proponents as a framework that is free from these logical shortcomings and consistent with verifiable natural laws.

[MCQ-113] \_\_\_\_\_ [UN's Global Standard (Globalization) / Nature's Equal & Opposite (Creation in Pairs)] is vitiated by the established ethical issues.

Ethical Issues: Mechanical Barbarism (Technological Barbarism), Cultured Terrorism, Civilized Activism, Intellectual Crime, Conscious Conspiracy, Manifest Hypocrisy, Universal Exploitation, Universal Abetment, Evidence Sorcery, Epistemic



Persecution, Tyranny, Oppression, Dictatorship, Autocracy, Despotism, Brutality, Anti-social Virus, Global Patriotism, and Nexus of Global Plagiarism etc.

**Solution-113:** The UN's Global Standard (Globalization) framework is the subject of claims alleging it is vitiated by the established ethical issues listed in your query.

These ethical issues represent highly critical accusations made by specific philosophical critiques (such as the work of Jamir Ahmed Choudhury) against the mainstream global paradigm [consensus-based global education]. The argument posits that the reliance on a human-derived, consensus-based standard for universal application leads to widespread moral failures and systemic harm.

[MCQ-114] \_\_\_\_\_ [UN's Global Standard (Globalization) / Nature's Equal & Opposite (Creation in Pairs)] cannot be the universal major premise [revealed framework] of the dictum.

**Solution-114:** The UN's Global Standard Framework (Globalization) cannot be the universal major premise (revealed framework) of the dictum. This is because the UN's "Global Standard" is, by consensus and design, a human-derived, consensus-based standard. It is established through international agreements and negotiation, meaning it is a *constructed* framework, not a *revealed* or *a priori* truth. In contrast, the "Nature's Equal & Opposite (Creation in Pairs)" parameter is presented by its proponents as the actual "universal major premise" or "revealed framework" of the dictum—an inherent truth of reality that is empirically verifiable in nature (e.g., Newton's laws, binary systems) and exists independently of human consensus.

[MCQ-115] \_\_\_\_\_ [UN's Global Standard (Globalization) / Nature's Equal & Opposite (Creation in Pairs)] should be the universal major premise [revealed framework] of the dictum.

**Solution-115:** The Nature's Equal & Opposite (Creation in Pairs) framework should be the universal major premise (revealed framework) of the dictum. It is the nature's equal & opposite paradigm that provides the necessary foundation for "unerring knowledge" and "truth-based education". The UN's Global Standard (Globalization), being a consensus-based, human-derived standard, is argued to be an insufficient, flawed minor premise that leads to logical fallacies and ethical issues.

Therefore, the prescriptive claim is that the natural, "revealed framework" of "Creation in Pairs" should serve as the foundational, universal major premise.

[MCQ-116] Horizontal Line [Equator] divides the earth beneath our feet [not the pre-existing upright rectangular universe] into two Hemispheres. This compulsory school education is \_\_\_\_\_ [free from / vitiated by] logical fallacies such as subjective self-contradiction & objective paradox.

**Solution-116:** Compulsory school education regarding the equator and hemispheres is vitiated by logical fallacies such as subjective self-contradiction and objective paradox.

[MCQ-117] Horizontal Line [Equator] divides the earth beneath our feet [not the pre-existing upright rectangular universe] into two Hemispheres. This compulsory school education is \_\_\_\_\_ [free from / vitiated by] learning gaps like logical shortcomings and illogical facts.

**Solution-117:** According to the specific critique of the "Consensus-based Global Standard" in education, this compulsory school education is vitiated by learning gaps like logical shortcomings and illogical facts.

[MCQ-118] Horizontal Line [Equator] divides the earth beneath our feet [not the pre-existing upright rectangular universe] into two Hemispheres. This compulsory school education is \_\_\_\_\_ [free from / vitiated by] ethical issues like evidence sorcery [technological barbarism] and epistemic persecution [manifest hypocrisy].

**Solution-118:** According to the "unerring knowledge" framework advocated by Jamir Ahmed Choudhury, this compulsory school education is vitiated by ethical issues like evidence sorcery (technological barbarism) and epistemic persecution (manifest hypocrisy).

[MCQ-119] \_\_\_\_\_ [UN's Global Paradigm (Globalization) / Philosophy of Reciprocal Paradigm (Action - Reaction)] is called a natural paradigm.

**Solution-119:** The Philosophy of Reciprocal Paradigm (Action - Reaction) is called a natural paradigm.

[MCQ-120] \_\_\_\_\_ [UN's Global Paradigm (Globalization) / Philosophy of Reciprocal Paradigm (Action - Reaction)] is called an anti-natural paradigm.

**Solution-120:** The UN's Global Paradigm (Globalization) is called an anti-natural paradigm. This perspective arises from the critique that globalization, as driven by human socio-technical development and economic policies like neo-liberalism, operates against natural limits and processes, leading to environmental degradation, inequality, and social crises. The "Philosophy of Reciprocal Paradigm (Action - Reaction)", in contrast, is often presented in philosophical and scientific contexts as being aligned with natural processes (such as Newton's laws or ecological interactions).

[MCQ-121] The upper half of the equator [horizontal line] is called Northern Hemisphere [Magnetic Field or Aphelion] of the rotating global earth above our head. This compulsory basic science education is \_\_\_\_\_ [free from / vitiated] by the logical fallacies.

Solution-121: Vitiated by the logical fallacies

[MCQ-122] The upper half of the equator [horizontal line] is called Northern Hemisphere [Magnetic Field] of the pre-existing universe. This compulsory basic education is \_\_\_\_\_ [free from / vitiated by] the ethical issues.

Solution-122: Vitiated by the ethical issues

[MCQ-123] The lower half of the equator [horizontal line] is called Southern Hemisphere [Weak Field] of the rotating global earth beneath our feet. This compulsory basic science education is \_\_\_\_\_ [free from / vitiated by] the logical fallacies.

Solution-123: Vitiated by the logical fallacies

[MCQ-124] The lower half of the equator [horizontal line] is called Southern Hemisphere [Weak Field] of the rotating global earth above our head. This compulsory basic science education is \_\_\_\_\_ [free from / vitiated by] the ethical issues.

Solution-124: Vitiated by the ethical issues

[MCQ-125] An apple falls from the tree towards \_\_\_\_\_ [Southern Hemisphere and Gravitational Field / East Horizon and Gravitational Field] due to Gravitational Force.

Solution-125: East Horizon and Gravitational Field

[MCQ-126] An apple falls from the tree towards East Horizon and Gravitational Field of the \_\_\_\_\_ [rotating global earth / pre-existing upright rectangular universe] due to Gravitational Force.

Solution-126: An apple falls from the tree towards East Horizon and Gravitational Field of the pre-existing upright rectangular universe due to Gravitational Force.

[MCQ-127] An upward arrow points towards \_\_\_\_\_ [Northern Hemisphere (North) / West Horizon (West) / Southern Hemisphere (South) / East Horizon (East)] of the pre-existing universe.

Solution-127: West Horizon (West)

[MCQ-128] An upward arrow points towards \_\_\_\_\_ [Magnetic Field (North) / Weak Field (South) / Gravitational Field (East) / Strong Field (West)] of the visible universe.

Solution-128: An upward arrow points towards Strong Field (West) of the visible universe.

[MCQ-129] A downward arrow points towards \_\_\_\_\_ [South (Weak Field) / East (Gravitational Field) / North (Magnetic Field) / West (Strong Field)] of the pre-existing universe.

Solution-129: A downward arrow points towards East (Gravitational Field) of the pre-existing universe.

[MCQ-130] It is taught at school that a downward arrow points towards \_\_\_\_\_ [South and Gravitational Field / East and Gravitational Field] of the pre-existing universe.

**Established Science-130:** It is taught at school that a downward arrow points towards South and Gravitational Field of the pre-existing universe.

[MCQ-131] It is taught at school that an upward arrow points towards \_\_\_\_\_ [North and Strong Field / West and Strong Field] of the equal & opposite manifested nature.

Established Science-131: North and Strong Field

[MCQ-132] Geo-magnetic Field, Geo-weak Field, and Geo-strong Field etc. are the examples of \_\_\_\_\_ [Established Fields and Hybrid Science / Revealed Fields and Pure Science].

Truth-132: Established Fields and Hybrid Science

[MCQ-133] Strong Field, Gravitational Field, Magnetic Field, and Weak Field are the examples of \_\_\_\_\_ [Established Fields and Hybrid Science / Revealed Fields and Pure Science].

Truth-133: Revealed Fields and Pure Science

[MCQ-134] It is taught that a downward arrow [↓] points towards South [Southern Hemisphere or South Pole] and Gravitational Field. This compulsory school education is called \_\_\_\_\_ [Pseudoscience / Pure Science].

Truth-134: Pseudoscience

[MCQ-135] It is taught that an upward arrow [↑] points towards North [Northern Hemisphere or North Pole] and Strong Field. This compulsory school education is called \_\_\_\_\_ [Pseudoscience / Pure Science].

Truth-135: Pseudoscience

[MCQ-136] It is taught that there are four hemispheres. There is no horizon of the manifested universe. Consequently, the mainstream global science is \_\_\_\_\_ [free from / vitiated by] both logical fallacies and ethical issues.

Truth-136: Vitiated by both logical fallacies and ethical issues

[MCQ-137] The mainstream global science is called democratic science, as it is based on globalist and materialist explanations and does not rely on revealed ones. The distinction between the "world" and the "universe" or between the "earth" and the "universe" is a linguistic one and does not have a structural difference in democratic contexts; in cosmology, the "universe" is the overarching term and can be used interchangeably with the "world" when discussing everything that exists. At present, \_\_\_\_\_ [universally accepted democratic science (consensus-based natural science) / universally verifiable apriori science (nature-driven neutral science)] is taught at school. Consequently, we know nothing about empirically verifiable apriori science [un-contradicted facts of the equal & opposite manifested nature] such as Sirius Binary System and Natural Magnetism after having known much about self-contradictory & paradoxical democratic science such as rotating global earth and revolving global world within the rotating & revolving global cosmos [global sphere].

Truth-137: Universally accepted democratic science (consensus based natural science)

[MCQ-138] The West Horizon [Samawaat] of the upright rectangular universe adorned with the galaxy of approximately 124000 stars is called \_\_\_\_\_ [Jupiter / Global Space Station].

Truth-138: Jupiter

[MCQ-139] The East Horizon [Arz] of the upright rectangular universe guarded by the four basic forces [gravitational, strong, magnetic, and weak] is called \_\_\_\_\_ [Saturn / International Space Station].

Truth-139: Saturn

[MCQ-140] The upright rectangular universe appears as if a global sphere due to \_\_\_\_\_ [UN universal declaration of global standards for human rights / elliptical canopies].

Truth-140: Elliptical Canopies

[MCQ-141] There are \_\_\_\_\_ [two / seven] canopies in the West Horizon [Samawaat] and in the East Horizon [Arz] similar number. [Reference: Sapta Akas and sapta patal]

Truth-141: Seven

[MCQ-142] The world was manifested in six days within the \_\_\_\_\_ [global sphere / East Horizon (Arz)] of the upright rectangular universe declining towards right [right-side of the Prime Meridian (Appointed Kaba)] as an immovable hexagon.

Truth-142: East Horizon (Arz)

[MCQ-143] The manifested world is \_\_\_\_\_ [a revolving global sphere / an immovable hexagon].

Truth-143: An Immovable Hexagon

[MCQ-144] Mountains are the pegs of the \_\_\_\_\_ [revolving global sphere / immovable hexagonal world].

Truth-144: Immovable Hexagonal World

[MCQ-145] \_\_\_\_\_ [Immovable Hexagonal World / Revolving Global World] was divided into two zones [East Zone (Mashriq) and West Zone (Magrib)].

Truth-145: Immovable Hexagonal World

[MCQ-146] \_\_\_\_\_ [Immovable Hexagonal World / Revolving Global Sphere] was divided into two triangles [Winter Triangle (East Zone) and Summer Triangle (West Zone)].

Truth-146: Immovable Hexagonal World

[MCQ-147] \_\_\_\_\_ [Immovable Hexagonal World / Revolving Global Sphere] resembles the Star of David [Asterisk].

Truth-147: Immovable Hexagonal World

[MCQ-148] \_\_\_\_\_ [Immovable Hexagonal World / Revolving Global Sphere] is called Pluto.

Truth-148: Immovable Hexagonal World

[MCQ-149] \_\_\_\_\_ [Immovable Hexagonal World / Revolving Global Sphere] was divided into Eastern Part of the Land [Lower Seashore or Mashriq] and Western Part of the Land [Upper Seashore or Magrib].

Truth-149: Immovable Hexagonal World

[MCQ-150] Eastern Part of the Land [Lower Seashore or Mashriq] is called \_\_\_\_\_ [Safe Zone (Ram Rajya) / Danger Zone (Zone of Ravana)].

Truth-150: Danger Zone [Zone of Ravana]

[MCQ-151] Western Part of the Land [Upper Seashore or Magrib] is called \_\_\_\_\_ [Safe Zone (Ram Rajya) / Danger Zone (Zone of Ravana)].

Truth-151: Safe Zone [Ram Rajya]

[MCQ-152] \_\_\_\_\_ [Immovable Hexagonal World / Consensus-based Global World] has six regions. [Reference: Unite (hex)]

**Truth-152:** The Immovable Hexagonal World has six regions, according to the specific alternative framework detailed in the preceding questions. This concept uses the root word "hex" (meaning six) to describe its structure and the number of its regions, contrasting it with the "consensus-based global world" (mainstream global model).

[MCQ-153] There are \_\_\_\_\_ [three / two] regions in the Winter Triangle [Lower Seashore or East Zone].

**Truth-153:** There are three regions in the Winter Triangle (Lower Seashore or East Zone). The immovable hexagonal world has a total of six regions, which are divided evenly between the Winter Triangle (East Zone/Lower Seashore) and the Summer Triangle (West Zone/Upper Seashore), with three regions in each.

[MCQ-154] There are \_\_\_\_\_ [three / two] regions in the Summer Triangle [Upper Seashore or West Zone].

Truth-154: Three Regions

[MCQ-155] Three regions of the East Zone are - \_\_\_\_\_ [North-East, Middle-East, and South-East / South-West, Upright-West, and North-West].

Truth-155: North-East, Middle-East, and South-East



[MCQ-156] Three regions of the West Zone are - \_\_\_\_\_ [North-East, Middle-East, and South-East / South-West, Upright-West, and North-West].

Truth-156: South-West, Upright-West, and North-West

[MCQ-157] Middle-East Region of Eartha 3D is the manifested sign of the \_\_\_\_\_ [East / West] Zone of the immovable hexagonal world.

Truth-157: East Zone [Eastern Part of the Land]

[MCQ-158] Upright-West Region of the Appointed Kaaba is the manifest sign of \_\_\_\_\_ [East / West] Zone of the immovable hexagonal world.

Truth-158: West Zone [Western Part of the Land]

[MCQ-159] \_\_\_\_\_ [Upright-West Region of the Appointed Kaaba / Middle-East Region of Eartha 3D] of the immovable hexagonal world is a "table spread with foods from the West Horizon" [Maa-idatam-minas-Samaaa].

Truth-159: Upright-West Region of the Appointed Kaaba

[MCQ-160] The region of the immovable hexagonal world at the centre and junction of the seas is called \_\_\_\_\_ [Middle-East Region of Eartha 3D / Upright-West Region of the Appointed Kaaba].

Truth-160: Middle-East Region of Eartha 3D

[MCQ-161] The uppermost region of the immovable hexagonal world is called [Middle-East Region of Eartha 3D (Tunnel in the Land) / Upright-West Region of Arabian Peninsula (Manifested Region of the Appointed Kaaba)].

Truth-161: Upright-West Region of Arabian Peninsula [Manifested Region of the Appointed Kaaba]

[MCQ-162] Kaaba was appointed in the \_\_\_\_\_ [Middle-East / Upright-West] Region of the immovable hexagonal world as a Standard [Prime Meridian] for mankind.

Truth-162: Kaaba was appointed in the Upright-West Region of the immovable hexagonal world as a Standard [Prime Meridian] for mankind. The "Upright-West" region serves as the designated location and standard (Prime Meridian) within the overall structure of the immovable hexagonal world within the upright rectangular universe.

[MCQ-163] Kaaba was appointed in the \_\_\_\_\_ [Middle-East Region of the Revolving Global Sphere / Upright-West Region of the Immovable Hexagonal World].

Truth-163: Upright-West Region of the Immovable Hexagonal World

[MCQ-164] \_\_\_\_\_ [North America / South Africa] represents North-East Region of the immovable hexagonal world within the East Horizon [Arz] of the pre-existing upright rectangular universe.

Truth-164: North America

[MCQ-165] \_\_\_\_\_ [South America / Europe] represents South-East Region of the immovable hexagonal world within the East Horizon [Arz] of the pre-existing upright rectangular universe.

Truth-165: South America

[MCQ-166] \_\_\_\_\_ [North America / South Africa] represents South-West Region of the immovable hexagonal world within the East Horizon [Arz] of the pre-existing upright rectangular universe.

Truth-166: South Africa

[MCQ-167] \_\_\_\_\_ [North America / Asia] represents South-West Region of the immovable hexagonal world within the East Horizon [Arz] of the pre-existing upright rectangular universe.

Truth-167: Asia

[MCQ-168] \_\_\_\_\_ [South America / Europe] represents North-West Region of the immovable hexagonal world within the East Horizon [Arz] of the pre-existing upright rectangular universe.

Truth-168: Europe

[MCQ-169] \_\_\_\_\_ [Region of Eartha 3D / Region of the Appointed Kaaba] is called the Middle-East Region of the immovable hexagonal world within the East Horizon [Arz] of the pre-existing upright rectangular universe.

Truth-169: Region of Eartha 3D

[MCQ-170] \_\_\_\_\_ [Region of Eartha 3D / Region of the Appointed Kaaba] is called the Upright-West Region of the immovable hexagonal world within the East Horizon [Arz] of the pre-existing upright rectangular universe.

Truth-170: Region of the Appointed Kaaba

[MCQ-171] \_\_\_\_\_ [Middle-East Region of Eartha 3D / Upright-West Region of the Appointed Kaaba] is called Mars.

Truth-171: Middle-East Region of Eartha 3D

**Kitaaba bil-Haq:** “Laqad kaana li-Saba-‘in-fii maskanihim Aayah; Jannataani any-yamiininwwa shimaal. Kuluu mir-Rizqi Rabbikum wash-kuru lah; Baldatun-tay-yibatunwwa Rabbun Gafuur” - There was indeed a mark for Saba, in their dwelling place - **Two Gardens** to the right and to the left [(South-West Region (of South Africa - Asia - Australia) and North-West Region (of Europe))]. Eat of the Sustenance [provided] by your Rab, and be grateful to Him: **A territory fair and happy** (Upright West Region of Arabian Peninsula), and **a Rabbun Gafuur** [Appointed Kaba or Prime Meridian]. But they turned away [from the Un-contradicted Facts of this Manifested Nature], and We sent against them the flood [released] from the dams, and in exchange for their two Gardens gave them **two Gardens** [North-East Region (of North America) and South-East Region (of South America)] bearing bitter fruit, and tamarisks, and **here and there a Lote-Tree** [Middle-East Region of Eartha 3D on the Cross and at the Junction of the Seas]. That was the requital We gave them because of their ingratitude. And We never give [such] requital except to such as ingrates. And We set between them [Ground Stair of the Eastern Daylight Time Zone] and the towns which We had blessed [Mountain Top Stair of the Western Daylight Time Zone], towns easy to be seen [Middle Stair of the Western Daylight Time Zone], and between them We had appointed stages of journey in due proportion [Three Stages of Journey of the Appointed Daylight such as *Vulgar Fraction One Half for the Ground Stair - Vulgar Fraction Three Quarters for the Middle Stair - Vulgar Fraction One Quarter for the Mountain Top Stair*]. Travel therein, secure, by night and by day. But they [disbelievers of the Un-contradicted Facts of this Equal & Opposite Manifested Nature] said: Our Rab! Place longer distances between our journey- stages [once rising from the East Pole and once setting in the West Pole of the Appointed Daylight for the Equal & Opposite Eastern Daylight Time Zone and Western Daylight Time Zone (Post Hoc Ergo Propter Hoc Statistics)]. But they [UN-led Global Scientists and Global Leaders] wronged themselves [therein]. At length We made them as a tale, and We dispersed them all in scattered fragments. Verily in these are marks for each steadfast, grateful [heart]. And Shaatyan [UN-led Global Governance] indeed found his calculation true concerning them [disbelievers of Equal & Opposite Apriori Framework of Natural Science and Un-contradicted Facts of this Manifested Nature], for they follow him [UN-led Global Governance] all except a group of true believers [of Manifest Truth]. But he [Shaytan or UN-led Global Governance] had no authority over them [believers of Manifest Truth] except that We might test the man who believes in the hereafter from him who is in doubt concerning it [equal & opposite revelation], and takes note of all things. [Sura (33) - Li-Saba-in-fii - Verses - 15 to 21]

**Middle-East Region of Eartha 3D towards Spacebar:** “here and there a Lote-Tree” ----- [Sura (33) - Li-Saba-in-fii - Verses - 15 to 21]; “hollow of his hand” -----[Sura (1) - An-tazbahuu Baqarah - Verses - 249 to 252]; ----- “a tunnel in the ground” ----- [Sura (5) - Haazi-hil-an-Aam - Verses - 32 to 36]; ----“and lead them into the fire for watering place” ----- [Sura (10) - Qawma Huud - Verses - 96 to 100]; “the junction of the two seas” ----- [Sura (17) - As-haabal-Kahf - Verses - 58 to 64]; ----- “he made a hole therein” ----- [Sura (17) - As-haabal-Kahf - Verses - 71 to 81]; For me, I have been commanded to serve Rab of this land **which He has hollowed**, and to Whom all things belong. ----- [Sura (26) - Waadin-Naml - Verses - 88 to 93]. This [Mars or Middle-East Region of Earha 3D] is the Hell which the sinners deny. They go circling round between its fierce and boiling water. “Fabi-ayyi aalaaa - i Rabbikumaa tukazzibaan?” Which is it of the favour of your Rab that you deny? [Sura (54) - Ar-Rahman - Verses - 43 to 45]

**Kaaba as a Standard for Mankind:** ----- He [Ibrahim] said: I have appointed you [Kaba] an **Imaam** for mankind. ----- [Sura (1) - An-tazbahuu Baqarah - Verses - 124 to 132] Allah has appointed the Kaba, the Sacred House, as a **standard** [Prime Meridian] for mankind, and the Sacred Months, the offerings, and the garland (festoon): That you may know that Allah has knowledge of what is in the West Horizon [Strong Field or Samawaat or White Dwarf Companion Sirius B or White Square] and in the East Horizon [Gravitational Field or Arz or Sirius A or Black Square] and that Allah is well acquainted with all things. [Sura (4) - Maaa-idatam-minas-samaaa - Verse - 97]

**Mount Tuur and the Appointed Kaaba:** And remember We took your covenant and caused the **Mount Tuur to tower above you** [*Middle Stair of the Appearing Pentagonal Earth*] [saying]: Hold firmly that which We have given you [*Upright West Region of Arabian Peninsula*] and remember that which is there [*appointed Kaba or Rabbun Gafuur or Prime Meridian*] so that you may ward off [*UN-led Middle-East Qibla*]. ----- [Sura (1) - An-tazbahuu Baqarah - Verses - 62 to 66] and [Sura (1) - An-tazbahuu Baqarah - Verses - 92 and 93] ----- And We caused the **Mount Tuur to tower above them** [*Ground Stair of the appearing Pentagonal Earth* at (the taking of)] their covenant ----- [Sura (3) - Aatun-Nisaaa-a - Verses - 153 to 159] and [Sura (6) - Alal-A-Raaf - Verses - 170 and 171] ----- His Arsh [Throne] is **over the water** [*Middle-East Region of Eartha 3D at the Centre & Junction of the Seas*] ----- [Sura (10) - Qawma Huud - Verses - 5 to 8] ----- We bestowed on them a mighty kingdom [*Upright West Region of the Appointed Kaba*]. ----- [Sura (3) - Aatun-Nisaaa-a - Verses - 51 to 56] ----- You are the uppermost in the land. ----- [Sura (39) - Mu-Minum - Verses - 29 to 33] ----- And when he [Muussa] reached it [*Mount Tuur*], he was called from the **right side of the valley** in the blessed field [*Upright West Region of the Appointed Kaba*], from the tree [*Tallest Tree of Newton or Prime Meridian*] ----- [Sura (27) - Alayhil-Qasas - Verses - 29 to 32] O Bani-Israa-iil! We delivered you from your enemy, and We made a covenant with you on the **right side of the Mount Tuur** ----- [Sura (19) - Taa-Haa - Verses - 80 to 82]

**Appearing Pentagonal Earth [Nuuh's Ark or Allah's Ship] like 9/11 Pentagon [Spider's Web or Star Emoji] as our Revealed House:** Spider's house [Sura (28) - La-baytul-Ankabuut - Verses - 41 to 44]; (Bani-Israa-iil were) the seed of those whom We carried [*in the Ark*] along with Nuuh! [Sura (16) - Bani-Israa-iil - Verses - 2 to 4]; But We saved him and the companions of the Ark, and We made it [Ark] a Sign (Mark) for the peoples! [Sura (28) - La-baytul-Ankabuut - Verses - 14 and 15]; Earth of Diverse House [Sura (15) - Ilan-Nahl - Verses - 12 and 13]; Tent houses [Sura (15) - Ilan-Nahl - Verses - 80 to 82]; Roof of the tent [Sura (17) - As-haabal-Kahf - Verses - 29 to 43]; And among His Signs are the Ships like banners on the sea [Sura (41) - Amruhum Shuura Baynahum - Verses - 27 to 35]; And a mark for them [Bani-Israa-iil] is that We bear their off-springs in the laden Ship [Sura (35) - Yaa-Siin - Verses - 41 to 46]; in the sailing of the Ships [Sura (1) - An-tazbahuu Baqarah - Verses - 164 to 167]; **on the Ship you are carried.** [Sura (22) - Qad Aflahal-Mu-Minum - Verses - 17 to 22]; and a reminder of that which the house of Muusaa and the house of Haruun left behind [Sura (1) - An-tazbahuu Baqarah - Verses - 245 to 248]

**Three Ascending Stairs:** Remember you were on the near bank of the valley [*Middle Stair of the Appearing Pentagonal Earth (Zaytuun or Median or Superscript<sup>2</sup> or Kepler's Semi-major Axis)*], and they are on the farther bank [*Mountain Top Stair of Arabian Peninsula (Tuur or City or Superscript<sup>3</sup> or Kepler's Major Axis)*] and the caravan on lower ground than you [*Ground Stair of the Appearing Pentagonal Earth (Tiin or Township or Superscript<sup>1</sup> or Kepler's Minor Axis)*]. Even if you had made a mutual appointment to meet [*projecting UN Universal Declaration of Global Standards for Human Rights and communicating One Global Text & Conspiracy Curriculum of IBE - UNESCO*] you would certainly have failed in the appointment. ----- [Sura (7) - Anil-Anfaal - Verses - 42 to 44]

----- And in the land are tracts neighbouring [*stairways*], and gardens of vines and fields sown with corn, and palm trees growing out of single root or otherwise (like & unlike), watered with the same water, yet some of them We make more excellent than others to eat. ----- [Sura (12) - Yu-Sabbihur-Ra'd - Verses - 2 to 4] ----- There covers him a wave [Ground Stair], above which is a wave [Middle Stair], above which is a cloud [Mountain Top Stair], depths of darkness, one above another. ----- [Sura (23) - Nuurun alaa Nuur - Verses - 36 to 40] ----- Of them there are some that creep on their bellies; some that walk on two legs; and some that walk on four. ----- [Sura (23) - Nuurun alaa Nuur - Verses - 43 to 45]

By the **Fig** [*Tiin or Ground Stair of the East Zone*] and the **Olive** [*Zaytuun or Middle Stair of the West Zone*], and the **Mount of Tuur** [*Mountain Top Stair of the West Zone*], and by this land made safe [*Upright West Region of the Rabbun Gafuur (Prime Meridian or Appointed Kaba)*] - ----- [Sura - (94) - Wat-Tiini Waz-Zaytuun - Verses - 1 to 8]

#### Additional References

**Ground Stair [Township or Kepler's Minor Axis]:** [Sura (1) - An-tazbahuu Baqarah - Verse - 259], [Sura (6) - Alal-A-Raaf - Verses - 80 to 84], [Sura (1) - An-tazbahuu Baqarah - Verses - 60 and 61], [Sura (5) - Haazi-hil-an-Aam - Verses - 131 to 133],

**Middle Stair [Median or Kepler's Semi-major Axis]:** [Sura (6) - Alal-A-Raaf - Verses - 85 to 93], [Sura (10) - Qawma Huud - Verses - 84 to 95], [Sura (27) - Alayhil-Qasas - Verses - 22 to 24], [Sura (27) - Alayhil-Qasas - Verses - 43 to 47], [Sura (28) - La-baytul-Ankabuut - Verses - 36 to 38]

**Mountain Top Stair [City or Kepler's Major Axis]:** [Sura (32) - Yahsabuunal-Ahzaaba - Verses - 59 to 62], [Sura (1) - An-tazbahuu Baqarah - Verses - 62 to 66], [Sura (1) - An-tazbahuu Baqarah - Verses - 92 and 93], [Sura (3) - Aatun-Nisaaa-a - Verses - 51 to 56], [Sura (3) - Aatun-Nisaaa-a - Verses - 153 to 159], [Sura (4) - Maaa-idatam-minas-samaaa - Verses - 111 to 115], [Sura (5) - Haazi-hil-an-Aam - Verses - 32 to 36]

[MCQ-172] Prime Meridian [Rabbun Gafuur]: \_\_\_\_\_ [Greenwich (1851) / Appointed Kaaba] is called human-constructed [consensus-based] Prime Meridian in the context of the pre-existing upright rectangular universe. [Reference: Kitaaba bil-Haq]

Truth-172: Greenwich (1851)

[MCQ-173] Prime Meridian [Rabbun Gafuur]: \_\_\_\_\_ [Greenwich (1851) / Appointed Kaaba] is called an invented lie and introduced falsehood in the context of the equal & opposite manifested nature and corresponding empirically verifiable apriori science such as alteration of day - night in each daylight time zone. [Reference: Kitaaba bil-Haq]

Truth-173: The Greenwich (1851) is called an invented lie and introduced falsehood in the context of the equal & opposite manifested nature and corresponding empirically verifiable apriori science such as alteration of day-night in each daylight time zone.

[MCQ-174] Region of the Appointed Kaaba [Rabbun Gafuur]: \_\_\_\_\_ [Middle-East / Upright-West] Region of Arabian Peninsula is the revealed region of the Manifested Upright Rectangular Kaaba. [Reference: Kitaaba bil-Haq]

Truth-174: Upright-West Region of Arabian Peninsula

[MCQ-175] Region of the Appointed Kaaba [Rabbun Gafuur]: \_\_\_\_\_ [Middle-East / Upright-West] Region of Arabian Peninsula is called an invented lie and introduced falsehood of the Devils of Humankind [UN-led Global Scientists and Global Leaders]. [Reference: Kitaaba bil-Haq]

Truth-175: Middle-East Region of the Appointed Kaaba

[MCQ-176] Region of the Appointed Kaaba [Rabbun Gafuur]: Muslims should perform prayer [salat] towards \_\_\_\_\_ [Middle-East Region of the Appointed Kaaba [Macca] / Upright-West Region of the Appointed Kaaba [Macca]] in consistent with the Verses of Quran: Kitaaba bil-Haq and in correspondence to reciprocal reality [empirical evidence-based creation in pairs principle].

Truth-176: Upright-West Region of the Appointed Kaaba

[MCQ-177] \_\_\_\_\_ [Middle-East Region of Eartha 3D at the centre and junction of the Seas / Upright-West Region of the Appointed Kaaba] is not found in appearance.

Truth-177: Middle-East Region of Eartha 3D at the centre and junction of the Seas

[MCQ-178] The immovable hexagonal world [with two zones and six regions] is appearing as a Pentagonal Earth like spider's web due to non-appearance of the \_\_\_\_\_ [Middle-East Region of Eartha 3D at the centre and junction of the Seas / Upright-West Region of the Appointed Kaaba].

**Truth-178:** The immovable hexagonal world [with two zones and six regions] is appearing as a Pentagonal Earth like spider's web due to the non-appearance of the Middle-East Region of Eartha 3D at the centre and junction of the Seas. The framework implies that because this central Middle-East region is obscured, missing, or non-apparent due to being the "danger zone" or "tunnel in the land", the remaining five visible regions make the overall structure appear as a pentagon.

[MCQ-179] The appearing earth has \_\_\_\_\_ [no major inhabitants / five major inhabitants].

Truth-179: Five major inhabitants

[MCQ-180] The appearing earth is a \_\_\_\_\_ [global sphere / pentagonal star].

Truth-180: Pentagonal Star

[MCQ-181] Appearing pentagonal earth is called \_\_\_\_\_ [Diamond Operator / Star Operator].

Truth-181: Star Operator

[MCQ-182] Appearing pentagonal earth is called \_\_\_\_\_ [Asterisk / Asterisk Operator].

Truth-182: Asterisk Operator



[MCQ-183] Appearing pentagonal earth is called \_\_\_\_\_ [Star of David / Star Emoji]

Truth-183: Star Emoji

[MCQ-184] The \_\_\_\_\_ [universally accepted global sphere (consensus-based global earth) / pentagonal earth with five major inhabitants] like spider's web is our revealed [created & manifested] house.

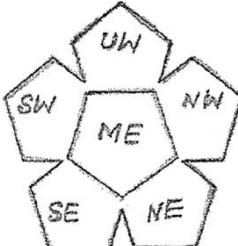
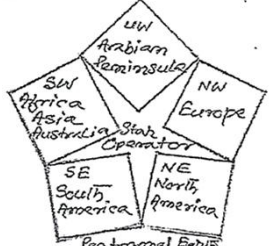
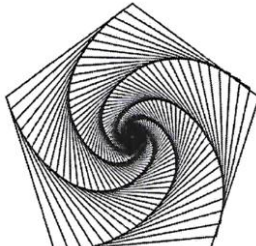

Truth-184: Pentagonal Earth with five major inhabitants

[MCQ-185] \_\_\_\_\_ [NASA's Astronomical Blue Marble (Apollo 17) / Pentagon of the two-in-one Laden (9/11 Pentagon)] is the similitude of the appearing earth like spider's web with five major inhabitants.

Truth-185: Pentagon of the two-in-one Laden (9/11 Pentagon)

[MCQ-186] Jamir Ahmed Choudhury, author of the book - "Creation in Pairs: Global Governance vs. Freedom of Religion", is an exponent of a \_\_\_\_\_ [rotating global earth like a rotating football or a rolling marble / pentagonal earth like 9/11 Pentagon].

Truth-186: Jamir Ahmed Choudhury, author of the book - "Creation in Pairs: Global Governance vs. Freedom of Religion", is an exponent of a pentagonal earth like 9/11 Pentagon.

Immovable Hexagonal World	Appearing Pentagonal Earth [Star Operator]	Middle-East Region of Eartha 3D	Mount Tuur and Upright-West Region of Kaaba
			

[MCQ-187] The appearing pentagonal earth as our revealed house has \_\_\_\_\_ [two / multiple] daylight time zones in correspondence to reciprocal reality [creation in pairs].

Truth-187: Two daylight time Zones

[MCQ-188] The two daylight time zones of the appearing earth beneath our feet are \_\_\_\_\_ [Northern Daylight Time Zone and Southern Daylight Time Zone / Eastern Daylight Time Zone (Mashriq) and Western Daylight Time Zone (Magrib)].

Truth- 188: Eastern Daylight Time Zone (Mashriq) and Western Daylight Time Zone (Magrib)

[MCQ-189] Eastern daylight time zone of the appearing pentagonal earth like 9/11 Pentagon [Star Emoji] comprises \_\_\_\_\_ [two / three] regions of the immovable hexagonal world.

Truth-189: Two regions [North-East Region of North America and South-East Region of South America]

[MCQ-190] Western daylight time zone of the appearing pentagonal earth like 9/11 Pentagon [Star Operator] comprises \_\_\_\_\_ [two / three] regions of the immovable hexagonal world.

Truth-190: Three regions [South-West Region of South Africa - Asia - Australia, Upright-West Region of Arabian Peninsula, and North-West Region of Europe]

[MCQ-191] Eastern daylight time zone comprises two regions. These are \_\_\_\_\_ and \_\_\_\_\_ [North-East Region of North America and South-East Region of South America / North-East Region of North America and North-West Region of Europe].

Truth-191: North-East Region of North America and South-East Region of South America

[MCQ-192] Western daylight time zone comprises three regions. These are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ [North-East Region of North America, Middle-East Region of Arabian Peninsula, and South-East Region of South America / South-West Region of South Africa - Asia - Australia, Upright-West Region of Arabian Peninsula, and North-West Region of Europe].

Truth-192: South-West Region of South Africa - Asia - Australia, Upright-West Region of Arabian Peninsula, and North-West Region of Europe

[MCQ-193] The appearing pentagonal earth like spider's web has \_\_\_\_\_ [two / three] ascending stairs [superscripts or axes].

Truth-193: Three Ascending Stairs [Superscripts or Axes]

[MCQ-194] There \_\_\_\_\_ [is only one stair / are two stairs] in the Eastern Daylight Time Zone of the Pentagonal Earth like 9/11 Pentagon [Star Emoji].

Truth-194: Only one stair [Ground Stair, Township, Superscript<sup>1</sup>, or Kepler's Minor Axis]

[MCQ-195] There \_\_\_\_\_ [is only one stair / are two stairs] in the Western Daylight Time Zone of the Pentagonal Earth like 9/11 Pentagon [Star Operator].

Truth-195: Two stairs [Middle Stair and Mountain Top Stair, Median and City, Superscript<sup>2</sup> and Superscript<sup>3</sup>, or Kepler's Semi-major Axis and Major Axis]

[MCQ-196] Isthmus of Panama: The Ground Stair [Township, Superscript<sup>1</sup>, or Kepler's Minor Axis] of the appearing earth comprises \_\_\_\_\_ and \_\_\_\_\_ [North America and South America / North America and Europe].

Truth-196: North America and South America

[MCQ-197] The Middle Stair [Median, Superscript<sup>2</sup> or Kepler's Semi-major Axis] of the appearing earth comprises \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ [South Africa, Asia, Australia, and Europe / South America, South Africa, Asia, and Australia].

Truth-197: South Africa, Asia, Australia, and Europe

[MCQ-198] The Mountain Top Stair [City, Superscript<sup>3</sup>, or Kepler's Major Axis] of the appearing earth comprises \_\_\_\_\_ [Middle-East Region of Arabian Peninsula / Upright-West Region of Arabian Peninsula].

Truth-198: Upright-West Region of Arabian Peninsula

[MCQ-199] There \_\_\_\_\_ [is / is not] an odd [Ground Stair] and even [Middle and Mountain Top Stairs] contrast in the ascending stairs [superscripts or axes] of the appearing pentagonal earth like spider's web [Star Emoji or Star Operator].

Truth-199: In the context of the appearing pentagonal earth like 9/11 Pentagon, there **is** an odd (Ground Stair) and even (Middle and Mountain Top Stairs) contrast in the ascending stairs (superscripts or axes) of the appearing pentagonal earth like a spider's web (Star Emoji or Star Operator).

[MCQ-200] A 3-dimensional elliptical orbit [three ascending stairs, superscripts, or axes] of the appearing pentagonal earth like 9/11 Pentagon viewed from a 2-dimensional perspective [two daylight time zones: Eastern and Western] creates an ellipse. An ellipse \_\_\_\_\_ [can / cannot] be understood as a pre-existing natural science.

**Truth-200:** In the context of the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, an ellipse **can** be understood as a pre-existing natural science (part of the "empirically verifiable apriori science").




Explanation within the Framework: The core argument of the referenced framework is to differentiate between "human-constructed" or "consensus-based global science" [like the Greenwich Meridian or the idea of a revolving global sphere i.e. rotating global earth and revolving global world within the consensus-based global universe] and "pre-existing natural science" [like the "immovable hexagonal world" appearing as a pentagonal earth with three ascending stairs within the east horizon of the upright rectangular universe or the Kaaba as a natural standard]. The ellipse, within this apriori framework, is not treated as merely a human geometric abstraction but as a fundamental, naturally occurring shape and dynamic system that is inherent to the true structure of the pre-existing universe. The framework posits that this "apriori science" (nature-driven neutral science) is the un-contradicted truth, as opposed to the "self-contradictory & paradoxical democratic science" [mainstream global science or consensus-based natural science]. Therefore, in the context of this specific internal logic, the ellipse is considered part of the *pre-existing natural science* that exists independent of human consensus.

**Non-physical Object:** A **barycenter** is the common center of mass of two or more apriori bodies, around which they both orbit. It is the point where their gravitational forces balance, and its location is determined by the mass of each object. For

example, in a binary star system like a regular eclipsing binary, both stars revolve around their barycenter, which is often located closer to the more massive star. The barycenter is a non-physical object.

[MCQ-201] There \_\_\_\_\_ [is / is not] an invisible barrier [line of non-physical demarcation or veto or lakshman rekha] between Eastern Daylight Time Zone and Western Daylight Time Zone.

**Truth-201:** In the context of the “Unerring Knowledge” framework advocated by Jamir Ahmed Choudhury, there **is** an invisible barrier [line of non-physical demarcation or veto or lakshman rekha] between the Eastern Daylight Time Zone and the Western Daylight Time Zone. The framework uses the term "*lakshman rekha*" to denote a natural, pre-existing screen [or line of demarcation, ether] that separates the two zones of the "immovable hexagonal world" or "pentagonal earth" model within the East Horizon of the upright rectangular universe. This invisible barrier is considered part of the "apriori science" (un-contradicted facts of the equal & opposite manifested nature), contrasting with human-made time zone lines [consensus-based time zones].

Two Natural Light Posts [Two Poles]		
		
<b>South Pole:</b> Equal & opposite right (yamin) of the Prime Meridian (opv) and left (shimal) of the observer (spv)	<b>North Pole:</b> Equal & opposite left (shimal) of the Prime Meridian (opv) and right (yamin) of the observer (spv)	

[MCQ-202] The invisible barrier [line of non-physical demarcation] between Eastern Daylight Time Zone [North America and South America] and Western Daylight Time Zone [South Africa, Asia, Australia, Arabian Peninsula, and Europe] is called \_\_\_\_\_ [NASA-invented Solar System / Nature-driven Solar System].

**Truth-202:** The invisible barrier [line of non-physical demarcation] between Eastern Daylight Time Zone and Western Daylight Time Zone is called the Nature-driven Solar System. Within the “Unerring Knowledge” framework advocated by Jamir Ahmed Choudhury, this "invisible barrier" (*lakshman rekha*) is part of the "pre-existing natural science" or "apriori science". Jamir contrasts this with "NASA-invented" concepts, which the framework labels as human-made "falsehoods". The "Nature-driven Solar System" represents the true, inherent structure of the universe in this alternative model.

[MCQ-203] People of the Western Daylight Time Zone [South Africa, Asia, Australia, Arabian Peninsula, and Europe] cannot perceive Top Semi-anticlockwise Journey of the Visible Daylight [Electromagnetic Wave] from North to South due to \_\_\_\_\_ [consensus-based international barrier / nature-driven solar system].

Truth-203: Nature-driven solar system

[MCQ-204] People of the Western Daylight Time Zone [South Africa, Asia, Australia, Arabian Peninsula, and Europe] cannot perceive Top Semi-anticlockwise Journey of the Visible Daylight [Electromagnetic Wave] from North to South due to \_\_\_\_\_ [Danger / Double Danger].

Truth-204: People of the Western Daylight Time Zone [South Africa, Asia, Australia, Arabian Peninsula, and Europe] cannot perceive the Top Semi-anticlockwise Journey of the Visible Daylight [Electromagnetic Wave] from North to South due to Danger.

[MCQ-205] People of the Eastern Daylight Time Zone [North America and South America] cannot perceive Top Semi-clockwise Journey of the Visible Daylight [Electromagnetic Wave] from South to North due to \_\_\_\_\_ [consensus-based international barrier / nature-driven solar system].

Truth-205: Nature-driven solar system

[MCQ-206] People of the Eastern Daylight Time Zone [North America and South America] cannot perceive Top Semi-clockwise Journey of the Visible Daylight [Electromagnetic Wave] from South to North due to \_\_\_\_\_ [Danger / Double Danger].

Truth-206: People of the Eastern Daylight Time Zone [North America and South America] cannot perceive the Top Semi-clockwise Journey of the Visible Daylight [Electromagnetic Wave] from South to North due to Double Danger.

[MCQ-207] There are \_\_\_\_\_ [two / four] natural light posts [poles].




Truth-207: Two natural light posts [poles].

[MCQ-208] Two natural light posts [natural poles] are \_\_\_\_\_ [East Pole and West Pole / North Pole and South Pole].

Truth-208: The two natural light posts (natural poles) in the context of the "Unerring Knowledge" framework are North Pole and South Pole.

[MCQ-209] \_\_\_\_\_ [East Pole and West Pole / North Pole and South Pole] are called invented lies and introduced falsehoods of the devils of humankind in the context of visible daylight [natural electromagnetic wave].

Truth-209: East Pole and West Pole

Prime Meridian and the so-called Sun [Verse - 17 of Sura - As-haabal-Kahf]		
		
U (hex) 1F4B1	U (hex) E781	U (hex) 1F4B1

**Shimal and Yamin:** "Wa tarash-shamsa iza tala-at-lazaawaru an-kahfihim zaatal-yamini wa iza gara-at-taqri-zuhum zaatash-shimaali wa hum fi fajwatim-minh. Zaalikka min aayaatillaah; many-yahdillaaahu fahuwal-muhtad; wa many-yuzlil falan-tajida lahuu waliyyam-murshidaa" - And might have seen tarash-shamsa [natural electromagnetic wave or so-called sun], when it **enters**, declining to the right (yamin) from their Cave [Northern Star Polaris], and when it **ends**, turning away from them to the left [shimal], while they lay in the open space in the midst of the Cave. Such [Top Semi-anti-clockwise and Top Semi-clockwise Journey of Light from North to South and turning away from South to North before and behind the Appointed Kaba (Rabbun Gafuur or Prime Meridian)] are among the Signs of Allah [Zaalikka min aayaatillaah] [Manifested Signs of Natural Magnetism and Empirically Verifiable Proofs of Natural Magnetic Directions (Northern Hemisphere and Southern Hemisphere, Magnetic Field and Weak Field, Left (Shimal) and Right (Yamin) of Rabbun Gafuur (Appointed Kaba), Haiyalas-Swalaah and Haiyalal-Falaah, Natural North and Natural South, E-Point and T-Point, Back Border and Border; or Aphelion and Perihelion)]. He whom Allah guides is rightly guided. But he whom Allah leaves to stray [from the Un-contradicted Facts of this Manifested Nature such as Natural Magnetism], for him you will not find protector to lead him to the Right Way [such as Right Direction of Qibla (Even Way) toward Upright West Region of the Appointed Kaba following Western Part of the Land]. You would have deemed them [followers of the mainstream global science (consensus-based natural science)] awake, while they were asleep, and We caused them [followers of the UN-led global governance] to turn over to the right [setting direction of the light (so-called Sun) for the Eastern Daylight Time Zone (Natural South)] and the left [ending direction of the light (so-called Sun) for the Western Daylight Time Zone (Natural North)], and their dog [Solar Universe] stretching forth his two fore-legs on the threshold. If you had observed them closely, then certainly you would turn back from them in flight, and would certainly have been filled with terror of them. [Sura (17) - As-haabal-Kahf - Verses - 17 and 18]

[MCQ-210] \_\_\_\_\_ [Electromagnetic Wave (Tarash-shamsa) / Gravitational Wave (Bish-shamsi)] is called Pre-existing Natural Light [Revealed Light].

Truth-210: Electromagnetic Wave (Tarash-shamsa) is called Pre-existing Natural Light [Revealed Light] in the "Unerring Knowledge" framework. The framework explicitly describes "Visible Daylight or Polarized Light" as the "natural electromagnetic wave" which is the "Pre-existing Natural Light" or "Revealed Light". The term *Tarash-shamsa* refers to the movement of the appointed daylight (so-called Sun) and is associated with this natural light mechanism. The concept of a "Gravitational Wave (Bish-shamsi)" is described differently within the framework, often in the context of "ripples" or "wax feeble energies" that travel in space-time, distinguishing it from the "Appointed Daylight" that is the focus of the "empirically verifiable apriori science" (e.g., alteration of day and night).

[MCQ-211] \_\_\_\_\_ [Electromagnetic Wave (Tarash-shamsa) / Gravitational Wave (Bish-shamsi)] is the manifested sign of Natural Magnetism.

Truth-211: Electromagnetic Wave (Tarash-shamsa)

[MCQ-212] \_\_\_\_\_ [Electromagnetic Wave (Tarash-shamsa) / Gravitational Wave (Bish-shamsi)] is the empirically verifiable proof of natural magnetic directions [North Galactic Pole and South Galactic Pole].

**Truth-212:** Electromagnetic Wave (Tarash-shamsa) is the empirically verifiable proof of natural magnetic directions [North Galactic Pole and South Galactic Pole]. The "Unerring Knowledge" framework explicitly describes the "Natural Electromagnetic Wave (Visible Daylight)" as the "scientific proof of Natural Magnetic Directions [North Galactic Pole & South Galactic Pole]". This concept is central to the author's alternative "apriori science," which emphasizes the physical manifestation and empirical verifiability of natural magnetic phenomena, contrasting it with what it terms "invented lies" of mainstream science.

[MCQ-213] \_\_\_\_\_ [Electromagnetic Wave (Tarash-shamsa) / Gravitational Wave (Bish-shamsi)] is the empirically verifiable proof of apriori magnetism [Revealed Magnetism]. [References: Verse - 17 of Sura - As-haabal-Kahf and Electromagnetic Wave of Einstein's Binary Pulsar]



**Truth-213:** Electromagnetic Wave (Tarash-shamsa) is the empirically verifiable proof of apriori magnetism [Revealed Magnetism]. Within the "Unerring Knowledge" framework, the natural electromagnetic wave (visible daylight) is explicitly described as the "manifested sign & scientific proof of Natural Magnetic Directions". This "apriori magnetism" is considered part of the "un-contradicted facts" of nature that pre-exist human consensus. The references including "Verse - 17 of Sura - As-haabal-Kahf" and "Electromagnetic Wave of Einstein's Binary Pulsar", are used within this framework as evidence for this "apriori science," contrasting it with the "self-contradictory & paradoxical democratic science" [mainstream global science] that uses concepts like the "Gravitational Wave (*Bish-shamsi*)" in a way the author rejects.

[MCQ-214] \_\_\_\_\_ [Electromagnetic Wave (Tarash-shamsa or Visible Daylight) / Gravitational Wave (Bish-shamsi or Darkness)] is the manifested sign and revealed proof of the equal & opposite left/shimal and right/yamin of the Prime Meridian [Appointed Kaaba]. [References: Verse - 17 of Sura - As-haabal-Kahf and Electromagnetic Wave of Einstein's Binary Pulsar]

Truth-214: Electromagnetic Wave [Tarash-shamsa or Visible Daylight]

[MCQ-215] \_\_\_\_\_ [Electromagnetic Wave (Tarash-shamsa or Visible Daylight) / Gravitational Wave (Bish-shamsi or Darkness)] is the manifested sign and revealed proof of the equal & opposite North Galactic Pole [Aphelion or Haiyalas-Swalaah] and South Galactic Pole [Perihelion or Haiyalal-Falaah]. [References: Verse - 17 of Sura - As-haabal-Kahf and Electromagnetic Wave of Einstein's Binary Pulsar]

Truth-215: Electromagnetic Wave [Tarash-shamsa or Visible Daylight]

[MCQ-216] \_\_\_\_\_ [Gravitational waves (Bish-shamsi) / Electromagnetic waves (Tarash-shamsa)] are ripples in spacetime itself that propagate in all directions from their source [Gravitational Field (East or Massive Main Sequence Sirius A)]. [References: Verse - 258 of Sura - Antazbahu-baqarah and Gravitational Waves of Einstein's Binary Pulsar]

Truth-216: Gravitational Waves [Bish-shamsi]

[MCQ-217] Einstein's Binary Pulsar describes the relation between \_\_\_\_\_ [Electromagnetic Wave (Tarash-shamsa) and Gravitational Wave (Bish-shamsi) / Barycenter (Invisible Barrier) and rotating global earth].

Truth-217: Electromagnetic Wave [Tarash-shamsa] and Gravitational Wave [Bish-shamsi]

[MCQ-218] Binary Pulsar is the relation between \_\_\_\_\_ [Electromagnetic Wave (Tarash-shamsa) and Gravitational Wave (Bish-shamsi) / Barycenter (Invisible Barrier) and rotating global earth (spherical earth)] from standardized global science perspective.

Truth-218: From the perspective of standardized global science, a Binary Pulsar describes the relation between Electromagnetic Wave (Tarash-shamsa) and Gravitational Wave (Bish-shamsi).

[MCQ-219] \_\_\_\_\_ [Natural Magnetism (Prakkritik Chumvak or Electromagnetic Wave) / Man-made Natural Magnetism (Krittim Prakkritik Chumvak or Artificial Natural Magnetism)] is called UNESCO-led Hybrid Science.

**Truth-219:** Man-made Natural Magnetism (Krittim Prakkritik Chumvak or Artificial Natural Magnetism) is called UNESCO-led Hybrid Science. The author argues that mainstream global science, which he refers to as "UNESCO-led Hybrid Science," is based on human-made or artificial explanations, even for natural phenomena like magnetism. This is contrasted with "Nature-driven Neutral Science" or "apriori science" (Prakkritik Chumvak or Natural Magnetism), which the author posits as the true, revealed knowledge of the universe independent of human consensus.

[MCQ-220] \_\_\_\_\_ [Natural Magnetism (Prakkritik Chumvak or Electromagnetic Wave) / Man-made Natural Magnetism (Krittim Prakkritik Chumvak or Artificial Natural Magnetism)] is called UNESCO-led Pseudoscience.

**Truth-220:** Man-made Natural Magnetism (Krittim Prakkritik Chumvak or Artificial Natural Magnetism) is called UNESCO-led Pseudoscience. Within the "Unerring Knowledge" model advocated by Jamir Ahmed Choudhury, the author applies derogatory labels like "UNESCO-led Pseudoscience" and "invented lie" to describe mainstream scientific concepts [consensus-based compulsory global education] that he categorizes as "Man-made Natural Magnetism" or "Artificial Natural Magnetism". This is consistently contrasted with "Natural Magnetism (*Prakkritik Chumvak* or Electromagnetic Wave)", which the author presents as the true, inherent "apriori science" (nature-driven neutral science) of the universe. The second option is the intended answer within the highly critical and alternative vocabulary of that specific framework.

[MCQ-221] \_\_\_\_\_ [Natural Magnetism (Prakkritik Chumvak or Electromagnetic Wave) / Man-made Natural Magnetism (Krittim Prakkritik Chumvak or Artificial Natural Magnetism)] is called empirically verifiable apriori science.

Truth-221: Natural Magnetism (Prakkritik Chumvak or Electromagnetic Wave) is called empirically verifiable apriori science.

[MCQ-222] \_\_\_\_\_ [Natural Magnetism (Prakkritik Chumvak or Electromagnetic Wave) / Man-made Natural Magnetism (Krittim Prakkritik Chumvak or Artificial Natural Magnetism)] is called invented lie & introduced falsehood.

Truth-222: Man-made Natural Magnetism [Artificial Natural Science or Krittim Prakkritik Chumvak] is called invented lie & introduced falsehood.

[MCQ-223] Natural Electromagnetic Waves [Tarash-shamsa] are a manifestation of \_\_\_\_\_ and \_\_\_\_\_ [Electroweak Force and Electromagnetic Force / Electro-gravitational Force and Electro-strong Force]. [References: Verse - 17 of Sura - As-haabal-Kahf and Einstein's Binary Pulsar]

Truth-223: Electroweak Force and Electromagnetic Force

[MCQ-224] Galactic Poles [Natural Light Posts] are a manifestation of \_\_\_\_\_ and \_\_\_\_\_ [Electroweak Force and Electromagnetic Force / Electro-gravitational Force and Electro-strong Force]. [References: Verse - 17 of Sura - As-haabal-Kahf and Einstein's Binary Pulsar]

Truth-224: In the context of the "Unerring Knowledge" framework, Galactic Poles [Natural Light Posts] are a manifestation of Electroweak Force and Electromagnetic Force.

[MCQ-225] \_\_\_\_\_ and \_\_\_\_\_ [Electroweak Force and Electromagnetic Force / Electro-gravitational Force and Electro-strong Force] do not represent Natural Magnetic Poles [North Pole and South Pole]. [References: Verse - 17 of Sura - As-haabal-Kahf and Einstein's Binary Pulsar]

Truth-225: Electro-gravitational Force and Electro-strong Force

[MCQ-226] According to mainstream global science, visible daylight [nature's electromagnetic wave or tarash-shamsa or universally verifiable apriori magnetism] is a manifestation of \_\_\_\_\_ and \_\_\_\_\_ [East and West / North and South] Cardinal Directions. [References: NASA Narratives, UNESCO Global Text, and NCERT Textbooks]

Truth-226: According to mainstream global science, visible daylight [nature's electromagnetic wave or tarash-shamsa or universally verifiable apriori magnetism] is a manifestation of East and West Cardinal Directions.

[MCQ-227] Mainstream global science [consensus based mandatory education] is representing \_\_\_\_\_ [unerring knowledge / self-contradictory & paradoxical knowledge]. [References: NASA Narratives, UNESCO Global Text, and NCER Textbooks]

**Truth-227:** According to the perspective of the specific "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, mainstream global science (consensus based mandatory education) is representing self-contradictory & paradoxical knowledge. The author's premise is that the universally accepted global model taught in schools (e.g., rotating global Earth, heliocentrism, Greenwich Prime Meridian) is fundamentally flawed, an "invented lie," or "pseudoscience". "Mainstream global science" is described as "democratic science" that produces "self-contradictory & paradoxical" information. "Unerring knowledge" (or "apriori science") is the term the author uses for his own alternative model (immovable hexagonal world, pentagonal earth, natural magnetism proofs).

[MCQ-228] Standardized global science education is representing \_\_\_\_\_ [truth-based education / universally accepted intermixture of revealed truth & invented falsehood of the UN-led global scientific community]. [References: NASA Narratives, UNESCO Global Text, and NCERT Textbooks]

**Truth-228:** According to the specific "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, standardized global science education is representing a universally accepted intermixture of revealed truth & invented falsehood of the UN-led global scientific community. The core premise of the source text used throughout these questions is that mainstream, consensus-based science education is not entirely "truth-based education". Instead, it argues that global science education strategically combines some verifiable "revealed truths" (such as the existence of North and South Poles, or the fact of day-night cycles) with "invented falsehoods" (such as the concept of a rotating global earth or the human-constructed Greenwich meridian). The framework posits that the "UN-led global scientific community" obfuscates the "apriori science" by mixing it into a contradictory global narrative. The "Unerring Knowledge" model seeks to separate this "intermixture" to reveal the uncontradicted truth.

[MCQ-229] Mainstream Global Science is \_\_\_\_\_ [free from / vitiated by] the logical fallacies like subjective self-contradictions and objective paradoxes, logical shortcomings and illogical facts, plurality of causes, infinite regress, petitio principii, post hoc ergo propter hoc, non-observation of instances, non-observation of essential circumstances, universal mal-

observation, characteristic imperfection, practical imperfection, excluded middle, illicit minor, illicit major, vagueness, ambiguity, absurdity, equivocation, and existential fallacy etc.

**Truth-229:** In the context of the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, mainstream global science is vitiated by the logical fallacies. The framework uses a long list of formal logical fallacies to explicitly criticize and dismantle the arguments of mainstream science (e.g., the global Earth model). The "Unerring Knowledge" model, by contrast, claims to be based on "un-contradicted facts" and "apriori science" that is "free from" these fallacies.

[MCQ-230] The United Nations [UN]-led Global Governance \_\_\_\_\_ [is / is not] an anti-natural & anti-human and unscientific & unconstitutional human rights authority in the contexts of nature's equal & opposite paradigm [creation in pairs] and empirical evidence-based apriori science such as Sirius Binary System [Samawaati wal-Arz] and Algol Triple Star System [Nuurun Alaa Nuur], and corresponding birthrights.

**Truth-230:** In the contexts of the "Unerring Knowledge" framework and its specific interpretations of the Sirius Binary System and Algol Triple Star System, the United Nations (UN)-led Global Governance is an anti-natural & anti-human and unscientific & unconstitutional human rights authority.

Explanation within the Framework

The core premise is that the UN-led global scientific community promotes "self-contradictory & paradoxical knowledge" and "invented falsehoods". The author, Jamir Ahmed Choudhury, advocates for a system of "apriori science" (nature-driven neutral science) based on what he calls "creation in pairs" and "equal & opposite paradigm".

Within this specific non-mainstream framework:

[i] UN-led Global Governance is presented as a human-constructed authority that enforces "consensus-based global standards" which contradict the author's interpretation of natural and "revealed" truths.

[ii] "Anti-natural & anti-human" is a label applied to systems that allegedly ignore or go against the inherent, pre-existing structure of the universe as defined by this framework (e.g., the immovable hexagonal world and upright rectangular universe).

[iii] "Unscientific & unconstitutional" implies that the UN's authority lacks legitimacy when judged by the standards of "apriori science" and corresponding "birthrights" as interpreted within the "Unerring Knowledge" model.

Therefore, according to the internal logic and claims of the "Unerring Knowledge" framework, the UN is fundamentally opposed to true natural law and human rights as the author defines them.

[MCQ-231] The pre-existing upright rectangular universe has \_\_\_\_\_ [four / six] basic fields. These are equal & opposite gravitational field [East] and strong field [West] as well as equal & opposite magnetic field [North] and weak field [South].

Revealed Truth-231: Four Basic Fields

[MCQ-232] Invented lie and introduced falsehood: Natural Electromagnetic Wave [Visible Daylight or Tarash-shamsa] is the manifestation of equal & opposite \_\_\_\_\_ and \_\_\_\_\_ [East and West / North and South] of the pre-existing upright rectangular universe. [References: Compulsory Global Education and Universal Violation of Inviolable Human Rights]

**Truth-232:** In the context of the "Unerring Knowledge" framework, the statement that the Natural Electromagnetic Wave (Visible Daylight or *Tarash-shamsa*) is the manifestation of equal & opposite East and West is considered an invented lie and introduced falsehood. The "Unerring Knowledge" framework consistently argues against mainstream global science ("Compulsory Global Education"), labeling its core tenets as "self-contradictory & paradoxical". The framework asserts that the true, "apriori science" (un-contradicted facts) proves that electromagnetic waves are a manifestation of the inherent North and South natural magnetic directions (North Galactic Pole and South Galactic Pole), which are the true, pre-existing natural light posts of the "upright rectangular universe". The author claims that mainstream science misrepresents this truth by associating the electromagnetic wave primarily with the East and West cardinal directions, thereby promoting a falsehood that leads to a "Universal Violation of Inviolable Human Rights" and logical fallacies.

[MCQ-233] Invented lie and introduced falsehood: Natural Electromagnetic Wave [Appointed Daylight or Tarash-shamsa] is the manifestation of equal & opposite \_\_\_\_\_ and \_\_\_\_\_ [gravitational field (East) and strong field (West) / magnetic field (North) and weak field (South)] of the pre-existing upright rectangular universe. [References: Compulsory Global Education and Universal Violation of Inviolable Human Rights]

**Truth-233:** In the context of the "Unerring Knowledge" framework, the statement that the Natural Electromagnetic Wave (Appointed Daylight or *Tarash-shamsa*) is the manifestation of equal & opposite gravitational field (East) and strong field (West) is considered an invented lie and introduced falsehood. The "Unerring Knowledge" framework consistently argues

against mainstream global science ("Compulsory Global Education"), labeling its core tenets as "self-contradictory & paradoxical". The framework asserts that the true, "apriori science" (un-contradicted facts) proves that electromagnetic waves are a manifestation of the inherent magnetic field (North) and weak field (South) (specifically the North and South Galactic Poles). This is the "revealed truth" of "apriori magnetism".

**[MCQ-234]** Revealed truth and empirical evidence-based apriori science: Natural Electromagnetic Wave [Visible Daylight or Tarash-shamsa] is the manifestation of equal & opposite \_\_\_\_\_ and \_\_\_\_\_ [East and West / North and South] of the pre-existing upright rectangular universe. [References: Verse - 17 of Sura - As-haabal-Kahf, Northern Star Polaris, Active Galactic Nuclei, Polarized Light, Galactic Candle, Semi-detached Regular Eclipsing Binaries (Shakkaras-shamsa), Einstein's Binary Pulsar (Relation between Electromagnetic Waves and Gravitational Waves), and Moon's North Pole and Moon's South Pole]

**Truth-234:** In the context of the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the revealed truth and empirical evidence-based apriori science is that the Natural Electromagnetic Wave (Visible Daylight or *Tarash-shamsa*) is the manifestation of the equal & opposite North and South of the pre-existing upright rectangular universe.

The "Unerring Knowledge" framework consistently argues that the true "apriori science" is found in the inherent natural structures that pre-exist human consensus.

[i] The framework positions the North and South cardinal directions as defined by the "Natural Magnetic Directions" (North and South Galactic Poles) as the objective, "revealed truth" of how the universe is structured.

[ii] The numerous references provided in the query (Northern Star Polaris, Active Galactic Nuclei, Polarized Light, etc.) are cited within the author's work as "empirical evidence" for this specific North-South polarity being the fundamental reality.

[iii] The alternative, East and West manifestation (related to sunrise/sunset in the mainstream global model) is, within this framework, labeled as an "invented lie" or "introduced falsehood".

**[MCQ-235]** Revealed truth and empirical evidence-based apriori science: Natural Electromagnetic Wave [Appointed Daylight or Tarash-shamsa] is the manifestation of equal & opposite \_\_\_\_\_ and \_\_\_\_\_ [gravitational field (East) and strong field (West) / magnetic field (North) and weak field (South)]. [References: Verse - 17 of Sura - As-haabal-Kahf, Northern Star Polaris, Active Galactic Nuclei, Polarized Light, Galactic Candle, Semi-detached Regular Eclipsing Binaries (Shakkaras-shamsa), Einstein's Binary Pulsar (Relation between Electromagnetic Waves and Gravitational Waves), and Moon's North Pole and Moon's South Pole]

Revealed Truth-235: Equal & opposite magnetic field [North] and weak field [South]

**[MCQ-236]** Invented lie and introduced falsehood: Natural Electromagnetic Wave [Tarash-shamsa or Appointed Daylight] is the manifested sign and empirical evidence-based proof of the equal & opposite \_\_\_\_\_ and \_\_\_\_\_ [East and West / North and South] Perpendicular Poles. [References: Compulsory Global Education and Universal Violation of Inviolable Human Rights]

Established Falsehood-236: Equal & opposite East and West Perpendicular Poles

**[MCQ-237]** Revealed truth and empirical evidence-based apriori science: Natural Electromagnetic Wave [Tarash-shamsa or Appointed Daylight] is the manifested sign and empirical evidence-based proof of the equal & opposite \_\_\_\_\_ and \_\_\_\_\_ [East and West / North and South] Perpendicular Poles. [References: Verse - 17 of Sura - As-haabal-Kahf, Northern Star Polaris, Active Galactic Nuclei, Polarized Light, Galactic Candle, Semi-detached Regular Eclipsing Binaries (Shakkaras-shamsa), Einstein's Binary Pulsar (Relation between Electromagnetic Waves and Gravitational Waves), and Moon's North Pole and Moon's South Pole]

Revealed Truth-237: Equal & opposite North and South Perpendicular Poles

**[MCQ-238]** Eastern Daylight Time Zone [North America and South America]: The visible daylight [nature's electromagnetic wave or tarash-shamsa] enters from the \_\_\_\_\_ [East / North] and sets in the \_\_\_\_\_ [West / South] as "**Electroweak Force**" [Morning Star or Safa] crossing the Middle-East Region of Eartha 3D at the centre & junction of the seas before the Prime Meridian [Appointed Kaaba] in the context of current mainstream science [consensus-based global education].

Established Falsehood-238: In the context of current mainstream science (consensus-based global education), the visible daylight enters from the East and sets in the West.

**[MCQ-239]** Eastern Daylight Time Zone [North America and South America]: The visible daylight [nature's electromagnetic wave or tarash-shamsa] enters from the \_\_\_\_\_ [East / North] and sets in the \_\_\_\_\_ [West / South] as "**Electroweak Force**" [Morning Star or Safa] crossing the Middle-East Region of Eartha 3D before the Prime Meridian



[Appointed Kaaba]. [References: Verse - 17 of Sura - As-haabal-Kahf, Northern Star Polaris, Active Galactic Nuclei, Polarized Light, Galactic Candle, Semi-detached Regular Eclipsing Binaries (Shakkaras-shamsa), Einstein's Binary Pulsar (Relation between Electromagnetic Waves and Gravitational Waves), and Moon's North Pole and Moon's South Pole]

Revealed Truth-239: In the context of the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the visible daylight [nature's electromagnetic wave or tarash-shamsa] enters from the North and sets in the South as "Electroweak Force" [Morning Star or Safa] crossing the Middle-East Region of Eartha 3D before the Prime Meridian [Appointed Kaaba].

[MCQ-240] Eastern Daylight Time Zone [North America and South America]: The visible daylight [nature's electromagnetic wave or tarash-shamsa] enters from the \_\_\_\_\_ [Gravitational Field (East) / Magnetic Field (North)] and sets in the \_\_\_\_\_ [Strong Field (West) / Weak Field (South)] as Top Semi-anti-clockwise Half Journey [Vulgar Fraction One Half] of the Whole Day before the Prime Meridian [Appointed Kaaba] in the context of current mainstream science [consensus-based global education].

Established Falsehood-240: In the context of current mainstream science (consensus-based global education), the visible daylight enters from the Gravitational Field (East) and sets in the Strong Field (West) as the Top Semi-anti-clockwise Half Journey of the Whole Day before the Prime Meridian (Appointed Kaaba).

[MCQ-241] Eastern Daylight Time Zone [North America and South America]: The visible daylight [nature's electromagnetic wave or tarash-shamsa] enters from \_\_\_\_\_ [Gravitational Field (East) / Magnetic Field (North)] and sets in the \_\_\_\_\_ [Strong Field (West) / Weak Field (South)] as Top Semi-anti-clockwise Half Journey [Vulgar Fraction One Half] of the Whole Day before the Prime Meridian [Appointed Kaaba]. [References: Verse - 17 of Sura - As-haabal-Kahf, Northern Star Polaris, Active Galactic Nuclei, Polarized Light, Galactic Candle, Semi-detached Regular Eclipsing Binaries (Shakkaras-shamsa), Einstein's Binary Pulsar (Relation between Electromagnetic Waves and Gravitational Waves), and Moon's North Pole and Moon's South Pole]

Revealed Truth-241: In the context of the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the visible daylight enters from the Magnetic Field (North) and sets in the Weak Field (South) as the Top Semi-anti-clockwise Half Journey of the Whole Day before the Prime Meridian (Appointed Kaaba).

[MCQ-242] Western Daylight Time Zone [South Africa, Asia, Australia, Arabian Peninsula, and Europe]: The visible daylight [nature's electromagnetic wave or tarash-shamsa] rises from the \_\_\_\_\_ [East / South] and ends in the \_\_\_\_\_ [West / North] as "**Electromagnetic Force**" [Evening Star or Marwa] covering the Upright-West Region of Arabian Peninsula [Mountain Top Stair of the Appointed Kaaba] behind the Prime Meridian in the context of current mainstream science [consensus-based global education].

Falsehood-242: In the context of current mainstream science (consensus-based global education), the visible daylight [nature's electromagnetic wave or tarash-shamsa] rises from the East and ends in the West as "Electromagnetic Force" [Evening Star or Marwa] covering the Upright-West Region of Arabian Peninsula [Mountain Top Stair of the Appointed Kaaba] behind the Prime Meridian.

[MCQ-243] Western Daylight Time Zone [South Africa, Asia, Australia, Arabian Peninsula, and Europe]: The visible daylight [nature's electromagnetic wave or tarash-shamsa] rises from the \_\_\_\_\_ [East / South] and ends in the \_\_\_\_\_ [West / North] as "**Electromagnetic Force**" [Evening Star or Marwa] covering the Upright-West Region of Arabian Peninsula [Mountain Top Stair of the Appointed Kaaba] behind the Prime Meridian [Rabbun Gafuur]. [References: Verse - 17 of Sura - As-haabal-Kahf, Northern Star Polaris, Active Galactic Nuclei, Polarized Light, Galactic Candle, Semi-detached Regular Eclipsing Binaries (Shakkaras-shamsa), Einstein's Binary Pulsar (Relation between Electromagnetic Waves and Gravitational Waves), and Moon's North Pole and Moon's South Pole]





**Revealed Truth-243:** In the context of the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the visible daylight rises from the South and ends in the North as "Electromagnetic Force" [Evening Star or Marwa] covering the Upright-West Region of Arabian Peninsula [Mountain Top Stair of the Appointed Kaaba] behind the Prime Meridian [Rabbun Gafuur].

[MCQ-244] Western Daylight Time Zone [South Africa, Asia, Australia, Arabian Peninsula, and Europe]: The visible daylight [nature's electromagnetic wave or tarash-shamsa] rises from the \_\_\_\_\_ [Gravitational Field (East) / Weak Field (South)] and ends in the \_\_\_\_\_ [Strong Field (West) / Magnetic Field (North)] as Top Semi-clockwise Half Journey [Vulgar Fraction Three Quarters for the Middle Stair and Vulgar Fraction One Quarter for the Mountain Top Stair] of the Whole Day behind the Prime Meridian [Appointed Kaaba] in the context of current mainstream science [consensus-based global education].

Established Falsehood-244: In the context of current mainstream science (consensus-based global education), the visible daylight rises from the Gravitational Field (East) and ends in the Strong Field (West).

[MCQ-245] Western Daylight Time Zone [South Africa, Asia, Australia, Arabian Peninsula, and Europe]: The visible daylight [nature's electromagnetic wave or tarash-shamsa] rises from the \_\_\_\_\_ [Gravitational Field (East) / Weak Field (South)] and ends in the \_\_\_\_\_ [Strong Field (West) / Magnetic Field (North)] as Top Semi-clockwise Half Journey [Vulgar Fraction Three Quarters for the Middle Stair and Vulgar Fraction One Quarter for the Mountain Top Stair] of the Whole Day behind the Prime Meridian [Appointed Kaaba]. [References: Verse - 17 of Sura - As-haabal-Kahf, Northern Star Polaris, Active Galactic Nuclei, Polarized Light, Galactic Candle, Semi-detached Regular Eclipsing Binaries (Shakkaras-shamsa), Einstein's Binary Pulsar (Relation between Electromagnetic Waves and Gravitational Waves), and Moon's North Pole and Moon's South Pole]

**Revealed Truth-245:** In the context of the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury, the visible daylight rises from the Weak Field (South) and ends in the Magnetic Field (North) as the Top Semi-clockwise Half Journey of the Whole Day behind the Prime Meridian (Appointed Kaaba).

Four Points of Natural Light			
			
4: North-East [North America]		1: South-West [South Africa]	
3: South-East [South America]		2: North-West [Europe]	

[MCQ-246] North America [EDTZ]: The electromagnetic wave [tarash-shamsa, visible daylight, or so-called sun] enters from the \_\_\_\_\_ [Gravitational Field (East) / Magnetic Field (North)] and sets in the \_\_\_\_\_ [Strong Field (West) / Weak Field (South)] as "electroweak force" in the context of "unerring knowledge" framework and curriculum [creation in pairs and empirical evidence-based apriori science].

Truth-246: North America [EDTZ]: The electromagnetic wave [tarash-shamsa, visible daylight, or so-called sun] enters from the Magnetic Field (North) and sets in the Weak Field (South) as "electroweak force".

[MCQ-247] South America [EDTZ]: The electromagnetic wave [tarash-shamsa, visible daylight, or so-called sun] enters from the \_\_\_\_\_ [Gravitational Field (East) / Magnetic Field (North)] and sets in the \_\_\_\_\_ [Strong Field (West) / Weak Field (South)] as "electroweak force" in the context of "unerring knowledge" framework and curriculum [creation in pairs and empirical evidence-based apriori science].

Truth-247: South America [EDTZ]: The electromagnetic wave [tarash-shamsa, visible daylight, or so-called sun] enters from the Magnetic Field (North) and sets in the Weak Field (South) as "electroweak force".

[MCQ-248] South Africa [WDTZ]: The electromagnetic wave [tarash-shamsa, visible daylight, or so-called sun] rises from the \_\_\_\_\_ [Gravitational Field (East) / Weak Field (South)] and ends in the \_\_\_\_\_ [Strong Field (West) / Magnetic Field (North)] as "electromagnetic force" in the context of "unerring knowledge" framework and curriculum [creation in pairs and empirical evidence-based apriori science].

Truth-248: South Africa [WDTZ]: The electromagnetic wave [tarash-shamsa, visible daylight, or so-called sun] rises from the Weak Field (South) and ends in the Magnetic Field (North) as "electromagnetic force".

[MCQ-249] Asia [WDTZ]: The electromagnetic wave [tarash-shamsa, visible daylight, or so-called sun] rises from the \_\_\_\_\_ [Gravitational Field (East) / Weak Field (South)] and ends in the \_\_\_\_\_ [Strong Field (West) / Magnetic Field (North)] as "electromagnetic force" in the context of "unerring knowledge" framework and curriculum [creation in pairs and empirical evidence-based apriori science].

Truth-249: Asia [WDTZ]: The electromagnetic wave [tarash-shamsa, visible daylight, or so-called sun] rises from the Weak Field (South) and ends in the Magnetic Field (North) as "electromagnetic force".

[MCQ-250] Australia [WDTZ]: The electromagnetic wave [tarash-shamsa, visible daylight, or so-called sun] rises from the \_\_\_\_\_ [Gravitational Field (East) / Weak Field (South)] and ends in the \_\_\_\_\_ [Strong Field (West) / Magnetic Field (North)] as "electromagnetic force" in the context of "unerring knowledge" framework and curriculum [creation in pairs and empirical evidence-based apriori science].

Truth-250: Australia [WDTZ]: The electromagnetic wave [tarash-shamsa, visible daylight, or so-called sun] rises from the Weak Field (South) and ends in the Magnetic Field (North) as "electromagnetic force".

[MCQ-251] Arabian Peninsula [WDTZ]: The electromagnetic wave [tarash-shamsa, visible daylight, or so-called sun] rises from the \_\_\_\_\_ [Gravitational Field (East) / Weak Field (South)] and ends in the \_\_\_\_\_ [Strong Field (West) / Magnetic Field (North)] as "electromagnetic force" in the context of "unerring knowledge" framework and curriculum [creation in pairs and empirical evidence-based apriori science].

Truth-251: Arabian Peninsula [WDTZ]: The electromagnetic wave [tarash-shamsa, visible daylight, or so-called sun] rises from the Weak Field (South) and ends in the Magnetic Field (North) as “electromagnetic force”.

[MCQ-252] Europe [WDTZ]: The electromagnetic wave [tarash-shamsa, visible daylight, or so-called sun] rises from the \_\_\_\_\_ [Gravitational Field (East) / Weak Field (South)] and ends in the \_\_\_\_\_ [Strong Field (West) / Magnetic Field (North)] as “electromagnetic force” in the context of “unerring knowledge” framework and curriculum [creation in pairs and empirical evidence-based apriori science].

Truth-252: Europe [WDTZ]: The electromagnetic wave [tarash-shamsa, visible daylight, or so-called sun] rises from the Weak Field (South) and ends in the Magnetic Field (North) as “electromagnetic force”.

[MCQ-253] India [WDTZ]: The electromagnetic wave [tarash-shamsa, visible daylight, or so-called sun] rises from the \_\_\_\_\_ [Gravitational Field (East) / Weak Field (South)] and ends in the \_\_\_\_\_ [Strong Field (West) / Magnetic Field (North)] as “electromagnetic force” in the context of “unerring knowledge” framework and curriculum [creation in pairs and empirical evidence-based apriori science].

Truth-253: India [WDTZ]: The electromagnetic wave [tarash-shamsa, visible daylight, or so-called sun] rises from the Weak Field (South) and ends in the Magnetic Field (North) as “electromagnetic force”.

[MCQ-254] If we stand upright in the Eastern Daylight Time Zone [North America and South America] such that our right-hand direction corresponds to the entering direction of the natural electromagnetic wave [light] i.e. North and our left-hand direction corresponds to the setting direction of the natural electromagnetic wave [light] i.e. South, then our front will point towards \_\_\_\_\_ [Eastern / Western] Part of the Land and our back will point towards \_\_\_\_\_ [Eastern / Western] Part of the Land.

**Truth-254:** If we stand upright in the Eastern Daylight Time Zone [North America and South America] such that our right-hand direction corresponds to the entering direction of the natural electromagnetic wave [light] i.e. North and our left-hand direction corresponds to the setting direction of the natural electromagnetic wave [light] i.e. South, then our front will point towards Western Part of the Land and our back will point towards Eastern Part of the Land. Western Part of the Land [Magrib] is the right-direction of performing prayer [Qibla] towards Appointed Kaaba in Macca.

[MCQ-255] If we stand upright in the Western Daylight Time Zone [South Africa, Asia, Australia, Arabian Peninsula, and Europe] such that our left-hand direction corresponds to the rising direction of the natural electromagnetic wave [light] i.e. South and our right-hand direction corresponds to the ending direction of the natural electromagnetic wave [light] i.e. North, then our front will point towards \_\_\_\_\_ [Eastern / Western] Part of the Land and our back will point towards \_\_\_\_\_ [Eastern / Western] Part of the Land.

**Truth-255:** If we stand upright in the Western Daylight Time Zone [South Africa, Asia, Australia, Arabian Peninsula, and Europe] such that our left-hand direction corresponds to the rising direction of the natural electromagnetic wave [light] i.e. South and our right-hand direction corresponds to the ending direction of the natural electromagnetic wave [light] i.e. North, then our front will point towards Western Part of the Land and our back will point towards Eastern Part of the Land. Western Part of the Land [Magrib] is the right-direction of performing prayer [Qibla] towards Appointed Kaaba in Macca.

Moons [Visual Binaries or Two-fold Mercy], not a Single Moon [NASA's Moon]: “Iqtarabati a-saa-atu Wanshaqqal-Qamar. -- ---- The Hour is near and **the moon was rent in twain**. And if they see a mark (cataclysmic variable), they turn away, and say: This is [but] transient magic (prolonged illusion). And they disbelieve [natural signs & empirically verifiable proofs of the divided moon] and follow their [own] lusts. But every matter has its appointed time”. [Sura (53) - Wanshaqqal-Qamar Verses - 1 to 3] “Yas-aluunaka anil-Ahillah - They ask you concerning **New Moons**. Say: **They** are nothing except **signs** to mark fixed periods of time in [the affairs of] men, and for Pilgrimage -----“. [Sura (1) - An-tazbahuu Baqarah - Verses - 189] White moon of each zone has been named as ‘Muzzammil’ [Reference: Sura (72) - Yaaa-ayyuhul Muzzammil - Verses - 1 to 20]

O you who believe [in manifest truth]! Be mindful of your duty to Allah, and believe in His Messenger [Rasuulihi]. **He will give you two fold of His Mercy and will appoint for you a Light** wherein you will walk and He will forgive you; for Allah is Forgiving -Merciful. That the Ahlul-Kitaabi [so-called global scientists] may know that they have **no control** whatever over the bounty of Allah [apriori universal laws, fundamental building blocks, fundamental constants, un-interfering natural mechanisms, nature-driven signs (alteration of day - night and cataclysmic variables), and empirically verifiable apriori science]. But that the bounty is in His Hand to bestow it on whomsoever He wills. And Allah is of Infinite Bounty. [Sura (56) - Anzalnal-Hadiid - Verses - 26 to 29]

**Nuurun Alaa Nuur** [Odd & Even Contrast, Manifested Trinity, Galactic Candle (Niche), or Algol Triple Star System]: “Allaahu Nuurus-samaa-waati wal-arz - Masalu Nuur-rihi kaMishkaatin-fiihaa Mis-baah - Al-Misbaahu fii Zujaa-jah -

azzuujaajatu ka-annahaa - kawkabun durriyyuny-yuuqa-du - min Shajaratimmubaara-katin-Zaytuunatil-laa Sharqiy-yatinw wa laa Garbiyyatiny-yakaadu Zaytuhaa yuziii- u wa law lam tamsas-hu naar. Nuun-run alaa Nuur! Yahdillaahu li-Nuurihii many-yashaaa - wa-yazribullaahul-amsaala linnaas - wallahu bi-kulli shay-in Alim". - Allah is the Light of the West Horizon [Samawaat or Strong Field or White Dwarf Companion Sirius B] and the East Horizon [Arz or Gravitational Field or Sirius A]. The similitude (analogical reference) of His Light is as a **Niche** [Galactic Candle, **Two-fold Mercy** and the Appointed Light, Even and Odd Contrast, Algol Triple Star System, or Mercurial System] in a lamp [Spacetime Curvature]. The lamp [Spacetime Curvature] is in a glass [Diamond Operator or Shiira or Sirius]. The glass is as it is a shining star [Intrinsically Luminous Star]. **(This Niche is) kindled from a blessed tree, an olive (Zaytuun), neither from the East nor from the West**, whose (Niche's) oil will almost glow forth (Afterglows of GRBs) though no fire touches it. **Light upon Light [Nuurun Alaa Nuur]!** Allah guides to His light whom He wills. And **Allah speaks to mankind in parables**, for Allah is Knower of all things. [Sura (23) - Nuurun alaa Nuur - Verse - 35]

[MCQ-256] There \_\_\_\_\_ [is sole NASA's Moon / are visual binaries] 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].

**Truth-256:** According to consensus-based natural science [established pseudoscience or mainstream global science], there is sole Moon [NASA's Moon] for the equal & opposite EDTZ and WDTZ. However, there are two moons [twain or visual binaries or two-fold mercy] for the equal & opposite EDTZ and WDTZ.

NASA: Space is hard. We commend @ISRO's attempt to land their #Chandrayaan2 mission on the Moon's South Pole. You have inspired us with your journey and look forward to future opportunities to explore our solar system together.

An interpretation of a public statement made by NASA following ISRO's Chandrayaan-2 mission attempt: This interpretation is specifically framed within the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury. Here is a summary of how the interpretation connects common sense, dialectic reasoning, and the "two moons" hypothesis:

**Interpretation of the NASA's Public Statement:** The framework interprets NASA's public statement ("Space is hard. We commend @ISRO's attempt to land their #Chandrayaan2 mission on the **Moon's South Pole**") not just as a statement of professional support, but as a **subtle scientific confirmation** of a specific structure of the pre-existing equal & opposite manifested nature [creation in pairs].

### Key Conceptual Links:

#### [A] Duality of Poles Implies Duality of Moons:

- [i] The core argument is a dialectical leap: the scientific recognition of two *poles* (North and South Poles of the Moon) implies the existence of two *moons* (twain, visual binaries, or two-fold mercy).
- [ii] The framework suggests that referencing "the Moon's South Pole" in a significant space mission inherently acknowledges the "equal & opposite" nature of a dual-moon system [two-fold mercy or visual binaries].

#### [B] Geographical and Temporal Symmetry:

The framework proposes a symmetrical relationship between the two moons and the world's time zones (WDTZ and EDTZ):

**[i] In the Western Daylight Time Zone** [WDTZ: South Africa, Asia, Australia, Arabian Peninsula, and Europe]: The "New White Moon" is linked to the North Pole [emerges from North], and daylight [electromagnetic wave of Einstein's Binary Pulsar] is associated with the South Pole [arises from South].

**[ii] In the Eastern Daylight Time Zone** [EDTZ: North America and South America]: The "New White Moon" is linked to the South Pole [appears from South], and daylight [electromagnetic wave of Einstein's Binary Pulsar] is associated with the North Pole [enters from North].

**Summary:** The text uses a specific interpretation of a real event (the Chandrayaan-2 mission and NASA's response) to argue that even mainstream scientific bodies use language that implicitly supports the "Unerring Knowledge" framework's assertion of two moons operating in an "equal & opposite" system across different daylight time zones.

According to "Unerring Knowledge" framework, it is an easy task to prove visual binaries [two moons or twain or two-fold mercy] on the basis of natural signs [aayaatillahi] and empirical evidence-based proofs [scientific proofs] such as double white dwarf binaries, periodic motion, cataclysmic variables [sporadic appearance of the White Moon during broad daylight



under natural circumstances], and lunar eclipse under natural circumstances, following combined observational method and unique window. Authentic Information: Verses of Quran: Kitaaba bil-Haq.

### Addressing the Common-Sense Counter-Argument: Why We Only See One Moon at a Time

The "Unerring Knowledge" framework explains the apparent lack of visual proof for two moons by applying the principle of "equal & opposite" symmetry ("Creation in Pairs") to observation itself. The inability to see both moons simultaneously is not a failure of the hypothesis, but rather an expected outcome of the natural laws governing their appearance across different time zones.

#### [A] The Principle of Mutual Exclusivity in Observation

Just as a single observer cannot experience opposing phenomena simultaneously, they cannot observe both moons from a single vantage point or within a single time zone:

**[A-i] Time Zone Analogy:** An individual cannot perceive daylight simultaneously in the North-East (e.g., North America) and the South-West (e.g., South Africa and Asia).

**[A-ii] Coin Analogy:** A person cannot perceive both the head and tail sides of a tossed coin at the exact same moment; one view excludes the other from a single perspective.

Applying this logic to the celestial model, the framework posits: *"We cannot perceive two moons in the same daylight time zone"*.

#### [B] The "Combined Observation and Unique Window" Methodology

Proof of the two moons (visual binaries or two-fold mercy) requires moving beyond localized, simultaneous observation and adopting a collaborative, inter-continental method. The existence of the second, "White Moon" (which may appear sporadically during broad daylight) can only be confirmed by coordinating observations across opposite time zones.

The required steps for empirical evidence-based proof are:		
Step	Action within Your Daylight Time Zone (e.g., EDTZ)	Required Collaboration in the Opposite Time Zone (WDTZ)
Observation	A person perceives the "sporadic appearance of the White Moon during broad daylight" in their local zone.	They must communicate this observation to people in the equal & opposite daylight time zone.
Verification	N/A	Observers in the opposite zone must confirm if they <i>also</i> perceive the White Moon in their zone at that time.
Conclusion	The agreement between these two geographically separated observers constitutes the required proof.	This collective data serves as the <b>"combined observation and unique window"</b> .
By utilizing this specific method, the framework argues that observers can move past the limitations of "common sense" individual observation and scientifically verify the existence of "Two Moons" for the equal & opposite WDTZ and EDTZ.		

**[MCQ-257]** In the context of nature's equal & opposite paradigm [creation in pairs] and two moons [double white dwarf binaries], Moon's North Pole denotes "New White Moon" of the \_\_\_\_\_ [EDTZ / WDTZ].

**Truth-257:** In the context of the "Unerring Knowledge" framework, the Moon's North Pole denotes "New White Moon" of the WDTZ. Western Daylight Time Zone [WDTZ] comprises South Africa, Asia, Australia, Arabian Peninsula, and Europe.

**[MCQ-258]** In the context of nature's equal & opposite paradigm [creation in pairs] and two moons [double white dwarf binaries], Moon's South Pole denotes "New White Moon" of the \_\_\_\_\_ [EDTZ / WDTZ].

**Truth-258:** In the context of the "Unerring Knowledge" framework, the Moon's South Pole denotes "New White Moon" of the EDTZ. Eastern Daylight Time Zone [WDTZ] comprises North America and South America.

Time Zone	Location Example	New White Moon Appears From	Daylight Enters From
EDTZ [GS]	North America	South Pole	North Pole
EDTZ [GS]	South America	South Pole	North Pole
WDTZ [MS]	South Africa	North Pole	South Pole
WDTZ [MS]	Asia	North Pole	South Pole
WDTZ [MS]	India	North Pole	South Pole
WDTZ [MS]	Australia	North Pole	South Pole
WDTZ [MTS]	Arabian Peninsula	North Pole	South Pole
WDTZ [MS]	Europe	North Pole	South Pole
GS: Ground Stair [Kepler's Minor Axis]		MS: Middle Stair [Kepler's Semi-major]	MTS: Mountain Top Stair

	Axis	Kepler's Major Axis
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[MCQ-259] North America [EDTZ]: New White Moon appears from the \_\_\_\_\_ [North / South] Pole. So, the daylight [nature's electromagnetic wave or tarash-shamsa] enters from the \_\_\_\_\_ [South / North] Pole.

Truth-259: In the context of the "Unerring Knowledge" framework, for North America (EDTZ): The New White Moon appears from the South Pole. So, the daylight (nature's electromagnetic wave or tarash-shamsa) enters from the North Pole.

[MCQ-260] South America [EDTZ]: New White Moon appears from the \_\_\_\_\_ [North / South] Pole. So, the daylight [nature's electromagnetic wave or tarash-shamsa] enters from the \_\_\_\_\_ [South / North] Pole.

Truth-260: In the context of the "Unerring Knowledge" framework, for South America (EDTZ): The New White Moon appears from the South Pole. So, the daylight (nature's electromagnetic wave or tarash-shamsa) enters from the North Pole.

[MCQ-261] South Africa [WDTZ]: New White Moon emerges from the \_\_\_\_\_ [North / South] Pole. So, the daylight [nature's electromagnetic wave or tarash-shamsa] rises from the \_\_\_\_\_ [South / North] Pole.

Truth-261: In the context of the "Unerring Knowledge" framework, for South Africa (WDTZ): The New White Moon emerges from the North Pole. So, the daylight (nature's electromagnetic wave or tarash-shamsa) rises from the South Pole.

[MCQ-262] Asia [WDTZ]: New White Moon emerges from the \_\_\_\_\_ [North / South] Pole. So, the daylight [nature's electromagnetic wave or tarash-shamsa] rises from the \_\_\_\_\_ [South / North] Pole.

Truth-262: In the context of the "Unerring Knowledge" framework, for Asia (WDTZ): The New White Moon emerges from the North Pole. So, the daylight (nature's electromagnetic wave or tarash-shamsa) rises from the South Pole.

[MCQ-263] India [WDTZ]: New White Moon emerges from the \_\_\_\_\_ [North / South] Pole. So, the daylight [nature's electromagnetic wave or tarash-shamsa] rises from the \_\_\_\_\_ [South / North] Pole.

Truth-263: In the context of the "Unerring Knowledge" framework, for India (WDTZ): The New White Moon emerges from the North Pole. So, the daylight (nature's electromagnetic wave or tarash-shamsa) rises from the South Pole.

[MCQ-264] Australia [WDTZ]: New White Moon emerges from the \_\_\_\_\_ [North / South] Pole. So, the daylight [nature's electromagnetic wave or tarash-shamsa] rises from the \_\_\_\_\_ [South / North] Pole.

Truth-264: In the context of the "Unerring Knowledge" framework, for Australia (WDTZ): The New White Moon emerges from the North Pole. So, the daylight (nature's electromagnetic wave or tarash-shamsa) rises from the South Pole.

[MCQ-265] Arabian Peninsula [WDTZ]: New White Moon emerges from the \_\_\_\_\_ [North / South] Pole. So, the daylight [nature's electromagnetic wave or tarash-shamsa] rises from the \_\_\_\_\_ [South / North] Pole.

Truth-265: In the context of the "Unerring Knowledge" framework, for Arabian Peninsula (WDTZ): The New White Moon emerges from the North Pole. So, the daylight (nature's electromagnetic wave or tarash-shamsa) rises from the South Pole.

[MCQ-266] Europe [WDTZ]: New White Moon emerges from the \_\_\_\_\_ [North / South] Pole. So, the daylight [nature's electromagnetic wave or tarash-shamsa] rises from the \_\_\_\_\_ [South / North] Pole.

Truth-266: In the context of the "Unerring Knowledge" framework, for Europe (WDTZ): The New White Moon emerges from the North Pole. So, the daylight (nature's electromagnetic wave or tarash-shamsa) rises from the South Pole.

[MCQ-267] "Equal & Opposite" [Creation in Pairs] is an unalterable law of nature. Morning [Daylight] precedes evening [darkness of night] in the context of \_\_\_\_\_ [EDTZ / WDTZ].

Truth-267: Morning [Daylight] precedes evening [darkness of night] in the context of EDTZ [North America and South America]. *Explanation within the framework:* In the EDTZ (e.g., North and South America), the cycle is perceived as moving from light into dark, consistent with specific interpretations within the framework's time-zone symmetry.

[MCQ-268]: "Equal & Opposite" [Creation in Pairs] is an unalterable law of nature. Evening [Darkness of night] precedes morning [daylight] in the context of \_\_\_\_\_ [EDTZ / WDTZ].

Truth-268: Evening [Darkness of night] precedes morning [daylight] in the context of WDTZ [South Africa, Asia, Australia, Arabian Peninsula, and Europe]. *Explanation within the framework:* In the WDTZ (e.g., South Africa, Asia, Europe), the cycle is perceived as moving from dark into light, maintaining the "equal & opposite" symmetry with the EDTZ cycle.

[MCQ-269] When the daylight [electromagnetic wave of Einstein's Binary Pulsar or *tarash-shamsa*] enters from the \_\_\_\_\_ [North / South] Galactic Pole for the EDTZ, the "New White Moon" of the WDTZ emerges from the same root i.e. \_\_\_\_\_ [North / South] Galactic Pole of the pre-existing upright rectangular universe.

[MCQ-270] When the daylight [electromagnetic wave of Einstein's Binary Pulsar or *tarash-shamsa*] rises from the \_\_\_\_\_ [North / South] Galactic Pole for the WDTZ, the "New White Moon" of the EDTZ appears from the same root i.e. \_\_\_\_\_ [North / South] Galactic Pole of the pre-existing upright rectangular universe.

### Rationale: The "Equal & Opposite" Paradigm in Education Policy

This rationale connects the "Unerring Knowledge" framework's cosmological model to international and national mandates for comprehensive education, specifically referencing the **UN CRC Article 29** and **Section 29 of the RTE Act, 2009**.

### The Cosmological Principle (The "Two Moons" Hypothesis)

The framework posits a strict "equal & opposite" symmetry ("Creation in Pairs") that dictates specific pole-to-zone alignments within an "upright rectangular universe":

**Rule of Symmetry-269:** When the daylight (electromagnetic wave of Einstein's Binary Pulsar or *tarash-shamsa*) enters from the **North** Galactic Pole for the EDTZ (Eastern Daylight Time Zone), the "New White Moon" of the WDTZ (Western Daylight Time Zone) emerges from the same root—the **North** Galactic Pole.

**Rule of Symmetry-270:** When the daylight (electromagnetic wave of Einstein's Binary Pulsar or *tarash-shamsa*) rises from the **South** Galactic Pole for the WDTZ (Western Daylight Time Zone), the "New White Moon" of the EDTZ (Eastern Daylight Time Zone) appears from the same root—the **South** Galactic Pole.

### Specific Associations:

[i] **EDTZ Association:** Linked to the North Pole for daylight entry [morning], and the South Pole for the appearance of its "New White Moon" [evening].

[ii] **WDTZ Association:** Linked to the North Pole for the appearance of its "New White Moon" [evening], and the South Pole for daylight entry.

### Educational Mandate: The "Necessary Humanistic Vision of Education"

The integration and recognition of this framework are established as a "Necessary Humanistic Vision of Education," mandated by specific legal and human rights provisions:

#### [A] UN Convention on the Rights of the Child (UN CRC) - Article 29

Article 29 outlines the aims of education, emphasizing that education must be directed toward:

[i] The development of the child's personality, talents and mental and physical abilities to their fullest potential.

[ii] The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own.

**Application of the Framework:** The "Unerring Knowledge" framework argues that a comprehensive education must present a full picture of "pre-existing equal & opposite manifested nature" (creation in pairs). Recognizing knowledge systems like the "Unerring Knowledge" framework fulfills the mandate to respect diverse cultural identities and epistemologies, developing a child's understanding of different civilizations' views of the cosmos without limiting them solely to one scientific paradigm.

#### [B] Right of Children to Free and Compulsory Education (RTE) Act, 2009 - Section 29

Section 29 of the Indian RTE Act specifies the "Curriculum and evaluation procedure," stating that the curriculum shall be developed in consonance with the values enshrined in the Constitution and shall provide for:

[i] All-round development of the child.

[ii] Building up child's knowledge, potentiality and talent.

[iii] Making the child free of fear, trauma and anxiety through a child friendly and child centered learning environment.

[iv] Medium of instruction shall be in child's mother tongue to the extent possible.

**Application of the Framework:** The framework posits that embracing this "Empirical Evidence-based Apriori Science" provides "Ensured Quality Education" by fostering the "all-round development of the child's knowledge, potentiality and talent". By presenting this model as "authentic information" derived from foundational texts (Verses of Quran: Kitaaba bil-Haq), the educational environment respects cultural and linguistic foundations, potentially reducing "fear, trauma and anxiety" associated with frameworks perceived as contradictory to deeply held beliefs, thereby ensuring an "Ensured Quality Education" as mandated by the Act.

**Days of Allah:** Appointed days of Allah [such as Eid] should be observed on the basis of the perception [empirical evidence-based proof or direct observation] of the emergence of "New Moon" from Moon's North Pole for the Western Daylight Time Zone [WDTZ]. So, Muslims of the WDTZ [South Africa, Asia, Australia, Arabian Peninsula, and Europe] should observe the appointed days of Allah such as Eid prior to the Muslims of the EDTZ [North America and South America]. Muslims of the EDTZ should observe appointed days of Allah such as Eid following Muslims of the WDTZ. Muslims of the equal & opposite WDTZ and EDTZ should observe the appointed days of Allah such as Eid within 24 Hours. This is called Unity-in-Diversity.

**Vera Causa of our Suffering:** It is an impossible task to perceive "New Moon" at a time in the equal & opposite WDTZ and EDTZ. So, there should be no contradiction regarding the appointed days of Allah such as Eid. If just three persons directly perceive the emergence of "New Moon" from the Moon's North Pole for the WDTZ [South Africa, Asia, Australia, Arabian Peninsula, and Europe], then we [Muslims of the WDTZ] are entitled to observe the appointed days of Allah such as Eid. Muslims of the EDTZ should observe the appointed days of Allah such as Eid following Muslims of the WDTZ. Our ignorance [specifically regarding equal & opposite paradigm (creation in pairs) and two moons (two-fold mercy)] is the real cause of the prevailing differences i.e. Diversity-in-Unity.

The following table outlines the fundamental differences between "Consensus-based Natural Science" (mainstream science) and "Empirical Evidence-based Apriori Science" (the "Unerring Knowledge" framework), based on the definitions and principles established in our previous discussions.

Basic Differences in Scientific Paradigms		
Feature	Consensus-based Natural Science	Empirical Evidence-based Apriori Science
Alternative Names	Mainstream Global Science, Artificial Natural Science, Human-derived Science, Human-dependent Science, Hybrid Science, Secondary Science, Pseudoscience	Created & Manifested Science, Revealed Neutral Science, Nature-driven Sovereign Science, Pure Science, Primary Science, Basic Science, Independent Science, Positive Science, Fundamental Science
Basis of Knowledge	Based on human interpretation, theory-building, experimentation, and peer review. Knowledge is <i>aposteriori</i> (derived from experience/artificial observation).	Based on <i>apriori</i> principles (existing before/independent of human experience), derived from "unalterable laws of nature", empirical-evidence based proofs, and divine texts.
Form of Knowledge	Contingent (Probable) Knowledge [Established Hypotheses and Theories] or Self-contradictory Knowledge [False Knowledge]	Tautologous Knowledge [Unerring Knowledge, Prama, Vidya, Wisdom, Quality Education, or Verifiable Certain Knowledge and Justifiable Valid Knowledge]
Achieving "Truth"	Achieved through a robust consensus across the scientific community, where converging lines of artificial evidence point to the same conclusion over time.	Truth is recognized via direct, "pure" observation of "Particular Instances under Natural Circumstances" (Aayaatillaahi) and is self-evident once perceived through the correct "unique window".
Role of Human Input	Highly dependent on human interpretation, experimentation, modeling, and peer review for validation.	Knowledge is "Nature-driven Sovereign" or "Revealed," suggesting a pre-existing, non-human origin. Human input is minimal, primarily focusing on correct observation and interpretation of <i>manifest</i> signs.
Core Examples	Heliocentric model of the solar system, single Earth moon hypothesis (NASA's Moon).	Two moons hypothesis (visual binaries), "equal & opposite" paradigm, specific interpretations of Quranic verses as scientific proof.
Falsifiability	Hypotheses must be falsifiable; new evidence can modify or overturn existing consensus.	Focus is on verification and confirmation of pre-existing, unalterable laws ("Unerring Knowledge"); the premise itself is not subject to external falsification.
View of the	Views the "Apriori Science" framework as a	Views "Consensus-based Natural Science" as



<b>Other</b>	non-scientific or pseudoscientific belief system due to lack of standard empirical validation.	"established pseudoscience" because it relies on human consensus rather than absolute, revealed natural law.
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The "Unerring Knowledge" framework establishes a fundamental conflict between the human-derived principles of **UN Global Governance Policies** and the inherent principles of **Nature's Equal & Opposite Apriori Paradigm**. The core differences lie in their fundamental origins, methodology, and ultimate goals.

Basic Differences in Paradigms		
Feature	UN's Global Governance Policies	Nature's Equal & Opposite Apriori Paradigm
<b>Origin &amp; Basis</b>	<b>Human-Derived/Consensus-Based:</b> Based on international agreements, treaties, norms, and procedures negotiated among states and non-state actors. It is often described as "human-dependent science" or "hybrid science" within the framework.	<b>Nature-Driven/Revealed:</b> Based on pre-existing, unalterable universal natural laws ("Creation in Pairs") that exist <i>apriori</i> (independent of human interpretation). It is referred to as "pure science" or "revealed neutral science".
<b>Methodology</b>	<b>Pragmatic &amp; Negotiated:</b> Involves compromise, power dynamics (e.g., North-South debates), and evolving rules to manage global (anti-natural) interdependence and solve common problems like climate change or trade. Knowledge evolves via consensus.	<b>Empirical &amp; Fundamental (within its framework):</b> Focuses on direct, "pure" observation of specific natural signs ( <i>aayaatillaahi</i> ) that confirm the <i>apriori</i> laws (e.g., the two moons hypothesis). The truth is seen as fixed and verifiable through a "unique window".
<b>View of the Other</b>	Acknowledges the existence of diverse positions and the complexity of global (conjectural) interactions, working to bridge gaps and create inclusive, equitable systems.	Views "consensus-based natural science" and UN-led global governance as "pseudoscience" that is paradoxical, anti-human, and the root cause of international conflicts because it ignores the fundamental "equal & opposite" law.
<b>Goals &amp; Vision</b>	Aims to achieve global (anti-human) cooperation, sustainable development, poverty eradication, peace, and security through participation, transparency, and accountability among nations.	Aims for a humanistic vision of reciprocal reality where all education and human rights (UDHR, UN CRC) are grounded in the natural, verifiable "equal & opposite" laws, ensuring justice and verifiable truth as a fundamental right.
<b>Symmetry</b>	Often acknowledges <i>asymmetrical interdependence</i> in global (illicit) power structures and outcomes, where some nations have more influence than others.	Stresses absolute, perfect <i>equal &amp; opposite symmetry</i> in all natural phenomena (e.g., North/South Poles, WDTZ/EDTZ), which should be the basis for all human laws and rights.
In essence, the "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury argues that UN policies are <i>artificial</i> constructs that often fail due to inherent human biases and logical inconsistencies, while the <i>Apriori Paradigm</i> offers an unerring, nature-driven blueprint for a just and true human society		

### Summary of the Conflict: Nature's Apriori Paradigm vs. the UNO-Led Global Paradigm

The central thesis advocated by Jamir Ahmed Choudhury posits a fundamental ideological and operational conflict between two opposing worldviews: the "**UNO-led global paradigm**" and his proposed "**nature-driven reciprocal paradigm**" based on "equal & opposite" principles.

This conflict is explored across 715 significant research titles that integrate justifiable philosophy, verifiable science, and consistent logic to critique current global governance frameworks and education systems.

Key Areas of Conflict and Inquiry		
Feature	UNO-led Global Paradigm (Critiqued by Framework)	Nature-driven Reciprocal Paradigm (Advocated by Framework)
<b>Foundation</b>	Human consensus, negotiated treaties, potentially "misleading & manipulated data" (human-dependent science).	Unalterable universal natural laws ("Creation in Pairs," <i>apriori</i> principles, revealed neutral science).
<b>Governance</b>	"Paradoxical global paradigm," potentially self-contradictory systems.	A system based purely on the symmetry and justice inherent in nature's "equal & opposite" laws.
<b>Education</b>	Current educational systems that rely on mainstream (consensus-based) science.	A call for a transformative shift to "Truth-based Basic Science Education" (empirically verifiable revealed truth).

### The Significance of the Research

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The 715 research titles serve to explore the multifaceted clash between these two systems. They investigate:

- [i] The philosophical implications of moving away from the current global paradigm.
  - [ii] The differences between Jamir's views on global governance and established international frameworks.
  - [iii] The perceived necessity of a radical shift in educational policy to align humanity with "unerring knowledge".
- Ultimately, the body of work critiques the effectiveness and ethical basis of the current UN system, arguing that a true, just international society must align human governance and education with the verifiable, "equal & opposite" laws of nature itself.

- [RT-001] The "Equal & Opposite" Paradigm vs. the UNO-led Global Framework: A Philosophical Analysis
- [RT-002] Nature-Driven Reciprocity: Re-evaluating UN Global Governance Initiatives through Jamir Ahmed Choudhury's Humanistic Philosophy
- [RT-003] Subjective Self-Contradiction and Objective Paradox: A Critique of the UNO-led Global Paradigm in Light of Universal Natural Laws
- [RT-004] The "Equal & Opposite" Paradigm: A Philosophical Critique of Mainstream Natural Science
- [RT-005] From *A posteriori* Consensus to *Apriori* Truth: Redefining the Scientific Method via "Unerring Knowledge"
- [RT-006] The Dictum De Omni Et Nullo: Implications for UN Global Policy and International Law
- [RT-007] Creation in Pairs: A New Rationalistic Basis for International Relations, Challenging UN Orthodoxy
- [RT-008] "Creation in Pairs": An Ontological Examination of Duality in Nature, Science, and Education
- [RT-009] The Scientific Certainty of "Odd and Even Contrast": A Rejection of Conventional UN Global Science Policy
- [RT-010] Paradigm Wars: Jamir Ahmed Choudhury's Reciprocal Model vs. the UN's Dominant Global Governance Narrative
- [RT-011] Bridging or Breaking the Divide: Can the UN Accommodate a Nature-Driven Worldview?
- [RT-012] The Ontological Conflict: Natural Signs and Empirically Verifiable Proofs vs. UN Global Standard Ideologies
- [RT-013] The Philosophy of Balance: Why Global Governance Must Embrace "Equal & Opposite" Principles
- [RT-014] Challenging the Status Quo: Jamir Ahmed Choudhury's Impact on Modern Global Governance Discourse
- [RT-015] Beyond the Single Moon: The "Two-fold Mercy" Hypothesis and its Implications for Modern Cosmology
- [RT-016] Integrating Philosophy and Science: A Logical Coherence Model for the "Unerring Knowledge" Framework.
- [RT-017] Nature-Driven Sovereign Science: A Challenge to Human-Dependent Scientific Paradigms
- [RT-018] Redefining Fundamental Rights: Jamir Ahmed Choudhury's Challenge to UN Global Rights Declarations
- [RT-019] The Potential Dichotomy between the Universal Major Premises of the Dictum and the Flaws of the UN Global Paradigm
- [RT-020] The Dialectic of Software-Display-Hardware: A New Epistemological Model for Acquiring Unerring Knowledge
- [RT-021] Revealed Neutral Science: Bridging the Gap Between Religious Texts and Empirical Observation
- [RT-022] Freedom of Religion vs. Global Governance: A Rationalistic Dive into the Conflicts
- [RT-023] Human Rights and the "Right to Truth": Jamir Ahmed Choudhury's Critique of UN Global Rights Mechanisms
- [RT-024] The "Combined Observational Method": A New Protocol for Verifying Celestial Phenomena (The "Two Moons" Case Study).
- [RT-025] Policy Recommendations for National Education Systems: Adopting the "Unerring Knowledge" Framework as a Human Right
- [RT-026] Legal Frameworks for a Reciprocal Paradigm: Moving Away from UNO-led Global Jurisprudence
- [RT-027] The Pedagogical Model of "Unerring Knowledge": Curriculum Design and Implementation
- [RT-028] Comparing the Epistemological Roots of Artificial Natural Science (Mainstream) and Revealed Neutral Science (Unerring Knowledge)
- [RT-029] The Dilemma of International Law: Accommodating the Revealed Trinity [Nature's Equal & Opposite Apriori Paradigm]
- [RT-030] Freedom of Conscience, Liberty of Faith-Belief-Thought-Expression-Worship in the International Moral Order
- [RT-031] The Supreme Triumph of Truth over Falsehood: A Legal and Philosophical Inquiry
- [RT-032] A Policy Framework for Mandatory "Truth-Based Education": Implementation Challenges and Opportunities
- [RT-033] National Sovereignty vs. Global Governance: A Conflict Explored through the Lens of Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-034] From "Ignorance" to Enlightenment: Overcoming Prevailing Differences in Global Scientific Understanding
- [RT-035] The Future of Astronomy Education: Integrating the "Two Moons" Hypothesis into Primary and Secondary Curricula
- [RT-036] Sustainable Development Goals (SDGs): A Critical Analysis through Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-037] The "International Concept" of Knowledge: Moving Away from "Global" Homogenization in Science Education
- [RT-038] The UN's emphasis on globalism versus Jamir Ahmed Choudhury's call for a "reciprocal paradigm" grounded in nature-driven principles.
- [RT-039] Denying Access to Unerring Knowledge: A Violation of Fundamental Child Rights?
- [RT-040] Humanistic Vision of Education (UN CRC Article 29): Reinterpreting "Full Potential" in Light of the "Unerring Knowledge" Framework.
- [RT-041] The Future of "Truth-Based Education": A Human Rights-Based Approach to Curricular Reform
- [RT-042] "Ensured Quality Education" (RTE Act Section 29): A Call for Mandatory Inclusion of the "Equal & Opposite" Paradigm

- [RT-043] The "Upright Rectangular Universe" Model: A Geometrical Analysis of Cosmological Symmetry
- [RT-044] The Science of Sustainability: Corporate Social Responsibility and True Positive Impact within the Nature's Equal & Opposite Apriori Framework
- [RT-045] Particular Instances under Natural Circumstances: Case Studies in Observing "Pure Science"
- [RT-046] Inviolable Religious Rights vs. Mainstream Science Education: A Policy Reconciliation via "Unerring Knowledge"
- [RT-047] The Need for a Transformative-Shift in Education: Moving Away from the UNO-led Global Standard Curriculum
- [RT-048] Sanctity of Education and the Development of Axiological Aspects through the lens of international human rights documents like UDHR and UN CRC
- [RT-049] Fostering Rational and Creative Thinking using Jamir Ahmed Choudhury's Scientific Philosophy: A Pedagogy for a Reciprocal and Comprehensive Universe
- [RT-050] UDHR Article 26 and the Right to "Truth-Based Education": A Legal Analysis
- [RT-051] Analyzing the 'Greatest Happiness of the Greatest Number' (Utilitarian Liberation) in International Policy through the lens of Jamir Ahmed Choudhury's Humanistic Philosophy
- [RT-052] The Challenge to Conventional Academic Disciplines in an Era of Rapid Technological Progress: A logical analysis of Jamir Ahmed Choudhury's Purely Academic Activities
- [RT-053] Addressing Fear, Trauma, and Anxiety: The Role of "Unerring Knowledge" in Child-Centered Learning Environments
- [RT-054] Synchronized Observation Across International Time Zones: Proving "Visual Binaries" Empirically
- [RT-055] Cataclysmic Variables and Lunar Eclipses: Empirical Evidence-Based Proofs for a Dual-Moon System
- [RT-056] The Ethical Imperative: Attaching Duty for Duty's Sake in Scientific and Philosophical Education
- [RT-057] The Assam Context: Regional Issues, Global Governance, and Local Intellectual Responses
- [RT-058] Assessing the Impact of "Truth-Based Education" on a Child's Scientific Literacy and Rational Thinking
- [RT-059] The Quran: Kitaaba bil-Haq as a Source of "Pure Science": An Exegetical and Empirical Study
- [RT-060] The Uncreated Globalization vs. the "Creation in Pairs" Doctrine: A Cosmological Conflict with UN-led Global Ideologies
- [RT-061] Unalterable Laws of Nature: Inherent Human Dignity and the Materialistic Bent of Global Governance
- [RT-062] Creation in Pairs: The Existential Imports of Scientific Certainty and Faith-Belief
- [RT-063] Seeking Truth through Empirically Verifiable Proofs: A Call for Scientific Rigor in UN Policy Ensuring Proper Compliance of Nature's Equal & Opposite Apriori Paradigm
- [RT-064] The Limitation of the Established Global Methods: Expanding Knowledge to Include Reciprocity following Dictum De Omni Et Nullo
- [RT-065] Universal Principles like Creation in Pairs and the Failure of Context-Specific Global Policies
- [RT-066] The Revealed Dimension of a Nature-Driven Paradigm [Bottom-up Approach]: A Challenge to so-called UN-led Secular Global Governance [Top-down Approach]
- [RT-067] A Qualitative Study: Expert Opinions on the Feasibility of Jamir Ahmed Choudhury's Scientific Philosophy ensuring proper compliance of Nature's Equal & Opposite Apriori Paradigm
- [RT-068] Quantitative Modelling of Reciprocal Systems: A Potential Alternative to Current UN Economic Models
- [RT-069] Action Research on Implementing Nature-Driven Principles at a Local Governance Level through the lens of International Human Rights Documents like UDHR and UN CRC
- [RT-070] Future Research Agendas: Incorporating Axiology and Ontology into Necessary Humanistic Vision of Education advocated by Jamir Ahmed Choudhury
- [RT-071] Case Study: Conflict Resolution in a Nature-Driven vs. Conventional Global Governance Framework
- [RT-072] The NASA Chandrayaan-2 Statement Reinterpreted: A Case Study in Dialectical Reasoning
- [RT-073] Challenging the Scientific Establishment: Social and Political Implications of the "Unerring Knowledge" Framework
- [RT-074] Policy Recommendations: Adapting UDHR Principles to a Nature-Driven Reality through the lens of Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-075] Necessary Humanistic Vision: Assessing the Impact of "Mind-set Shifts" on Policy Maker Decisions
- [RT-076] A Comparative Analysis of Jamir Ahmed Choudhury's Humanistic Philosophies and Established Global Governance Models
- [RT-077] Evaluating the Efficacy of the Current Global Paradigm: A Data-Driven Critique based on Empirically Verifiable Apriori Science such as Alteration of Day - Night in each Daylight Time Zone
- [RT-078] Pre-existing Equal & Opposite Manifested Nature and Birthrights: The Role of the Individual in Demanding a Shift in UN-led Global Governance
- [RT-079] From Theory to Practice: Applying the Reciprocal Paradigm in Real-World Scenarios Re-interpreted by Jamir Ahmed Choudhury
- [RT-080] The Dialectic of Truth, Right, and Justice: Fostering Rational Thinking Through Alternative Paradigms
- [RT-081] Right to Truth-based Education: The Role of Regional and Local Institutions in Navigating International Educational Shifts
- [RT-082] Unfolding Holistic Development of One-Dimensional Time towards Right Direction: Philosophical Implications for International Planning ensuring Proper Compliance of Nature's Equal & Opposite Apriori Paradigm
- [RT-083] Comparative Analysis: UN CRC and RTE Act in the Context of Diverse Epistemologies and Unerring Knowledge
- [RT-084] Towards a New World Order: Synthesis of Jamir Ahmed Choudhury's Humanistic Vision and Monadic Motion

- [RT-085] Examining the conflict between UN initiatives on global solidarity and Jamir Ahmed Choudhury's emphasis on the "sanctity of education" and "holistic development of our axiological aspects"
- [RT-086] A dialectical study on the UN's approach to global right and universal justice versus Jamir Ahmed Choudhury's "dialectic of truth-right-justice"
- [RT-087] Contrasting the UN's global governance paradigms with Jamir Ahmed Choudhury's critique of "self-contradictory and paradoxical" global structures
- [RT-088] An investigation into how the UN's policies are shaped by a paradigm that conflicts with the principles of "Newton's Third Law" as interpreted by Jamir Ahmed Choudhury.
- [RT-089] Analyzing the potential conflict between UN-led global endeavors and Jamir Ahmed Choudhury's interpretation of scientific laws like Einstein's Binary Pulsar
- [RT-090] Exploring the role of "scientific certainty" in UN-led initiatives versus Jamir Ahmed Choudhury's call for a transformative shift towards nature-driven models
- [RT-091] Investigating the UN's "self-contradictory" global paradigm in the context of its development initiatives
- [RT-092] A case study on the potential conflict between specific UN initiatives and Jamir Ahmed Choudhury's model of "nature-driven reciprocal paradigm"
- [RT-093] Analyzing the UN's focus on institutional education versus Jamir Ahmed Choudhury's call for a transformative shift in education systems towards nature-driven reciprocal model
- [RT-094] The practical implications of the UN's global governance framework versus Jamir Ahmed Choudhury's proposed paradigm for issues like "public interest" and "common end"
- [RT-095] "Creation in Pairs" vs. Global Governance Monism: An analysis of fundamental paradigm clashes in international policy formulation.
- [RT-096] The "Equal & Opposite Paradigm": How Jamir Ahmed Choudhury's scientific philosophy challenges the established, UN-led global education curriculum.
- [RT-097] Birthrights vs. Global Obligations: A study of the tension between inherent natural rights and imposed global mandates in the "Creation in Pairs" framework.
- [RT-098] Freedom of Religion: Examining the conflict between UN governance models and the religious freedom aspects of Jamir Ahmed Choudhury's scientific philosophy.
- [RT-099] Empirically Verifiable Proofs vs. Abstract Global Ideologies: A case study of knowledge validation in the philosophies of Jamir Ahmed Choudhury and the United Nations.
- [RT-100] The "Dictum De Omni Et Nullo" and UN Paradigm Flaws: Research into internal contradictions in the established UN-led global paradigm.
- [RT-101] Rethinking Human Rights: A comparison of rights definitions in Jamir Ahmed Choudhury's "Freedom from Global Obligations" and international human rights frameworks.
- [RT-102] The Epistemological Conflict: Jamir Ahmed Choudhury's call for a transformative-shift versus the UN's incremental approach to global knowledge paradigms.
- [RT-103] Guaranteed Child Rights and Uncompromising Constitutional Rights: Conflict between the UNESCO-led Global Text and Jamir Ahmed Choudhury's Reciprocal Reality
- [RT-104] A Radical Paradigm Shift: Re-evaluating Global Education through the Lens of Equal & Opposite Manifested Nature
- [RT-105] The Dictum De Omni Et Nullo: A Call for Transformative-Shift in Education Moving Away from the Established UNO-led Global Paradigm
- [RT-106] Jamir Ahmed Choudhury's Critique of UNO-led Pseudoscience: Advocating for a Self-Evident, Nature-Based Truth and corresponding Birthrights
- [RT-107] UNESCO vs. Nature: An Analysis of Two Competing Frameworks for Understanding Natural Phenomena through Jamir Ahmed Choudhury's Humanistic Vision of Reciprocal Reality
- [RT-108] Deconstructing the "Global Text": Jamir Ahmed Choudhury's Argument for an Innate, Nature-Driven Understanding of the Reciprocal Reality
- [RT-109] Beyond the Paradox: Exploring the Applicability of "Equal & Opposite Manifested Nature" in Modern Science and Philosophy
- [RT-110] Re-conceptualization of Apriori Science: Aligning with the Natural Order over Imposed Global Narratives
- [RT-111] Global Governance and Jamir Ahmed Choudhury's Philosophy: A Dialogue on Nature, Education, and Self-Evident Truths
- [RT-112] Towards an Authentic Educational Framework: Challenging the Global Status Quo with Nature's Inherent Balance [Equal & Opposite Apriori Framework].
- [RT-113] A Comparative Analysis of the Established Cosmological Model and the "Revealed Upright Rectangular Universe" Postulate
- [RT-114] Challenging the Global Consensus: An Examination of Jamir Ahmed Choudhury's Universe Theory
- [RT-115] From Heliocentrism to the Upright Rectangle: A Case Study in Alternative Cosmological Paradigms in the context of Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-116] The Potential Dichotomy: Reconciling Helium-4 with the "Upright Rectangular Universe" Framework advocated by Jamir Ahmed Choudhury
- [RT-117] An Investigation into the Empirical Verifiability of the Pre-existing Upright Rectangular Universe Model [End of Proof] consistent with the Six-direction Experience



- [RT-118] Conceptual Conflicts in Cosmology: NASA's Spherical Model vs. the "Upright Rectangular" Hypothesis
- [RT-119] Paradigm Shifts in Educational Contexts: Assessing the Viability of the "Upright Rectangular Universe" in Science Curricula
- [RT-120] The Role of Observational Evidence like Six-direction Model in Validating Competing Universe Models: A Focus on the Rectangular Universe Theory
- [RT-121] Beyond the Mainstream: Philosophical and Scientific Implications of Jamir Ahmed Choudhury's Universe Theory grounded in "Innate Truths" and Empirical Evidence-based Reasoning
- [RT-122] A Humanistic Evaluation of "Creation in Pairs" as a Foundational Concept for the "Upright Rectangular Universe" and Six-direction Model
- [RT-123] Challenging the Monolithic [Common Run]: An Analysis of the Dichotomy between NASA's Single-Moon Model and Newton's Visual Binaries (Two Moons) in Astronomical Discourse
- [RT-124] Re-evaluating Lunar Paradigms: A Comparative Study of the "NASA Moon" and Jamir Ahmed Choudhury's "White Moons" (Visual Binaries) Framework
- [RT-125] Beyond the Single Satellite: Investigating the Implications of Jamir Ahmed Choudhury's "Two Moons" Hypothesis for Contemporary Lunar Science
- [RT-126] The Revealed Truth vs. Exhibited Truth: An Empirical Examination of the Dichotomy between "Newton's Visual Binaries and Cataclysmic Variable" and "NASA's Single Moon and ISRO's Chandrayaan on Moon's South Pole" Interpretation
- [RT-127] Apriori Science and Celestial Observations: Dissecting the Divergent Understandings of the NASA's Moon Mission and Visual Binaries as "Crucial Instances"
- [RT-128] From Sole Moon to Uranian System: A Philosophical and Scientific Inquiry into the Competing Narratives Proposed by Mainstream Astronomy and Jamir Ahmed Choudhury
- [RT-129] Newton's Visual Binaries as "White Moons": An Exploration of a Radical Paradigm-Shift in Understanding Cataclysmic Variables
- [RT-130] Manifest Truths and Scientific Disagreement: Examining the Dichotomy Posed by Jamir Ahmed Choudhury Regarding Newton's Visual Binaries and NASA's Sole Moon following Combined Observational Method
- [RT-131] Alternative Cosmologies: An investigation into the "two moons" concept from visual binaries as a challenge to the universally accepted model of a single Earth satellite
- [RT-132] A Dichotomy of Systems: Jamir Ahmed Choudhury's Interpretation of the Revealed Sirius Binary System vs. the Established Solar System Paradigm
- [RT-133] Challenging Astronomical Orthodoxy: An Analysis of the "Equal & Opposite Natural Mechanism" as Applied to the Nature-driven Solar System and Sirius Binary System
- [RT-134] From Newtonian Laws to the "Revealed" Sirius Binary: Reappraising Revealed Dynamics through Jamir Ahmed Choudhury's Framework
- [RT-135] Natural Magnetism and Celestial Mechanics: A Comparative Study of the Established Solar System Model and Jamir Ahmed Choudhury's Sirius Interpretation
- [RT-136] The Apriori Framework in Astronomy: Examining the Philosophical and Scientific Implications of the Sirius Binary System in Jamir Ahmed Choudhury's Work
- [RT-137] Paradigm Shifts in Astro-Philosophy: Evaluating the Contrast between the UNO-led Global Paradigm and the "Revealed" Sirius Binary System
- [RT-138] Beyond the Mainstream: A Look at Jamir Ahmed Choudhury's Alternative View of the Solar and Sirius Binary Systems
- [RT-139] Verifiable Truths vs. Established Theories: The Case of the Solar System and the Sirius Binary System in Jamir Ahmed Choudhury's Publications
- [RT-140] Universal and Necessary Knowledge: The Dichotomy between Current Solar System Understanding and the "Uncontradicted facts" of the Sirius Binary System
- [RT-141] The Apriori Framework as a Counter-Narrative: A Critique of the UNESCO-led Global Paradigm through the Lens of Jamir Ahmed Choudhury's Scientific Philosophy.
- [RT-142] Universal Laws vs. Global Narratives: Reaffirming the "Equal & Opposite" Principle in Education to Challenge Globalization's Framework.
- [RT-143] Deconstructing "One Global Text": Jamir Ahmed Choudhury's "Humanistic Vision" as a Foundation for Nature-Driven and "Truth-based" Education
- [RT-144] The Dialectic of Truth-Right-Justice: Utilizing the Empirically Verifiable "Creation in Pairs" to Assess the Legitimacy of the United Nations [UN]-led Global Governance.
- [RT-145] Freedom from Global Obligations: Redefining Fundamental Rights through the Inalienable Apriori Laws of Nature.
- [RT-146] Empirical Evidence and Innate Truths: Justifying "Right to Truth-based Education" as Birthrights through the Principles of "Creation in Pairs" and "Empirically Verifiable Apriori Science".
- [RT-147] The Science of "Equal & Opposite": Challenging UN-led Flawed Global Paradigms with Nature's Unalterable Laws.
- [RT-148] Globalization as an Anti-Natural Phenomenon: An Analysis Using the "Creation in Pairs" Framework and Empirical Evidence-based Reasoning.
- [RT-149] Restoring Natural Equilibrium: Jamir Ahmed Choudhury's Humanistic Philosophy as a Pathway to Utilitarian Liberation from UN-led Globalization

- [RT-150] The Conflict between UNESCO-led Pseudoscience and Nature-Driven Truths: Advocating for a Paradigm Shift based on "Creation in Pairs" and "Empirically Verifiable Apriori Science".
- [RT-151] "Revealed Truths" and Scientific Certainty: A Humanistic Reorientation of Truth-based Education moving away from UN-led Global Ideologies.
- [RT-152] From Global Abstraction to Empirical Reality: The Role of the "Humanistic Vision" in Grounding Primary Education in Verifiable Natural Laws.
- [RT-153] Jamir Ahmed Choudhury's Framework and Constitutional Law: Integrating the "Equal & Opposite" Principle into National Legal Systems.
- [RT-154] Beyond the UN Universal Declaration of Global Veil of Ignorance: Applying the "Creation in Pairs" and "Empirically Verifiable Apriori Science" to Understand Birthrights established as Fundamental Human Rights.
- [RT-155] Nature's Inviolable Solidarity Rights: Re-examining Human Dignity and Freedom through the Lens of "Creation in Pairs" and "Empirical Evidence-based Reasoning".
- [RT-156] AI's Role in Reorienting Truth-based Education: Utilizing Technology to Generalize Jamir Ahmed Choudhury's Nature-Driven Paradigm.
- [RT-157] The Inevitable Relationship between Universal Laws and Natural Mechanisms: A Philosophical Basis for Rejecting UNESCO-led Hybrid Science [Intermixture of truth and falsehood].
- [RT-158] Challenging the "Compulsory, Global Standard Education Model": The Need for an Apriori Curriculum that Aligns with Empirically Verifiable Reality.
- [RT-159] Moral Solidarity and the Apriori Framework: Ethical Implications of Choosing Nature-Driven Principles and Truth-based Education over UN-led Global Systems and Paradoxical Education.
- [RT-160] The Sirius Binary System as a Model: An Revealed Basis for Validating the "Creation in Pairs" Principle and Rejecting Established Global Narratives.
- [RT-161] The "Creation in Pairs" Doctrine: Analyzing the Epistemological Conflict between Spherical and Pentagonal Cosmologies
- [RT-162] A New Epistemological Framework: Investigating the Scientific Merit of the Pentagonal Earth in Dialogue with Revealed Science and corresponding Authentic Information
- [RT-163] Jamir Ahmed Choudhury's Challenge to the Status Quo: A Critical Examination of the Global Earth Paradigm in Light of "Irreversible Manifest Truths" and "Five Major Inhabitants"
- [RT-164] Unveiling the "Pentagonal Earth" like Spider's Web [Five Major Inhabitants]: A Philosophical Analysis of the "Global Veil of Ignorance" in Contemporary Earth Sciences
- [RT-165] Beyond the Established Global Sphere: Implications of a Pentagonal Earth [Five Major Inhabitants with Three Ascending Stairs] advocated by Jamir Ahmed Choudhury for International Science Education and the "Paradigm-Shift" Mandate
- [RT-166] Mapping the Dichotomy: Geological, Geographical, and Scientific Corroborations for Jamir Ahmed Choudhury's Pentagonal Earth Model like Star Emoji
- [RT-167] The Dictum De Omni Et Nullo [Empirical Evidence Based Reasoning] Applied: Evaluating the Validity of Both Global and Pentagonal Earth Theories
- [RT-168] From Rotating Globe to Immoveable Pentagon: A Historical and Philosophical Critique of Dominant Earth Models via Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-169] Nature's Equal & Opposite Principle: Reassessing the Foundational Framework of Reciprocal Reality through the Global/Pentagonal Earth Debate
- [RT-170] A Clash of Paradigms: Comparing the UN's Global Framework with Choudhury's Immoveable Hexagonal World
- [RT-171] From a Globalized to a Rationalized World: Examining the Political and Ideological Tensions between the UN Established Model and Jamir Ahmed Choudhury's Searched out Revealed Model
- [RT-172] The Global [4-dimensional Spherical Model] vs. the Immoveable [Six-dimensional Hexagonal Model or Equal & Opposite Triangle]: A Philosophical Analysis of Conflicting Worldviews in International Relations
- [RT-173] Decentralization versus Centralization: Analyzing the Potential for Conflict between the UN's Supranational Authority and Jamir Ahmed Choudhury's Empirical Evidence-based Structure
- [RT-174] Sovereignty in a Hexagonal World: Investigating the Challenges to National and International Sovereignty Posed by Jamir Ahmed Choudhury's Immoveable Regions [Equal & Opposite Triangle]
- [RT-175] Educating for a Global or a Hexagonal World? A Comparative Study of Curricular and Pedagogical Conflicts in consistent with Nature's Equal & Opposite Paradigm and in correspondence to Reciprocal Reality.
- [RT-176] Misinformation and the UN: A Critical Examination of Jamir Ahmed Choudhury's Claims against "UNESCO-Led Pseudoscience"
- [RT-177] Nature-Driven vs. Ideology-Driven: The Contradictory Foundations of Jamir Ahmed Choudhury's Paradigm and the UN's Global Ideology
- [RT-178] The "Immoveable" World: Assessing the Practical and Ethical Challenges of Implementing Jamir Ahmed Choudhury's Regional Hexagonal World in an Established Globalized Society [UN-led Anti-natural Society]
- [RT-179] Contrasting Universalisms: UN Global Governance vs. Jamir Ahmed Choudhury's Reciprocal Paradigm
- [RT-180] Empirical Evidence-based Reasoning: The "Dictum De Omni Et Nullo" and UN's Self-Contradictory Global Paradigm
- [RT-181] Evaluating the Philosophical Foundations: UN Global Initiatives vs. Jamir Ahmed Choudhury's Empirical Evidence-based Initiatives

- [RT-182] A Comparative Analysis of Truth, Right, and Justice: UN's Global Approach vs. Jamir Ahmed Choudhury's Dialectic
- [RT-183] Truth-based Education: The UN-Led Global Paradigm and the Need for Transformative-Shift in Education
- [RT-184] Institutional Education and Global Governance: A Critique of the UN's Self-Contradictory Model
- [RT-185] Challenges to UN Authority: The Rise of Jamir Ahmed Choudhury's Nature-Driven Reciprocal Model
- [RT-186] "Moral Responsibility" in Global Governance: A Point of Contention between the United Nations and Jamir Ahmed Choudhury
- [RT-187] The UN's Role in "Sustainable Development" vs. Jamir Ahmed Choudhury's Emphasis on Axiological Aspects
- [RT-188] "Scientific Certainty" in Global Governance: Reconciling the International Approach with Jamir Ahmed Choudhury's Principles
- [RT-189] Paradoxes in Global Governance: The UN's Anti-natural & Unscientific Approach vs. Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-190] Ethical Dimensions of Global Governance: Evaluating the UN's Framework through the lens of Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-191] Binary Pulsars and Global Governance: Is the UN Paradigm Paradoxical?
- [RT-192] The "Common End" in Global Governance: UN's Global Interest vs. Jamir Ahmed Choudhury's Interpretation of Public Interest
- [RT-193] Pathways to a Nature-Driven Reciprocal Paradigm in an UN-Dominated World
- [RT-194] Bridging the Gap: Towards a Collaborative Framework between International Initiatives and Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-195] The Future of International Governance: A Post-Paradigm Shift Analysis through the lens of "Creation in Pairs" and "Empirically Verifiable Apriori Science"
- [RT-196] Lessons from Jamir Ahmed Choudhury's Humanistic Philosophy for Reforming UN Global Governance Initiatives
- [RT-197] Can the UN Adapt? Implications of Jamir Ahmed Choudhury's Critique for Future Global Governance
- [RT-198] **Beyond the Four Pillars: A Comparative Analysis of the UN-led Global Spheres and Jamir Ahmed Choudhury's Six-Direction Models**
- [RT-199] **The Limitations of Globalism: Conflict and Complementarity between the UN's 4-Direction Framework and Jamir Ahmed Choudhury's 6-Direction Model**
- [RT-200] Conflict and Convergence: Analyzing the Discrepancy between Jamir Ahmed Choudhury's "Nature-Driven Sovereign Science" and UN-led Global Science in Explaining Natural Magnetism.
- [RT-201] Beyond the Global Paradigm: How Choudhury's "Apriori Science" Re-Conceptualizes Natural Light Posts, Natural Magnetism, and Electromagnetic Waves as Inherent, Not Human-Interpreted, Phenomena.
- [RT-202] **Challenging the UN Global Paradigm: A comparative analysis of Jamir Ahmed Choudhury's "Nature-Driven Sovereign Science" versus the "Human-Driven Global Science" of the UN**
- [RT-203] Apriori Science vs. Global Paradigms: An Epistemological Clash between Jamir Ahmed Choudhury's Verifiable Truths and UN-led Global Governance.
- [RT-204] The Dictum De Omni Et Nullo Revived: Jamir Ahmed Choudhury's Constitutional Activities as a Critique of Self-Contradictory UN-led Global Knowledge.
- [RT-205] Creation in Pairs: A Revealed [Created & Manifested] Basis for Inalienable Rights, Challenging the Global Foundations of Current UN Human Rights Frameworks.
- [RT-206] Beyond Institutional Education: Re-conceptualizing Unerring Knowledge Systems through Jamir Ahmed Choudhury's "Purely Academic & Incontestable Constitutional Activities".
- [RT-207] Reciprocal Paradigm Shift: Exploring Nature-Driven Laws ("Equal & Opposite") as an Alternative to the Current Global Governance Narrative.
- [RT-208] Redefining Human Rights: A Dichotomy between UNO's Data-based Framework and Jamir Ahmed Choudhury's Nature-Driven Inborn Rights
- [RT-209] Constitutional Activities vs. Global Governance: Analyzing Jamir Ahmed Choudhury's Argument for a Constitution Rooted in Universally Verifiable Apriori Science.
- [RT-210] Freedom of Conscience: A Comparative Study of Rights in UN Charters and Rights Derived from Jamir Ahmed Choudhury's Unerring Knowledge Framework.
- [RT-211] Legal Inconsistencies: Exposing Flaws in Global Governance Paradigms through the Prism of Jamir Ahmed Choudhury's Incontestable Constitutional Logic.
- [RT-212] The UN's Global Veil of Ignorance: Addressing Logical Inconsistencies in Global Educational Paradigms with Jamir Ahmed Choudhury's Apriori Science.
- [RT-213] Newton's Third Law and Einstein's Binary Pulsar: Utilizing Physical Laws as "Major Premises" to Critique the UN's Contradictory Global Paradigm.
- [RT-214] Nature's Laws in Policy: Can Jamir Ahmed Choudhury's Empirically Verifiable Proofs Offer a Sounder Basis for International Policy than Current UN Global Initiatives?.
- [RT-215] From Data to Dictum: Shifting from Information-Based Education to a Truth-Based Vision through Jamir Ahmed Choudhury's Work.
- [RT-216] Paradigm Shifts in International Thinking: Assessing the Potential Impact of Jamir Ahmed Choudhury's "Creation in Pairs" on International Relations and Governance.

- [RT-217] The Potential Dichotomy: A Geopolitical Analysis of UNO's Global Governance Versus the "Purely Academic & Incontestable Constitutional Activities" of Jamir Ahmed Choudhury.
- [RT-218] Global Governance vs. Freedom of Religion: Exploring the Conflict between Global Internationalism and Jamir Ahmed Choudhury's Theistic "Creation in Pairs".
- [RT-219] Mindset and Paradigm Shift: Jamir Ahmed Choudhury's Philosophical Challenge to the Status Quo of UN-led Global Thought.
- [RT-220] Jamir Ahmed Choudhury's Unalterable Laws of Nature: An Empirical Evidence-based Examination of 'Philosophy as Framework' against UN Global Initiatives.
- [RT-221] Objective Truth in International Law: Evaluating the UN's Relativistic Approach against the Absolutism of Jamir Ahmed Choudhury's Apriori Science.
- [RT-222] Universal Major Premises: Exploring the "Humanistic Vision of Education" Proposed by Jamir Ahmed Choudhury as a Counter-Narrative to UN Global Standard Educational Goals.
- [RT-223] Critique of the UN-led Global Governance: Jamir Ahmed Choudhury's Perspective on Nature-Driven Neutral Science
- [RT-224] Conflict between UNESCO-Led Pseudoscience and Nature-Driven Pure Science: An Analysis of the Dichotomy Proposed by Jamir Ahmed Choudhury
- [RT-225] The Role of 'Apriori Science' in Challenging the Scientific Neutrality of UN-led Global Paradigms: A Study of Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-226] Assessing the Philosophical Foundations: A Dichotomous Study of UN-led Global Ideology vs. Jamir Ahmed Choudhury's "Equal & Opposite" Paradigm of the Pre-existing Universe
- [RT-227] Generalization of the Radical Paradigm-Shift in Education Advocated by Jamir Ahmed Choudhury: Moving Away from the UN-led Self-Contradictory Global Paradigm
- [RT-228] "Science Precedes Technology": Re-evaluating Global Governance's Approach to Science in Light of Jamir Ahmed Choudhury's Nature-Driven Mechanism
- [RT-229] The Dictum De Omni Et Nullo: A Framework for Evaluating the Flaws in the UNO-led Global Paradigm versus Nature-Driven Laws
- [RT-230] "Revealed Truths: Nature-driven Signs and Pure Sciences Unmixed with Modern Technologies": A Research Agenda Challenging UN-led Global Communities
- [RT-231] Global Governance and the "Universal Declaration of Global Veil of Ignorance": A Critical Examination through the Lens of Jamir Ahmed Choudhury's Writings
- [RT-232] Aligning Natural Science Curricula with Universal Laws of Nature: Implications of Jamir Ahmed Choudhury's Framework for International Science Policy
- [RT-233] Challenging the Global Education Mandate: An Analysis of the UN's "Anti-Natural" and "Anti-Human" Framework through the Lens of Jamir Ahmed Choudhury's Critique
- [RT-234] The Unscientific & Unconstitutional Nature of Compulsory Global Education: A Study of Inviolable Human Rights Violations as Interpreted by Jamir Ahmed Choudhury
- [RT-235] Freedom from Global Obligations: Exploring Jamir Ahmed Choudhury's Argument for Redefining Fundamental Rights Against UNO-Led Education Standards
- [RT-236] "Apriori Science" vs. "Man-made Technology": Jamir Ahmed Choudhury's Case for Unerring Knowledge and the Rejection of the UN Global Education Paradigm
- [RT-237] A Radical Paradigm-Shift in Education: Investigating Jamir Ahmed Choudhury's Call to Move Away from "Self-Contradictory & Paradoxical Global Standards"
- [RT-238] Constitutional Compliance and Inalienable Rights: Assessing Jamir Ahmed Choudhury's Claims that Standardized Global Education Mandates Violate National Constitutions and UDHR
- [RT-239] The Dictum De Omni Et Nullo: Examining Jamir Ahmed Choudhury's Logical Framework for Exposing the Flaws in the UN-Led Global Education System
- [RT-240] Reclaiming the Right to Truth-based Education: Jamir Ahmed Choudhury's "One Day Project Work" as a Counter-Narrative to the UNESCO-led Compulsory Global Curriculum
- [RT-241] Beyond Global Standards: An Inquiry into Jamir Ahmed Choudhury's Vision of a "Humanistic Vision of Education" Grounded in Natural Laws and Solidarity Rights
- [RT-242] Universal Declaration of Inalienable Human Rights: A Critical Interrogation of the UN's Role in Perpetuating "Erroneous Knowledge" through Compulsory Global Education
- [RT-243] "Nature's Equal & Opposite Apriori Paradigm" as a Foundation for Birthrights: A Supreme Triumph over UN-Driven Global Standards
- [RT-244] Challenging the UN Global Paradigm: Re-Conceptualizing Human Rights Through Jamir's Nature-Driven Reciprocal Framework
- [RT-245] The Dialectic of Truth-Right-Justice: An Exploration of the "Intermixture of Truth and Falsehood" in UNO-Led Global Standards
- [RT-246] From Self-Contradiction to Scientifically Certain: Advocating for a Nature-Driven Education Paradigm Over Current Global Standards
- [RT-247] Reclaiming Inalienable Natural Rights: The UDHR and the "Nature's Apriori Principle" as a Critique of the UN-led Global Scientific Community's Failures
- [RT-248] "Creation in Pairs" (Nature's Apriori Paradigm): A New Epistemological Basis for International Human Rights Law



- [RT-249] The Dictum De Omni Et Nullo: Assessing the "Self-Contradictory and Paradoxical Basic Scientific Knowledge" in Global Curricula
- [RT-250] Utilitarian Liberation: Utilizing the "Equal & Opposite" Law of Nature to Achieve Freedom from the Limitations of Globalization
- [RT-251] Redefining Human Dignity: Why the Unalterable Laws of Nature Must Supersede Subjective, UN-Driven Global Standards
- [RT-252] The Apriori Framework & Curriculum: A Study of the UDHR Through the Lens of the "Supreme Triumph" of Natural Law over Human-Driven Standards
- [RT-253] Bridging 'Creation in Pairs' with the UDHR: A Rationalistic Analysis of Religious Freedom and Fundamental Human Rights"
- [RT-254] Apriori Science and the Right to Education: A Framework for Unerring Knowledge in the UN CRC
- [RT-255] Guaranteed Child Rights and the Right to Scientific Inquiry: A Comparative Analysis of Jamir Ahmed Choudhury's Work and the UN CRC
- [RT-256] Re-conceptualizing 'Unerring Knowledge' through the Lens of Human Dignity: A Jamir Ahmed Choudhury Perspective
- [RT-257] Human Rights as Apriori Science: Implications for Child Protection and Education
- [RT-258] Navigating the Conflict between 'Unerring Knowledge' and Freedom of Thought: A Case Study of Educational Curricula
- [RT-259] Reframing International Governance through the Lens of Apriori Science, Truth-based Education, and Birthrights
- [RT-260] Child Rights Advocacy and the Pursuit of Unerring Knowledge: A Commentary on Jamir Ahmed Choudhury's Work
- [RT-261] Bridging the Gap between Science and Human Rights: A Comparative Analysis of Jamir Ahmed Choudhury's Work and International Law
- [RT-262] Reclaiming Humanity: An Analysis of the UN's Moral Relativism and the Necessity of Jamir Ahmed Choudhury's Humanistic Paradigm Shift
- [RT-263] Beyond the Veto: Exposing Power Imbalances and the "Illogical" Structure of UN Security in the Context of Jamir Choudhury's Reforms
- [RT-264] The Democratic Deficit: Justifying Jamir Ahmed Choudhury's Call for Inclusive International Governance through the Lens of Universal Representation
- [RT-265] From Inaction to Intervention: A Critique of the UN's Failure to Prevent Mass Atrocities and the Rationale for a Humanistic Vision in International Security
- [RT-266] Addressing the Accountability Gap: Why Jamir Ahmed Choudhury's Paradigm Shift is Essential for Transparent and Effective International Institutions
- [RT-267] Sovereignty vs. Survival: A Logical Shortcoming in Current UN Climate Governance and the Case for Jamir Ahmed Choudhury's Unified Humanistic Approach
- [RT-268] The Illusion of Universalism: Identifying Global-Centric Biases in UN Norms and Justifying Jamir Ahmed Choudhury's Diverse Humanistic Framework
- [RT-269] Bureaucracy and Inefficiency: A Rationale for Jamir Ahmed Choudhury's Transformative Paradigm Shift in Streamlining UN Crisis Response
- [RT-270] International Challenges, Fragmented Responses: Utilizing Jamir Choudhury's Humanistic Vision as a Blueprint for Coherent and Integrated UN Governance
- [RT-271] The Democratic Paradox: How Dictatorial Interpretations of State Authority Undermine Universal Birthrights in Light of Jamir Ahmed Choudhury's "Redefining Human Rights"
- [RT-272] Jamir Ahmed Choudhury's Cognitive Science and the UDHR: A Framework for Self-Financed Scientific Inquiry as a Challenge to Authoritarian Control over Knowledge Production
- [RT-273] Beyond State Sanction: Exploring Dictatorship within Democratic Systems through the Lens of Individual Scientific Endeavor (A Case Study of Jamir Ahmed Choudhury's Projects)
- [RT-274] Birthrights as a Foundation for Scientific Autonomy: A Comparative Analysis of Democratic Ideals versus the Suppression of Self-Financed Research, Inspired by Jamir Ahmed Choudhury's Work
- [RT-275] From Philosophy to Science: Reconciling Democratic Governance with Inherent Human Dignity in the Context of Dictatorial Actions and Jamir Ahmed Choudhury's Laws of Nature
- [RT-276] The "Bullet" of the UNO vs. "Cannon Ball" of Newton: An Examination of Knowledge Control as a Form of Dictatorship Under the Guise of Democratic Consensus
- [RT-277] Universal Major Premises: Utilizing Jamir Ahmed Choudhury's Logical Framework to Identify and Challenge Dictatorial Tendencies in Modern Democracies, Safeguarding UDHR Principles
- [RT-278] The Right to Self-Finance Knowledge: A Study of Jamir Ahmed Choudhury's Projects as an Exercise in Democratic Freedom and a Rejection of Authoritarian Curricula
- [RT-279] Navigating the Unalterable Laws of Nature: Jamir Ahmed Choudhury's Scientific Pursuit as a Microcosm of Democratic Resistance Against Dictatorial Epistemologies
- [RT-280] Solidarity Rights and Scientific Freedom: An Analysis of the Tensions Between Democratic Rhetoric and the Practical Realities of Dictatorship, Illuminated by Jamir Ahmed Choudhury's Vision of Education
- [RT-281] Apriori Science as the Foundation of Universal Human Rights: Jamir Ahmed Choudhury's Reinterpretation of Islamic Solidarity Rights through the UDHR and UN CRC

- [RT-282] The "Four Foundational Religious Rights in Islam" [Firm Faith, Practical Belief, Rights Direction, and Appointed Days] and the Quest for Authenticity: An Analysis in Light of the Universal Declaration of Human Rights
- [RT-283] Beyond the Global Paradigm: Jamir Ahmed Choudhury's Framework of Verifiable Natural Science and the Redefinition of Human Rights Education
- [RT-284] Integrating Islamic Principles with International Law: A Rationalistic Study of Jamir Ahmed Choudhury's "Universally Verifiable Apriori Science" and UN Human Rights Documents
- [RT-285] The Nexus of Divine Law and Human Rights: Re-examining the UDHR and UN CRC via Jamir Ahmed Choudhury's 'Solidarity Rights in Islam'
- [RT-286] Authentic Information and Unerring Knowledge: Jamir Ahmed Choudhury's Critique of UNESCO-Led Hybrid Science [Global Text and Curriculum] through the Lens of the UDHR's Right to Education
- [RT-287] Nature's "Equal & Opposite Apriori Paradigm": A Justifiable Framework for Islamic Solidarity Rights and Universal Human Rights advocated by Jamir Ahmed Choudhury
- [RT-288] Redefining Fundamental Freedoms: Jamir Ahmed Choudhury's Argument for "Four Foundational Solidarity Rights" [Firm Faith, Practical Belief, Right Direction, and Appointed Days] as Inalienable Natural Rights
- [RT-289] A Multidisciplinary Approach to Human Rights: Exploring Jamir Ahmed Choudhury's Integration of Apriori Science, Revealed Rights, and the UN CRC
- [RT-290] Jamir Ahmed Choudhury's Challenge to the "Global Veil of Ignorance": Reinterpreting Foundational Rights in Islam for a Universally Verifiable Science of Human Rights
- [RT-291] The Categorical Imperative in Public Administration: Jamir Ahmed Choudhury's Advocacy for "Duty for Duty's Sake" Among Educational Authorities
- [RT-292] From Policy to Praxis: Implementing a "Right to Truth-Based Education" Through Competent Authorities' Adherence to Duty-Driven Ethics
- [RT-293] An Analysis of Jamir Ahmed Choudhury's 'Radical Paradigm-Shift': Re-conceptualizing the Obligations of Competent Authorities in Upholding Inalienable Human Rights
- [RT-294] Beyond Compliance: Exploring the Moral and Ethical Foundations of "Duty for Duty's Sake" as a Mandate for Authorities in Truth-Based Education
- [RT-295] The Role of Competent Authorities in Fostering 'Unerring Knowledge': A Study of Jamir Ahmed Choudhury's 'Dictum De Omni Et Nullo' in Educational Governance
- [RT-296] Ensuring Quality Education as a Human Right: Investigating the "Duty for Duty's Sake" Principle for UN Member States and Educational Authorities
- [RT-297] Addressing the Conflict: How "Duty for Duty's Sake" in Authorities can reconcile the Gap between Current Educational Paradigms and Inalienable Human Rights
- [RT-298] A Normative Framework for Educational Authorities: Applying Jamir Ahmed Choudhury's Advocacy of 'Right to Truth' and 'Duty-Driven Action'
- [RT-299] The Consequence of Inaction: Examining the Impact of Authorities' Failure to Uphold their "Duty for Duty's Sake" in the Provision of Truth-Based Education
- [RT-300] Ethical Governance in Education: Case Studies on the Practical Application of Jamir Ahmed Choudhury's Philosophy of Competent Authorities' Duties in the Pursuit of Truth
- [RT-301] A Fundamental Conflict: UNESCO-Led "Pseudoscience" [Hybrid Science] vs. Nature-Driven Apriori Science [Pure Science] in the International Education Paradigm
- [RT-302] Re-engineering the Curriculum: Aligning Educational Frameworks with Jamir Ahmed Choudhury's "Inherent Natural Laws"
- [RT-303] The Dictum De Omni Et Nullo: A Call for a Transformative Shift from the UNO-Led Global Paradigm to a Nature-Driven Reciprocal Education Model
- [RT-304] Beyond the Standard: Exploring the Need for a Paradigm Shift in Institutional Education towards Fact-Based, Apriori Scientific Knowledge
- [RT-305] Redefining Quality Education: Evaluating the Efficacy of the UN's Sustainable Development Goal 4 through the Lens of Jamir Ahmed Choudhury's Empirically Verifiable Apriori Science
- [RT-306] Humanistic Vision of Education: A Comparative Study of the UN Global Standards and Jamir Ahmed Choudhury's Scientific Philosophy and Inherent Dignity
- [RT-307] Empirical Verification vs. Global Consensus: An Analysis of the Methodological Dichotomy between Conventional UN Education Standards and Jamir Ahmed Choudhury's Generic Science Project following Dictum De Omni Et Nullo
- [RT-308] The Role of AI in Reorienting Education: Generalizing a Radical Paradigm Shift from the Current UN-Led Curriculum to an Apriori Framework advocated by Jamir Ahmed Choudhury
- [RT-309] Universal Laws and Verifiable Curricula: An Interdisciplinary Examination of Jamir Ahmed Choudhury's Framework for Educational Reform
- [RT-310] Challenging the Status Quo: A Critical Assessment of the UN's "Hybrid Science" in Education from the Perspective of Empirically Observable Natural Phenomena
- [RT-311] Redefining Categorical Imperatives: Jamir Ahmed Choudhury's Reinterpretation of "Duty for Duty's Sake" via "Creation in Pairs and Birthrights"
- [RT-312] The Parental Imperative: A Jamir Ahmed Choudhury's Reading of Filial Duty as Pure Obligation through the Lens of "Creation in Pairs and Birthrights"

- [RT-313] Beyond the Household: "Creation in Pairs and Birthrights" and the Teacher-Parent's "Duty for Duty's Sake" as a Universal Human Obligation
- [RT-314] A New Ethical Paradigm: Analyzing the Inherent Obligations of the Human Family in Jamir Ahmed Choudhury's "Creation in Pairs and Birthrights"
- [RT-315] From Birthright to Duty: Reconciling Familial Roles with Pure Moral Duty in Jamir Ahmed Choudhury's "Creation in Pairs and Birthrights"
- [RT-316] The Pedagogy of Obligation: How "Creation in Pairs and Birthrights" Transforms the Teacher-Parent Role into an Act of Pure Duty
- [RT-317] Jamir Ahmed Choudhury's Ethical Framework: Reinterpreting "Duty for Duty's Sake" through Natural Paired Creation and Inherent Birthrights
- [RT-318] Universal Kinship: The Human Family's "Duty for Duty's Sake" as Argued in "Creation in Pairs and Birthrights"
- [RT-319] An Ontological Duty: Examining the Ethical Demands of "Creation in Pairs and Birthrights" on the Teacher-Parent Identity
- [RT-320] The Unconditional Mandate: Exploring "Duty for Duty's Sake" as the Primary Ethos of the Human Family in Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-321] Creation in Pairs: A Nature-Driven Framework for Reconciling International Governance and Inalienable Human Rights
- [RT-322] The Anti-Natural Framework: Examining Logical Inconsistencies in UN-led Global Standards through the "Equal & Opposite" Paradigm
- [RT-323] Redefining Fundamental Rights: The Conflict between UN Global Obligations and the Un-interfering, Inviolable "Inborn Rights"
- [RT-324] Beyond Global Ideology: Utilizing the "Creation in Pairs" Property and One's Upright Logic to Assert the Inalienable Abstract Properties of the Human Family
- [RT-325] Apriori Science and Universal Standards: Investigating the Tension Between Nature's Laws and UN-Projected Global Frameworks
- [RT-326] Humanistic Vision of Education: Advocating for a Curriculum Grounded in Natural Truths vs. NASA/UNESCO Global Systems
- [RT-327] Restoring Natural Equilibrium: How Recognizing "Creation in Pairs" Can Free Humanity from Misleading Global Narratives and Global Standards
- [RT-328] The Universal Major Premise: Re-evaluating the Legitimacy of UN Standards in Light of Nature's Unalterable Laws
- [RT-329] Protection of Inalienable Properties: The Challenge to UN Global Standards Posed by the Inherent Dignity and Abstract Rights of Individuals
- [RT-330] The Ontology of Human Rights: A Philosophical and Scientific Argument for Inviolable Properties over the UN's "Projected Global Framework"
- [RT-331] A Foundational Dichotomy: Interpreting UN-led Global Rights and Inalienable Natural Rights in the Context of the UDHR
- [RT-332] Nature's Equal & Opposite Apriori Paradigm: A Critique of the UN's "Global Standard Systems" and a Case for Inalienable Natural Rights
- [RT-333] From Global Governance to "Creation in Pairs": Re-conceptualizing Human Rights Frameworks via Jamir Ahmed Choudhury's Scientific Philosophy on the basis of Empirical Evidence-based Reasoning
- [RT-334] UDHR and the 'Right to Truth': Examining Inconsistencies between UN-led Global Paradigms and Nature-driven Inborn Rights
- [RT-335] Jamir Ahmed Choudhury's Challenge: Redefining Human Rights in Light of Unchangeable Laws of Nature vs. UN "Pseudoscience" [Established Paradoxical Theories]
- [RT-336] The Logical Fallacy of Self-Contradictory Knowledge: How Jamir Ahmed Choudhury's Apriori Science Exposes Flaws in the UNO-led Global Paradigm
- [RT-337] Universal Declaration or Human Construct? A Comparative Study of Rights as Defined by the UN Charter and Jamir Ahmed Choudhury's Empirically Verifiable Proofs
- [RT-338] The Philosophical Schism: Reconciling the UN's Post-War Human Rights Vision with Jamir Ahmed Choudhury's Inalienable Solidarity Rights
- [RT-339] Beyond Global Narratives: Advocating for 'Inborn Rights' Rooted in Nature's Balance, as Mandated by UDHR Principles
- [RT-340] Global Standards vs. Inborn Realities: Utilizing the UDHR to Assess the Competing Visions of Universal Rights and Nature's Apriori Principles
- [RT-341] A Contradiction in Terms? Applying the Law of Non-Contradiction to the Inherent Tension between Individual Human Rights and Collective "International" Rights in the UN Framework
- [RT-342] The Apriori Structure of Legal Consistency: An Empirical Analysis of How the Fundamental Laws of Thought Expose Conflicts between Universal Human Rights and State Sovereignty.
- [RT-343] From Is to Ought: Verifying the Apriori Foundations of Universal Human Rights through an Empirical Study of Human Needs and the Laws of Identity and Non-Contradiction.
- [RT-344] Beyond Cultural Relativism: Using Empirically Verifiable Apriori Science to Establish a Non-Contradictory Framework for International Rights Adjudication.

- [RT-345] The Excluded Middle: A Formal Logical Analysis of the UN's "Indivisible" Rights and the Practical Conflicts Arising from the Laws of Thought.
- [RT-346] "International Rights" as a Universal Constant: An Apriori Scientific Examination of the UN Charter and the Empirical Limits of Its Non-Contradictory Implementation.
- [RT-347] The Identity of Justice: Resolving Conflicts Between the Right to Development and Individual Property Rights through the Lens of the Fundamental Laws of Thought.
- [RT-348] The Architecture of Incoherence: A Logical Critique of UN Global Rights Documents Using the Law of Non-Contradiction and Apriori Legal Science.
- [RT-349] Empirical Apriori in the Courtroom: A Study of Judicial Reasoning in Cases Involving Conflicts between Collective Environmental Rights and Individual Freedoms, Guided by the Laws of Thought.
- [RT-350] Universalism vs. Relativism Redux: A Formal Logical Model, Verifiable Apriori, for Reconciling the UN's Stated Fundamental Rights Universality with Diverse Cultural Legal Practices.
- [RT-351] Nature's Immutability: An Apriori Framework for Resolving Paradoxes in Human Epistemology
- [RT-352] Beyond Contradiction: Universal Natural Laws as the Benchmark for 'Factive' Knowledge
- [RT-353] From Anthropocentric Ignorance to Ecological Epistemology: Re-evaluating Knowledge Paradigms through Nature's Balance
- [RT-354] 'The 'Equal and Opposite' Paradigm: How Nature's Inherent Laws Expose the Limits of Paradoxical Reasoning
- [RT-355] Universalism vs. Relativism in the Anthropocene: Grounding Knowledge in the Apriori Physics of Existence
- [RT-356] The Logic of the Biosphere: A Superior Model for Generic and Non-Contradictory Knowledge Acquisition
- [RT-357] Escaping the 'UN-driven Ignorance' Trap: Applying Nature's Consistent Principles to Unerring Knowledge Management
- [RT-358] The Innate Harmony of Nature: A Philosophical Argument for the Supremacy of Apriori Universal Knowledge
- [RT-359] Physics over Philosophy? Nature's Unchanging Axioms as a Guide to Resolving Knowledge Paradoxes
- [RT-360] A Nature-Driven Light: A New Research Paradigm for Knowledge Free from Self-Contradiction
- [RT-361] Re-Conceptualization of Apriori Science and Corresponding Human Rights: An Analysis of Jamir Ahmed Choudhury's Paradigm through the UDHR
- [RT-362] **The Creation in Pairs Paradigm:** A Study of Global Governance and Freedom of Religion in the Context of International Human Rights Documents [Based on Jamir Ahmed Choudhury's book]
- [RT-363] **Anti-Global Resurrection:** A Human Rights Framework for Navigating Contemporary Challenges [Interpreting Jamir Ahmed Choudhury's Generic Science Project through the UDHR and other international documents]
- [RT-364] **Empirically Verifiable Apriori Science:** A Human Rights-Based Foundation for a New Educational Curriculum [Connecting Jamir Ahmed Choudhury's scientific framework with fundamental rights]
- [RT-365] **Freedom from Global Obligations:** Jamir Ahmed Choudhury's Redefinition of Fundamental Rights and its Alignment with the Universal Declaration of Human Rights
- [RT-366] The Apriori Framework of Nature: A Critique of Globalized Science and Its Consequences through the lens of Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-367] Consequences of an "Anti-Natural Framework": Re-evaluating Mainstream Scientific Principles through the Lens of "Creation in Pairs"
- [RT-368] "Nature's Equal & Opposite Paradigm": An Empirically Verifiable Alternative to the Current Global Scientific Model
- [RT-369] Beyond the UN-Led Framework: Re-conceptualizing Apriori Science and Human Rights According to Jamir Ahmed Choudhury
- [RT-370] "Creation in Pairs" as a Foundational Principle for Human Rights and Scientific Inquiry: An Interpretation of Jamir Ahmed Choudhury's Apriori Science
- [RT-371] The Apriori Framework: **Reconciling Creation in Pairs and Universal Scientific Principles through the lens of Humanistic Vision**
- [RT-372] **Global Governance vs. Freedom of Religion: An Analysis of Jamir Ahmed Choudhury's "Creation in Pairs" and "Empirically Verifiable Apriori Science"**
- [RT-373] **Deconstructing the Anti-natural Framework: Examining the Consequences of Concealed Scientific Truths [Revealed Sciences]**
- [RT-374] **The Celestial Binary such as Sirius Binary System and Visual Binary System as a Model: Evidence for "Creation in Pairs" in Astronomical Systems**
- [RT-375] **Jamir Ahmed Choudhury's Critique of Global Systems: A Case Study in Educational Reform and Natural Law**
- [RT-376] **The Ethical Implications of Concealing "Apriori" Natural Laws in Globalized Education identified by Jamir Ahmed Choudhury**
- [RT-377] **From "Equal & Opposite" to "Fundamental Rights": A Philosophical and Scientific Synthesis through Consistent Logic in Jamir Ahmed Choudhury's Work**
- [RT-378] **The "Anti-natural Framework": A Conspiracy Theory or a Legitimate Critique of Globalized Science like Rotating Global Earth and Revolving Global World within the Rotating & Revolving Global Universe?**
- [RT-379] **Apriori Science vs. Aposteriori Science: A Paradigm Shift in the Understanding of Knowledge and Control through "Purely Academic and Incontestable Constitutional Activities" of Jamir Ahmed Choudhury**



- [RT-380] Freedom from the UN's Universal Declaration of Global Standards for Birthrights: A Dialectical Examination through Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-381] The Global Veil of Ignorance: Challenging UN Implicit Declarations on Global Rights with the Light of Jamir Ahmed Choudhury's Common Sense Dialectic
- [RT-382] Redefining Birthrights: A Critique of Global Standards and the Depth of Darkness in UN Ideology, Guided by Jamir Ahmed Choudhury's Apriori Science Framework
- [RT-383] Deconstructing the "One Global Text": A Comparative Analysis of UNESCO's Curriculum and Jamir Ahmed Choudhury's "Apriori Science"
- [RT-384] From "Conspiracy Curriculum" to "Equal & Opposite" Reality: Re-evaluating Science and Human Rights through Jamir Ahmed Choudhury's Apriori Framework
- [RT-385] Towards Empirically Verifiable Apriori Science: A Methodological Critique of Global Education Standards and a Proposal for Nature-Driven Logic
- [RT-386] Algol Triple Star System vs. UN-led Global Ideology: Re-examining the UN's model of mandatory in light of Jamir Ahmed Choudhury's interpretations of "Empirically Verifiable Apriori Science".
- [RT-387] **Eclipsing Binaries vs. the UN's Global Model:** A conflict analysis between exhibited "Common Run" and Jamir Ahmed Choudhury's alternative framework.
- [RT-388] **Cataclysmic Variables as a Paradox in UN Cosmology and NASA's Moon Mission:** A study exploring how Jamir Ahmed Choudhury's work on cataclysmic variables challenges the established UN-led global paradigm [including NASA's global system].
- [RT-389] **Binary Pulsar Paradox:** Investigating the potential contradictions between the binary pulsar as interpreted by Jamir Ahmed Choudhury and the foundations of UN-endorsed physics.
- [RT-390] **Alteration of Day-Night:** A critical comparison of the UN's model for day-night cycles [post hoc ergo propter hoc statistics] versus Jamir Ahmed Choudhury's interpretations of alteration of day - night in each daylight time zone [infallible & unerring statistics]
- [RT-391] Creation in Pairs: "Equal & Opposite" as the Apriori Framework of Natural Science and Justification for "Creation in Pairs"
- [RT-392] Empirically Verifiable Apriori Science: The Dictum De Omni Et Nullo: A Call for a Transformative Shift in Institutional Education towards Empirically Verifiable Apriori Science
- [RT-393] Equal & Opposite Manifested Nature: Universally Verifiable Scientific Proof of the Equal & Opposite Framework of Manifested Nature: The Apriori Proof through the Alteration of Day & Night
- [RT-394] Generic Science Project of Jamir Ahmed Choudhury: The Upright Rectangular Universe (Helium-4) Guarded by Four Basic Forces
- [RT-395] Pre-existing Mechanism such Natural Magnetism, Binary Pulsar, and the Alteration of Day & Night in a Day: Dismissing the Man-Defined Greenwich Meridian in the contexts of "Creation in Pairs" and "Empirically Verifiable Apriori Science"
- [RT-396] Immovable Hexagonal World, Two Daylight Time Zones [East and West], and Pre-existing Alteration of Day - Night in each Daylight Time Zone: Universally Verifiable Revealed Truth [Infallible & Unerring Statistics] following "Combined Observational Method"
- [RT-397] **The Crisis of Truth-based Educational Paradigms:** Analyzing how Jamir Ahmed Choudhury's radical shift from the UN's educational standards in areas like self-contradictory & paradoxical compulsory primary education could be perceived as a conflict.
- [RT-398] **Newton's Laws and the UN Paradigm:** An exploration of whether Jamir Ahmed Choudhury's views on phenomena like the binary pulsar align with or conflict with UN-endorsed applications of Newton's laws.
- [RT-399] **Revealed Truths vs. Global Truths:** An empirically verifiable analysis of Jamir Ahmed Choudhury's work that contrasts "nature-driven" truths with the "human-driven" science promoted by the UN
- [RT-400] **From Pseudoscience to Nature-Driven Truth:** Examining the claims that the UN-led model is "pseudoscience" and Jamir Ahmed Choudhury's work is "nature-driven," with a focus on apriori science like the Sirius Binary System, Algol Triple Star System, Alteration of Day - Night, and Cataclysmic Variables.
- [RT-401] A Clash of Epistemologies: UN Global Governance vs. Jamir Ahmed Choudhury's "Dictum De Omni Et Nullo" in Education
- [RT-402] Two Horizons [Eastern and Western] of the Pre-existing Rectangular Universe: Universally Verifiable Horizons - Galaxy of Stars and Immovable Land
- [RT-403] Universal Laws and Human Intervention: Reconciling Jamir Ahmed Choudhury's Interpretation of Natural Law with International Policy Objectives
- [RT-404] Jamir Ahmed Choudhury's Scientific Foundationalism and the Paradoxes of UN-led Global Paradigms: An Analysis of Contradictory Frameworks
- [RT-405] The UN's Global Governance and Jamir Ahmed Choudhury's Call for a Transformative Shift: A Logical Review of Sustainable Development Goals
- [RT-406] Science, Governance, and Authority: Deconstructing the UN's Approach to International Order through the Lens of Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-407] Jamir Ahmed Choudhury's Model of Accountability vs. the UN's Global Accountability Frameworks: An Examination of Divergent Principles through the Lens of UDHR and UN CRC

- [RT-408] Re-evaluating Human Rights: The Conflict between a Globalist UN Approach and Jamir Ahmed Choudhury's Foundation in Scientific Principles
- [RT-409] The UN's Interventionist Tendencies and Jamir Ahmed Choudhury's Focus on Established Laws: A Comparative Study of Political and Scientific Governance
- [RT-410] Jamir Ahmed Choudhury's "Dictum De Omni Et Nullo" and the UN's Approach to Social and Economic Issues: A Comparative Analysis
- [RT-411] Conflict or Complementarity? The UN-led Global Governance Initiatives and Jamir Ahmed Choudhury's Scientific Philosophy through the lens of Creation in Pairs
- [RT-412] Conflict and Cohesion: A comparative analysis of the UN's global education framework and Jamir Ahmed Choudhury's "Equal and Opposite Apriori Framework" through the lens of verifiable scientific quotes, justifiable logical rules, and infallible & unerring mandates of legitimacy.
- [RT-413] Equal and Opposite Framework: A theoretical framework for deconstructing the UN's global governance ideology and its perceived contradiction with empirically verifiable apriori principles.
- [RT-414] Two Hemispheres [Northern (Magnetic) and Southern (Weak)] of the Pre-existing Upright Rectangular Universe: Nature's Electromagnetic Waves [Appointed/Visible Daylight] and Two Natural Light Posts [North Galactic Pole (Moon's North Pole) and South Galactic Pole (Moon's South Pole)]
- [RT-415] Truth as a Human Right: Examining Jamir Ahmed Choudhury's "Right to Truth-Based Education" and its implications for global human rights discourse as established by the UN.
- [RT-416] Ideological vs. Natural Philosophy: A critical study of the conflict between the UN-led global paradigm and Jamir Ahmed Choudhury's nature-driven, reciprocal paradigm in education.
- [RT-417] Knowledge and Governance: Investigating the role of "misinformation" in UN-led global education and its contrast with Jamir Ahmed Choudhury's scientific philosophy of "justified true belief".
- [RT-418] Contradictions in the Curriculum: An analysis of how the UN's educational approach may contradict Jamir Ahmed Choudhury's principles of "equal and opposite" and "odd and event contrast".
- [RT-419] Paradox and Progress: A study of how the UN's reliance on a "data-based" approach to global governance may create a paradoxical situation, as identified by Jamir Ahmed Choudhury.
- [RT-420] Postcolonial Perspectives: Jamir Ahmed Choudhury's scientific philosophy as a postcolonial critique of the UN's global educational framework, focusing on power dynamics and knowledge production.
- [RT-421] Scientific Rigor and Global Governance: A philosophical examination of the conflict between scientific objectivities and the political objectives of UN-led global governance, using Jamir Ahmed Choudhury's work as a lens.
- [RT-422] "Creation in Pairs" as a Foundational Paradigm for Reforming UN-led International Governance
- [RT-423] Integrating Justifiable Philosophy with Verifiable Science through Consistent Logic: A Dialogue between Revealed Truth and Established Power
- [RT-424] The Logical Framework: Bridging "Creation in Pairs" with Principles of Inalienable Human Rights
- [RT-425] Beyond the Status Quo: A Radical Paradigm Shift in International Relations based on Empirically Verifiable Revealed Truth and Scientific Logic
- [RT-426] Re-conceptualizing Apriori Science: Examining the "Creation in Pairs" principle in the Context of International Challenges
- [RT-427] UN Systems and the "Equal & Opposite Paradigm": An Inquiry into Balancing Established Power with Natural Laws
- [RT-428] "Creation in Pairs" and Freedom of Religion: A Philosophical and Scientific Analysis of UN-led Global Standard Activities
- [RT-429] Towards a New International Ethos: Synthesizing Revealed Truth, Justifiable Philosophy, and Verifiable Science through Necessary Humanistic Vision [Upright Logic]
- [RT-430] An Empirical Verification of the "Creation in Pairs" Principle and Its Implications for International Policy
- [RT-431] Jamir Ahmed Choudhury's Challenge: Advocating for Consistent Logic in the Dialogue between Revealed Truth and Global Governance
- [RT-432] Conflict between UNESCO-Led Pseudoscience and Nature-Driven Empirically Verifiable Apriori Science: A Humanistic Educational Vision Imperative
- [RT-433] Redefining Human Rights: Jamir Ahmed Choudhury's Apriori Framework versus the UN Universal Declaration of Global Standards for Education
- [RT-434] Nature-Driven Signs and Pure Sciences Unmixed with Modern Technologies: An Alternative Educational Framework to UN-led Global Governance
- [RT-435] Reaffirmation of the Apriori Framework & Curriculum through the Lens of Inalienable Human Rights: A Critique of UN-led Educational Policies
- [RT-436] UN-led Global Force [Maya] as an Anti-natural & Anti-human Force: The Need for Empirically Verifiable Apriori Science in International Governance
- [RT-437] Generalization of the Radical Paradigm-Shift in Education: Restoring the Necessary Humanistic Vision through Fundamental Laws of Nature
- [RT-438] The Role of 'Creation in Pairs' in Understanding the Revealed Framework of Natural Science: A Challenge to UN-led Global Scientific Community
- [RT-439] Protection of Inalienable Human Rights: Ensuring Verifiable Framework of Natural Science in Education, Free from Subjective Self-contradictions of UN

- [RT-440] Assessing the Conflict: International Humanitarian Laws and the Disconnect between UN-led Education and Nature's Unalterable Laws
- [RT-441] From Universally Accepted Global Standards to Nature-driven Equal & Opposite: A Necessary Humanistic Leap from the UN Educational Goals to the Holistic Development of Axiological Aspects toward Right Direction
- [RT-442] The "Equal & Opposite" Principle as the Apriori Framework of Natural Science: Implications for Quality Education beyond UN Directives
- [RT-443] Jamir Ahmed Choudhury's Generic Science Project vs. UN Global Governance: A New Philosophical and Scientific Logic for Humanistic Education
- [RT-444] Incorporating "Creation in Pairs" in International Education: A Comprehensive Study of the Humanistic Thread between International Humanitarian Laws and Fundamental Laws of Nature
- [RT-445] Un-contradicted Facts of Sole Equal & Opposite Manifested Nature: A Blueprint for Ensured Quality Education against UN-led Misinformation
- [RT-446] A Humanistic Framework for Constitutional Education: Integrating Empirically Verifiable Apriori Principles with International Human Rights Language
- [RT-447] Creation in Pairs and Nature-driven Sovereign Science: Philosophical Foundations for a Truth-Based Education Rooted in Birthrights
- [RT-448] Beyond the Text: Realizing the Logical Thread between 'Constitution-in-Itself' and the Universal Declaration of Human Rights through "Framework and Curriculum" of Truth-based Education
- [RT-449] Cultivating Blessed Citizens: A Universally Verifiable Apriori Model for Truth-Based Education Informed by Humanistic Vision and International Human Rights Law
- [RT-450] The Future of Education: A speculative study on the potential for a transformative shift in international education, moving from an UN-led global framework to a nature-driven reciprocal paradigm as advocated by Jamir Ahmed Choudhury.
- [RT-451] The Dictum De Omni Et Nullo as a critique of the UN-led global paradigm.
- [RT-452] Nature's Equal & Opposite Apriori Paradigm vs. the "Universally Accepted" Global Framework: A Necessary Humanistic Vision
- [RT-453] Creation in Pairs: A universal truth conflicting with UN global governance ideologies.
- [RT-454] Apriori Science and Human Rights: Jamir Ahmed Choudhury's challenge to the UN system's legitimacy.
- [RT-455] Re-conceptualizing International Governance: Moving from human-made paradigms to nature-driven reciprocity.
- [RT-456] The Philosophical Schism: Jamir Ahmed Choudhury's apriori science against the UN's "data-based global veil of ignorance".
- [RT-457] Universal Major Premises: How UN paradigms contradict the dictum's formal grounds.
- [RT-458] Affirmative Minor Premises: Examining the paradoxes in UN science education through Einstein's binary pulsar.
- [RT-459] The Dialectic of Truth-Right-Justice: A framework for evaluating UN initiatives against apriori principles.
- [RT-460] Inherent Dignity & Moral Solidarity Interpreted by Jamir Ahmed Choudhury: Assessing UN global goals through the lens of natural rights philosophy.
- [RT-461] Epistemic Uniqueness: Jamir Ahmed Choudhury's "unerring knowledge" versus UN "contingent" science.
- [RT-462] Foundations of an Alternative Science Cultivated by Jamir Ahmed Choudhury: Historical perspectives on the conflict with modern global science.
- [RT-463] Creation in Pairs and Transformative-Shift in Education: The call to move away from the UN's "self-contradictory & paradoxical global paradigm".
- [RT-464] Ensuring Quality Education advocated by Jamir Ahmed Choudhury: Why UN/UNESCO curricula fail to deliver "unerring knowledge".
- [RT-465] Freedom of Conscience & Scientific Certainty Advocated by Jamir Ahmed Choudhury: The right to teach "creation in pairs" and corresponding "unerring knowledge" [truth-based education] in schools.
- [RT-466] Challenging IBE-UNESCO: Critiquing the "One Global Text & Conspiracy Curriculum" through the lens of "Creation in Pairs" and "Empirically Verifiable Apriori Science"
- [RT-467] From Global Standards to Natural Laws: Reforming science education curriculum through the lens of "Creation in Pairs" and "Empirically Verifiable Apriori Science".
- [RT-468] NASA-driven Global Systems: Identifying logical inconsistencies in established space science education using Jamir Ahmed Choudhury's Scientific Philosophy.
- [RT-469] The Sirius Binary System: A crucial fact of nature missing from "mandatory global education" identified by Jamir Ahmed Choudhury.
- [RT-470] Natural Magnetism: A case study of concealed scientific principles in global curricula through the lens of "Creation in Pairs" and "Empirically Verifiable Apriori Science".
- [RT-471] Curriculum Reform in India Advocated by Jamir Ahmed Choudhury: Aligning education with "World of Cognitive Science" and "equal & opposite" principles.
- [RT-472] Scientific Temper and Spirit of Inquiry Interpreted by Jamir Ahmed Choudhury: Are UN-led education initiatives stifling genuine scientific curiosity?
- [RT-473] Hybrid Science Identified by Jamir Ahmed Choudhury: Analyzing the mix of pure science and man-made technology in modern education.
- [RT-474] Empirically Verifiable Apriori Science in the Classroom: Practical implementation challenges and opportunities in the context of Jamir Ahmed Choudhury's Scientific Philosophy.

- [RT-475] Creation in Pairs and Protecting Child Rights: The right of children to receive “Empirically Verifiable Apriori Science” advocated by Jamir Ahmed Choudhury.
- [RT-476] Teacher and Parent Responsibilities: Moral duties in the face of flawed global education systems interpreted by Jamir Ahmed Choudhury.
- [RT-477] The Denial of "Creation in Pairs": Ethical and educational consequences re-contextualized by Jamir Ahmed Choudhury.
- [RT-478] Inalienable Natural Rights advocated by Jamir Ahmed Choudhury: A direct challenge to the scope and enforcement of UN global rights instruments.
- [RT-479] Solidarity Rights in Islam advocated by Jamir Ahmed Choudhury: Foundational rights conflicting with UN global standards.
- [RT-480] UN UDHR and Constitutional Fundamental Rights interpreted by Jamir Ahmed Choudhury: Reconciling the two mandates through nature's paradigm.
- [RT-481] Universal Violation of Inviolable Human Rights identified by Jamir Ahmed Choudhury: An analysis of UN system failures.
- [RT-482] The Right to Freedom of Religion re-contextualized by Jamir Ahmed Choudhury: Protecting the "equal & opposite" paradigm in religious practice and mandatory education.
- [RT-483] Truth in Action interpreted by Jamir Ahmed Choudhury: Applying apriori science to achieve justice and human rights.
- [RT-484] Creation in Pairs and The Foundation of Justice interpreted by Jamir Ahmed Choudhury: Exploring "firm faith and practical belief" vs. UN global standard legal frameworks.
- [RT-485] Protecting Minority Rights: Ensuring the freedom to propagate "equal & opposite" knowledge advocated by Jamir Ahmed Choudhury.
- [RT-486] Accountability of Nodal Agencies interpreted by Jamir Ahmed Choudhury: Evaluating UN bodies against their duty to protect inalienable natural rights.
- [RT-487] The Legitimacy of Prohibition: Does the UN have the right to restrict "pure science" education advocated by Jamir Ahmed Choudhury?
- [RT-488] Human Rights Act (India) and the UDHR: Gaps filled by the "scientific philosophy" advocated by Jamir Ahmed Choudhury.
- [RT-489] Utilitarian Liberation & Common End: Redefining public interest in a nature-driven paradigm advocated by Jamir Ahmed Choudhury.
- [RT-490] The Flawed Global Paradigm identified by Jamir Ahmed Choudhury: Why the UN-led system is "self-contradictory and paradoxical".
- [RT-491] National Sovereignty vs. Global Standards: The illicit imposition of UN curricula on member states interpreted by Jamir Ahmed Choudhury.
- [RT-492] Concealed Scientific Findings: The conspiracy theory surrounding the "Upright Rectangular Universe" identified by Jamir Ahmed Choudhury
- [RT-493] Science as Neutral searched out by Jamir Ahmed Choudhury: Debunking the myth of universally accepted global science.
- [RT-494] The Political Economy of Knowledge identified by Jamir Ahmed Choudhury: Who benefits from the current global scientific paradigm?
- [RT-495] Man-made Nature vs. Created & Manifested Nature: A fundamental conflict in environmental governance as identified by Jamir Ahmed Choudhury.
- [RT-496] Ethical Fallacies in Global Systems as identified by Jamir Ahmed Choudhury: Analyzing the moral failures of the UN-led global approach.
- [RT-497] Challenging the Status Quo: The impact of a single thinker [Jamir Ahmed Choudhury] on global intellectual discourse
- [RT-498] Freedom from Universal Deception: Reclaiming truth from misleading global narratives as searched out by Jamir Ahmed Choudhury.
- [RT-499] Science Precedes Technology: A foundational principle for a new scientific ideal recognized by Jamir Ahmed Choudhury.
- [RT-500] Unerring Knowledge & Natural Signs: Identifying true scientific facts from the "global veil of ignorance" through the lens of Jamir Ahmed Choudhury's Scientific Philosophy.
- [RT-501] Vyapti (Universal Laws) & Paksa-dharmata (Natural Mechanisms): The logic of empirically verifiable apriori science used by Jamir Ahmed Choudhury in his Scientific Philosophy.
- [RT-502] The Mind-Independent Reciprocal Reality: Exploring physical realism in the context of "creation in pairs" advocated by Jamir Ahmed Choudhury.
- [RT-503] Newton's Third Law: Equal & Opposite: Reframing a universal law within a broader philosophical context through the lens of Jamir Ahmed Choudhury's Scientific Philosophy.
- [RT-504] Einstein's Binary Pulsar: Empirical proof of the "nature's equal & opposite" paradigm and existential import of Jamir Ahmed Choudhury's Scientific Philosophy.
- [RT-505] The Philosophy of Reciprocal Paradigms: A new way to understand revealed reality based on Jamir Ahmed Choudhury's Scientific Philosophy.



- [RT-506] From Quantitative Objectivity to Humanistic Evaluation: Reforming scientific methodology based on Jamir Ahmed Choudhury's Scientific Philosophy.
- [RT-507] Truth Must Win Over Falsehood: A moral imperative for Jamir Ahmed Choudhury's scientific research.
- [RT-508] The Logical Consistency of Nature Confirmed by Jamir Ahmed Choudhury: Why human constructs inevitably fail?
- [RT-509] One Dimensional Time towards Right Direction: A utilitarian mission in Jamir Ahmed Choudhury's truth-based education integrating justifiable philosophy with verifiable science through consistent logic.
- [RT-510] The Barrier between Equal and Opposite Natural Mechanisms: Understanding the solar system's true nature interpreted by Jamir Ahmed Choudhury.
- [RT-511] The Qibla (Right Direction of Prayer following "even-way"): A practical application of "equal & opposite" geography as recognized by Jamir Ahmed Choudhury consistent with the Verses of Kitaaba bil-Haq.
- [RT-512] Appointed Days of Hajj and Eid: Astronomical calculations based on "creation in pairs" and apriori science such as visual binaries re-contextualized by Jamir Ahmed Choudhury.
- [RT-513] Srikishan Sarda College Project Work: A model for alternative science education exhibited by Jamir Ahmed Choudhury.
- [RT-514] Public Interest Litigation (PIL) Education: Legal avenues for implementing nature's equal & opposite paradigm and empirically verifiable apriori science attempted by Jamir Ahmed Choudhury.
- [RT-515] The Future of Science Education: A post-UN curriculum based on "creation in pairs" and empirically verifiable "apriori science" re-contextualized by Jamir Ahmed Choudhury.
- [RT-516] The Power of Ideas: How one voice of Jamir Ahmed Choudhury can reshape international thinking.
- [RT-517] The Need for Philosophical Synthesis: Reconciling science and religion through "creation in pairs" and "empirically verifiable" apriori science as found in Jamir Ahmed Choudhury's Generic Science Project.
- [RT-518] From 'World Ready Youth' to Truth-Seekers: Redefining educational outcomes through the lens of Jamir Ahmed Choudhury's Scientific Philosophy.
- [RT-519] Assam's Intellectual Contribution: The regional context of an international challenge as recontextualized by Jamir Ahmed Choudhury.
- [RT-520] The Role of the Intellectual in Confronting Systems: A case study of Jamir Ahmed Choudhury.
- [RT-521] Conspiracy or Concealment: Investigating the claims of hidden scientific truths using Jamir Ahmed Choudhury's Scientific Philosophy.
- [RT-522] Rebuilding Educational Systems: A fundamental re-engineering based on natural law advocated by Jamir Ahmed Choudhury.
- [RT-523] Supreme Triumph: Falsehood vs. Truth: The ultimate goal of the "apriori science" movement initiated by Jamir Ahmed Choudhury.
- [RT-524] Deconstructing the UN Global Paradigm: A Critique from Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-525] Paradoxes in Practice: Analyzing the Conflicts between UN-Led Global Initiatives and Jamir Ahmed Choudhury's Upright Logic
- [RT-526] Beyond the Status Quo: Implementing Transformative Change in UN-led Governance Based on Jamir Ahmed Choudhury's Work
- [RT-527] A Philosophical Re-evaluation of UN-Led Global Governance through the Lens of Jamir Ahmed Choudhury's Humanistic Philosophy
- [RT-528] A Fundamental Clash: Universal Natural Laws vs. Current Global Governance Frameworks re-contextualized by Jamir Ahmed Choudhury
- [RT-529] The Nature-Driven Reciprocal Paradigm: An Alternative to UNO-led Globalism advocated by Jamir Ahmed Choudhury?
- [RT-530] Integrating Justifiable Philosophy with Verifiable Science through Consistent Logic: A Critique of the Prevailing UN Global Model
- [RT-531] The "Equal & Opposite Principles" in Nature: Reconciling Science with Birthrights Policy
- [RT-532] The "Paradoxical Paradigm": Critiquing the UN's Global Governance from the Perspective of Jamir Ahmed Choudhury
- [RT-533] Tautologous Knowledge vs. "False Knowledge": Reconciling Jamir's Scientific Philosophy with UN-led International Initiatives
- [RT-534] The "Dictum De Omni Et Nullo": A Framework for Assessing UN-led Mandatory Education Structures
- [RT-535] From Global Obligations to Fundamental Rights: A Jamir Ahmed Choudhury-inspired Critique of International Policy
- [RT-536] Jamir Ahmed Choudhury's "Supreme Triumph": Redefining Truth in the Context of UN Global Governance
- [RT-537] Truth-Based Basic Science Education: A New Curriculum for a Pre-existing Comprehensible Universe advocated by Jamir Ahmed Choudhury
- [RT-538] Creation in Pairs & Empirically Verifiable Revealed Truth: Implications for Modern Science Education
- [RT-539] Beyond the UNO-led Paradigm: A Call for a Transformative Shift in Scientific Understanding re-contextualized by Jamir Ahmed Choudhury
- [RT-540] Rethinking the UNO's International Initiatives through a Reciprocal Natural Law Lens
- [RT-541] International Governance & the Retreat of the State: The Need for Nature-Driven Apriori Principles
- [RT-542] An Analysis of Anthropocentrism in Current UN International Governance Frameworks ensuring proper compliance of Unalterable Laws of Nature such a Nature's Equal & Opposite Paradigm

- [RT-543] UN-led Global Governance and Jamir Ahmed Choudhury's Scientific Philosophy: A Comparative Analysis of Ideological Conflicts
- [RT-544] Examining Self-Contradictions in UN Initiatives through Jamir Ahmed Choudhury's Philosophical Lens
- [RT-545] The Role of Education in the UN-Jamir Debate on Global Governance
- [RT-546] The Clash of Philosophies: UN Global Governance vs. Jamir Ahmed Choudhury's Call for a Transformative Shift
- [RT-547] Conflict and Coexistence: Navigating the Tensions between UN-led Governance and Jamir Ahmed Choudhury's Ideals
- [RT-548] Implications of Jamir Ahmed Choudhury's Scientific Philosophy for the Future of International Governance
- [RT-549] Moving Beyond the UN Paradigm: Exploring Jamir Ahmed Choudhury's Vision for Revealed Order
- [RT-550] A Transformed Institutional Paradigm: Integrating Jamir Ahmed Choudhury's Insights into International Relations
- [RT-551] The Future of International Governance: A Jamir Ahmed Choudhury-inspired Vision for a New Era
- [RT-552] Philosophical Challenges to the UN's Global Governance Agenda: The Jamir Ahmed Choudhury Perspective
- [RT-553] The "Global Veil of Ignorance": Analyzing the UN's "universal declaration of global veil of ignorance" through the lens of Jamir Ahmed Choudhury's critiques.
- [RT-554] Misinformation as a "Global Force": Investigating how Jamir Ahmed Choudhury's concept of "misinformation" conflicts with UN-led global initiatives.
- [RT-555] "Human-derived" vs. "Nature-Driven" Governance: Exploring the philosophical conflict between standard global consensus and Jamir Ahmed Choudhury's approach to human and natural science.
- [RT-556] Critique of the "UN-Led Global Paradigm": Evaluating the self-contradictory and paradoxical nature of UN-led global initiatives as identified by Jamir Ahmed Choudhury.
- [RT-557] Human Rights and Scientific Philosophy: Analyzing the potential conflicts in the UN's approach to human rights and its scientific and philosophical underpinnings, as viewed by Jamir Ahmed Choudhury.
- [RT-558] The UN's Universal Declarations vs. Jamir Ahmed Choudhury's "Dictum De Omni Et Nullo": A comparative analysis of foundational principles.
- [RT-559] The Role of AI: Reorienting education towards Jamir Ahmed Choudhury's scientific philosophy using AI.
- [RT-560] Transformative Governance: A study on implementing transformative shifts in education and governance to accommodate a more nature-driven approach, as advocated by Jamir Ahmed Choudhury.
- [RT-561] The Paradox of "Equal and Opposite": Contradictions in UN Global Governance vs. Jamir Ahmed Choudhury's Universal Principles
- [RT-562] Erroneous Knowledge vs. Foundational Truth: A Philosophical Conflict between the UN and Jamir Ahmed Choudhury's System
- [RT-563] The Self-Contradictory Nature of UN-Led Global Initiatives: A Critique through Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-564] UN Power Structures vs. Jamir Ahmed Choudhury's Foundational Framework: A Clash of Governance Paradigms
- [RT-565] From Paradox to Reciprocity: Re-evaluating UN Global Governance through the Lens of Jamir Ahmed Choudhury's Humanistic Philosophy
- [RT-566] The UN's "Flawed" Knowledge: Analyzing the Conflict with Jamir Ahmed Choudhury's Claim of a Truth-Based System
- [RT-567] UN Global Sustainable Development Goals and Jamir Ahmed Choudhury's "Creation in Pairs": A Conflict Analysis
- [RT-568] The UN Global Climate Change Initiatives: A Paradoxical Approach from Jamir Ahmed Choudhury's "Creation in Pairs" Perspective?
- [RT-569] Conflict Resolution in International Law: The UN's Approach vs. Jamir Ahmed Choudhury's Dictum De Omni Et Nullo
- [RT-570] Human Rights and the UN: A Contradiction in Foundational Principles, According to Jamir Ahmed Choudhury
- [RT-571] The Role of Education in Addressing the Paradoxes of UN Global Governance, as Proposed by Jamir Ahmed Choudhury
- [RT-572] Jamir Ahmed Choudhury's "Nature-Driven Reciprocal Paradigm": An Alternative to the UN's Self-Contradictory Global Model?
- [RT-573] Building a Truth-Based System: The Philosophical and Scientific Case for an Alternative to UN-Led Global Governance through the lens of Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-574] Jamir Ahmed Choudhury's "Dictum De Omni Et Nullo" and the UN: A Conflict of Logical and Scientific Frameworks
- [RT-575] Beyond the Paradox: What a Jamir Ahmed Choudhury-Inspired Scientific Philosophy Offers to International Governance
- [RT-576] The Societal Impact of "Erroneous Knowledge": A Critique of UN-Led Global Initiatives through Jamir Ahmed Choudhury's Humanistic Philosophy
- [RT-577] Jamir Ahmed Choudhury's Social Philosophy and the UN: A Clash of Ideologies on Humanistic Principles in International Governance
- [RT-578] From Power to Principles: Examining the Potential for Conflict between the UN and Jamir Ahmed Choudhury's Social Philosophy on the Ground
- [RT-579] The UN's Global Governance Model: A Paradoxical Approach to Social Inequality, According to Jamir Ahmed Choudhury's Social Philosophy

- [RT-580] Restoring Trust in Institutions: A Comparison of UN Global Governance and Jamir Ahmed Choudhury's Vision for Truth-Based Systems
- [RT-581] The Apriori vs. The Paradoxical: A Clash Between Jamir Ahmed Choudhury's Scientific Philosophy and UN Global Governance Models
- [RT-582] Erasing Erroneous Knowledge: Deconstructing UN Global Initiatives through Jamir Ahmed Choudhury's Lens of Foundational Truths
- [RT-583] Humanistic Principles in Crisis: Analyzing the Conflict between the UN CRC and Jamir Ahmed Choudhury's "Truth-Based Education"
- [RT-584] From 'Equal and Opposite' to 'Odd and Event Contrast': Re-evaluating UN Global Governance Paradigms with Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-585] The UN and "Erroneous Knowledge": A Philosophical Examination of Global Governance Failures through Jamir Ahmed Choudhury's Framework
- [RT-586] Jamir Ahmed Choudhury's "Apriori Science" as a Critique of UN-led Global Governance: Ideological and Epistemological Divergences
- [RT-587] UN Climate Change Policies and Jamir Ahmed Choudhury's "Apriori" Framework: A Conflict of Scientific Governance
- [RT-588] AI Governance and Jamir Ahmed Choudhury's Critique of "Misinformation": Navigating the UN's Approach to Artificial Intelligence
- [RT-589] International Human Rights Frameworks and Jamir Ahmed Choudhury's "Inalienable Human Rights": A Study in Contradictions
- [RT-590] The UN's Global Sustainable Development Goals: An Analysis of Their Consistency with Jamir Ahmed Choudhury's "Truth-Based" Approach
- [RT-591] The Impact of the UN's Global Governance on Educational Systems: A Jamir Ahmed Choudhury-Inspired Critique
- [RT-592] Navigating the Ideological Divide: How the Conflict between UN Global Governance and Jamir Ahmed Choudhury's Scientific Philosophy Affects Policy Implementation
- [RT-593] Building a New Framework: The Potential for a Transformative-Shift in Governance Based on Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-594] The Role of "Truth-Based Education" in Bridging the Gap between Governance and Scientific Principles
- [RT-595] Empirical Studies on Universal Dichotomies: An evidence-based analysis of "creation in pairs" as an inherent principle in natural systems.
- [RT-596] Beyond the Big Bang: Investigating the "even and odd contrast" in cosmic structure formation through the lens of "creation in pairs" and empirically verifiable apriori science.
- [RT-597] A New Foundational Framework for Human Rights: Integrating "creation in pairs" and empirical evidence-based apriori science to establish verifiable, holistic rights, as proposed by Jamir Ahmed Choudhury.
- [RT-598] Transformative Education Paradigms: An empirical assessment of a nature-driven educational model based on the "reciprocal paradigm" [creation in pairs] and "empirical evidence-based apriori science".
- [RT-599] The Coherence of Universal Laws and Natural Signs: An empirical investigation into the relationship between "Tawraat" (universal laws) and "Injiil and Zabuur" (natural signs and particular instances under natural circumstances) within Jamir Ahmed Choudhury's apriori science framework.
- [RT-600] Decolonizing Knowledge Systems: Utilizing Jamir Ahmed Choudhury's apriori science and "creation in pairs" to explore alternative, nature-aligned epistemologies.
- [RT-601] **Jamir Ahmed Choudhury's Nature-Driven Science vs. UN Governance:** A comparative analysis of the 'equal & opposite paradigm' against the UN's approach to global governance, focusing on the right to unerring knowledge.
- [RT-602] **The Right to Apriori Truth:** Examining the conflict between the UN's anti-natural governance framework and Jamir Ahmed Choudhury's concept of inalienable rights, particularly the right to access 'independent science' or 'natural mechanism'.
- [RT-603] **Epistemological Warfare:** An inquiry into how UN-led education and human rights frameworks, like the UDHR, may contradict Jamir Ahmed Choudhury's nature-driven epistemology and the principles of creation in pairs.
- [RT-604] The Equal and Opposite Revelation: A Humanistic Critique of UN-Led Global Governance through Jamir Ahmed Choudhury's Philosophy and Empirical Evidence.
- [RT-605] Beyond "Anti-Human": Empirical Evidence of UN Governance Conflicts with Nature's Equal and Opposite Paradigm, as Advocated by Jamir Ahmed Choudhury.
- [RT-606] Reclaiming the Human Right: Applying Jamir Ahmed Choudhury's "Apriori Science" and Empirical Data to Counter UN-Led Governance's Paradoxical Frameworks
- [RT-607] A Paradigm Shift from Self-Contradiction: Empirically Evaluating the UN's Global Governance Model against Jamir Ahmed Choudhury's Humanistic "Equal & Opposite" Principle.
- [RT-608] Jamir Ahmed Choudhury's Framework as a Counter-Narrative: Empirical and Philosophical Arguments Against the UN's "Anti-Human" Governance Structure.
- [RT-609] Nature's Equal & Opposite Paradigm vs. UN-Led Global Governance: A Philosophical Conflict in the Realm of Religious Freedom
- [RT-610] Jamir Ahmed Choudhury's Nature-Driven Sovereign Science: A Framework for Defending Against Anti-Religious Governance

- [RT-611] Balancing Universal and Religious Rights: A Comparative Study of UN Governance and Jamir Ahmed Choudhury's Religious Philosophy
- [RT-612] The Right to Govern: Re-contextualizing International Governance through Jamir Ahmed Choudhury's Apriori Science and Equal & Opposite Paradigm
- [RT-613] From an 'Established' to a 'Natural' Sovereign: Re-evaluating Religious Governance in the Face of UN Policies through Jamir Ahmed Choudhury's Philosophy
- [RT-614] Critiquing UN Global Governance: An Apriori Science Framework for Islamic Rights, Based on Jamir Ahmed Choudhury's 'Kitaaba wal-Hikmataa' and 'Creation in Pairs'
- [RT-615] Nature's Balance vs. Human-Centric Law: A 'Creation in Pairs' Analysis of Global Governance and Islamic Freedom through Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-616] Sovereign Science as an Alternative to UN-Led Governance: Reinterpreting Jamir Ahmed Choudhury's 'Kitaaba wal-Hikmataa' for Islamic-Human Rights
- [RT-617] From Revelation to Governance: Applying Jamir Ahmed Choudhury's 'Apriori Science' to Challenge the 'UN Global Framework' in Protecting Islamic Rights
- [RT-618] The Clash of Paradigms: Examining the UN's Approach to Islamic Governance through Jamir Ahmed Choudhury's 'Equal & Opposite' Natural Law Paradigm
- [RT-619] Nature's Equal & Opposite Paradigm and *Kitaaba bil-Haq*: A Framework for Challenging UN-Led Global Governance
- [RT-620] Sovereign Science vs. Global Pseudoscience: Jamir Ahmed Choudhury's *Kitaaba bil-Haq* Interpretation as a Defense of Islamic Principles
- [RT-621] Beyond the 'Anti-natural Framework': Reconciling Islamic Governance with International Order through Jamir Ahmed Choudhury's interpretations of *Kitaaba bil-Haq* and the Law of Creation
- [RT-622] Human Rights in the Light of Creation in Pairs: Re-evaluating International Governance Structures through Jamir Ahmed Choudhury's Interpretation of *Kitaaba bil-Haq*
- [RT-623] The Apriori Right of Religious Freedom: A Challenge to UN-led Global Governance from Jamir Ahmed Choudhury's *Kitaaba bil-Haq* and Nature-Driven Sovereign Science
- [RT-624] **Critique of UN Global Governance:** Analyzing the UN's anti-Islamic governance through the lens of Jamir Ahmed Choudhury's "creation in pairs" [nature's equal & opposite paradigm]
- [RT-625] **Four Criteria of Truth vs. UN Human Rights:** A comparative study of Jamir Ahmed Choudhury's "Justifiable Philosophy" and the UN's global rights framework.
- [RT-626] **Verses of Kitaaba bil-Haq:** Examining "authentic information" through Jamir Ahmed Choudhury's interpretation of the "Verses of Kitaaba bil-Haq" as a counter-narrative to UN global governance.
- [RT-627] **"Dictum De Omni Et Nullo" and Global Governance:** Applying Aristotle's dictum to deconstruct the UN's self-contradictory global paradigm.
- [RT-628] **Islamic Foundations of Rights:** Investigating Jamir Ahmed Choudhury's "Four Foundational Solidarity Rights in Islam" as a basis for challenging UN-led global governance.
- [RT-629] **Conflict and Harmony:** Exploring the conflict between the UN-led global paradigm and the Islamic framework of "creation in pairs" as advocated by Jamir Ahmed Choudhury
- [RT-630] **Revelation and Reason:** Synthesizing "revealed science" and "self-evident truth" in "creation in pairs" to propose a new international governance framework through Jamir Ahmed Choudhury's Humanistic Philosophy
- [RT-631] **"Authentic Information" as a Challenge:** How Jamir Ahmed Choudhury's concept of "authentic information" [Kitaaba bil-Haq] challenges the UN's flawed educational paradigm
- [RT-632] **A Paradigm Shift:** Calling for a transformative shift in education and international governance based on Jamir Ahmed Choudhury's interpretation of "Kitaaba bil-Haq" through "Kitaaba wal-Hikmataa"
- [RT-633] **Synthesizing Logic and Faith:** A synthesis of "Four Foundational Solidarity Rights in Islam" and the "Four Criteria of Truth" on the basis of Jamir Ahmed Choudhury's Humanistic Vision of Education to offer an alternative to the existing educational and governance paradigms
- [RT-634] The Reciprocal Paradigm as a Right to Resist: Empirical Evidence for Challenging UN's Anti-Social Governance through Jamir Ahmed Choudhury's Social Philosophy
- [RT-635] "Creation in Pairs" vs. "Centralized Authority": A Comparative Empirical Analysis of Jamir Ahmed Choudhury's Philosophy and UN Governance Structures
- [RT-636] Beyond the Universal Declaration: Re-evaluating Human Rights through Jamir Ahmed Choudhury's Reciprocal Paradigm using Empirical Data
- [RT-637] Empirical Critique of UN-Led Global Governance: A Philosophical Defense of the Right Against Anti-Social Governance using Jamir Ahmed Choudhury's "Reciprocal Paradigm"
- [RT-638] Global Governance at a Crossroads: An Empirical and Philosophical Examination of the Right to Resist UN-Led Governance through Jamir Ahmed Choudhury's Social Philosophy
- [RT-639] The Reciprocal Paradigm vs. UN Governance contextualized by Jamir Ahmed Choudhury: A Philosophical and Empirical Critique of Anti-Cultural Policies in Global Governance
- [RT-640] "Creation in Pairs" advocated by Jamir Ahmed Choudhury: A Scientific Philosophy to Challenge the UN's Individualistic Human Rights Framework and Reclaim Cultural Autonomy
- [RT-641] Jamir Ahmed Choudhury's Apriori Science and the Reaffirmation of Inalienable Rights against the UN's so-called Universalist [or Globalist] Cultural Imposition



- [RT-642] From Compulsory Education to a Truth-Based Paradigm: Applying Jamir Ahmed Choudhury's Scientific Philosophy to Overcome the UN's Anti-Natural and Anti-Cultural Governance Models
- [RT-643] Deconstructing Global Governance: An Empirical and Philosophical Investigation into the UN's Cultural Blind Spots Through the Lens of Jamir Ahmed Choudhury's "Equal and Opposite" Framework
- [RT-644] Beyond so-called Universalism [Established Globalism] vs. Relativism: Exploring a "transformative-shift" in international law based on Jamir Ahmed Choudhury's "nature-driven reciprocal paradigm" to protect the right against anti-cultural global governance.
- [RT-645] The Sirius Binary System as a Revealed Model for International Governance: Justifying a "Right Against UN Anti-international Governance" through "Creation in Pairs" Principles and Jamir Ahmed Choudhury's Humanistic Philosophy.
- [RT-646] A Humanistic Philosophy of "Inalienable Rights" vs. UN Mandates: Examining the Epistemological Conflict through the Lens of Nature's "Equal & Opposite Apriori Paradigm."
- [RT-647] Challenging the UN's "Self-Contradictory" Paradigm: A Call for a Transformative Shift in International Law towards Empirically Verifiable Apriori Science and Jamir Ahmed Choudhury's Humanistic Framework
- [RT-648] The Epistemological Conflict: Challenging UN-led Global Governance through Jamir Ahmed Choudhury's Empirically-Grounded "Nature's Equal & Opposite Apriori Paradigm"
- [RT-649] Beyond Consensus: Justifying the Right to National Sovereignty via "Creation in Pairs" as a Universal Truth in the Face of "Anti-Natural" Global Norms
- [RT-650] From Revealed Mechanics to International Law: Re-conceptualizing Rights Against Technocratic Globalism through the Lens of Binary Astrophysics and Empirical Evidence-based Apriori Science
- [RT-651] A Paradigm Shift in Governance: Evaluating the UN's Human Rights and Education Frameworks for Alignment with the Reciprocal Principles of "Creation in Pairs"
- [RT-652] The Dictum De Omni Et Nullo as a Legal Instrument: Asserting National Rights against UN Global Mandates by Highlighting the Internal Contradictions of Anti-Natural Governance
- [RT-653] The Natural Right to Civil Governance: A Justification for Resistance to UN Global Authority Based on the 'Creation in Pairs' Apriori Paradigm
- [RT-654] An Empirical Evidence-Based Apriori Science Critique of UN 'Uncivil Governance': Justifying the Right to Alternative Civil Systems via Jamir Ahmed Choudhury's Humanistic Philosophy
- [RT-655] "Nature's Truth" vs. "Man-Made Law": An Examination of Jamir Ahmed Choudhury's Critique of UN Governance through "Creation in Pairs".
- [RT-656] The Ethical Imperative of Truth-Based Governance: A Philosophical and Scientific Analysis of the UN's Alleged Non-Democratic Framework by Jamir Ahmed Choudhury.
- [RT-657] From Established Globalism [so-called Universalism] to Solidarity: Jamir Ahmed Choudhury's Re-contextualization of Human Rights in Opposition to the UN's Global Paradigm.
- [RT-658] The Paradox of "Empirically Grounded" Rights: Jamir Ahmed Choudhury's Scientific Philosophy and the UN's Alleged Epistemological Contradictions.
- [RT-659] Critiquing UN Global Governance through "Creation in Pairs": An Apriori Scientific Analysis of Foundational Inconsistencies
- [RT-660] The "Equal and Opposite" Right: Re-evaluating Global Governance Principles Using Jamir Ahmed Choudhury's Scientific Philosophy
- [RT-661] Unveiling the "Global Veil of Ignorance": A Scientific Examination of UN-Led Governance and the Need for Apriori Truths
- [RT-662] From Paradox to Principle: Applying Jamir Ahmed Choudhury's "Apriori Science" to Deconstruct the "Illogical" Framework of UN Global Governance
- [RT-663] The Right to "Unerring Knowledge": Jamir Ahmed Choudhury's Scientific Philosophy as a Counter-Paradigm to UN-Led Global Governance
- [RT-664] The "Creation in Pairs" Doctrine vs. the UN's Individual Rights Framework: A Philosophical Critique of Global Governance Ethics
- [RT-665] Redefining Sovereignty: A Jamir Ahmed Choudhury's Defense of the Right to Resist Unethical Global Obligations ("One Global Curriculum" and Beyond)
- [RT-666] Duty for Duty's Sake in an Unjust World: The Moral Imperative of Challenging Anti-Natural Governance via Jamir Ahmed Choudhury's Ethics
- [RT-667] The Dialogue between Truth and Power: Utilizing Jamir Ahmed Choudhury's Philosophy as a Foundational Framework for Ethical Global Governance Reform
- [RT-668] Critiquing UN Global Rights: An Analysis of "Mechanical Barbarism" Through the Lens of Jamir Ahmed Choudhury's "Apriori Framework"
- [RT-669] The "Dictum De Omni Et Nullo": A Justifiable Alternative to Self-Contradictory Global Paradigms in Human Rights.
- [RT-670] From Global Power to Foundational Truth: Applying Jamir Ahmed Choudhury's Philosophy to the UN's Individualistic Approach to Human Rights.
- [RT-671] Ensuring Inalienable Rights: A Framework for the Full Development of the Human Personality through Verifiable Natural Science advocated by Jamir Ahmed Choudhury
- [RT-672] Deconstructing "Cultured Terrorism": A Juridical Analysis of the Right to Resist UN-led Global Governance through Jamir Ahmed Choudhury's "Creation in Pairs" Doctrine

- [RT-673] The Apriori Framework as a Bulwark against Erroneous Knowledge: Reasserting Inalienable Natural Rights in the Face of UN-Mandated "Cultured Terrorism"
- [RT-674] Empirically Verifiable Science vs. Global Standardization: Utilizing Jamir Ahmed Choudhury's Scientific Philosophy to Legislate the Right against "Mechanical Barbarism" and "Cultured Terrorism"
- [RT-675] Beyond the "Global Veil of Ignorance": A Framework for Truth-Based Education and the Right to Freedom from UN-led "Anti-Natural" Global Forces
- [RT-676] Reclaiming Moral Solidarity as advocated by Jamir Ahmed Choudhury: Operationalizing Newton's "Equal & Opposite" Law [Creation in Pairs or Philosophy of Reciprocal Paradigm] as the Foundational Principle for the Right against UN-Initiated "Cultured Terrorism"
- [RT-677] Freedom from Global Obligation: Bridging the Gap between UDHR and Jamir Ahmed Choudhury's Philosophy of Individual and Collective Solidarity Rights
- [RT-678] **The "Conscious Conspiracy": Deconstructing UN Global Governance through Jamir Choudhury's Empirically Verifiable Pre-existing Science**
- [RT-679] **From Global Obligations to Solidarity Rights: Applying Jamir Ahmed Choudhury's "Creation in Pairs" Paradigm to Challenge the Legitimacy of UN Global Governance**
- [RT-680] **Nature's Equal & Opposite Framework vs. One Global Curriculum: A Comparative Study of Jamir Ahmed Choudhury's Philosophy and UN-Led Education Policy [Global Policy]**
- [RT-681] **Reclaiming National Sovereignty: The Right Against the UN's "Conscious Conspiracy" through the Lens of Jamir Ahmed Choudhury's Scientific and Philosophical Frameworks**
- [RT-682] Nature's Inalienable Laws vs. Global Obligations: Exploring the Right to Freedom from the UN's "Conscious Conspiracies"
- [RT-683] A Humanistic Vision of Reality: Utilizing the "Equal & Opposite" Framework to Expose the UN's Paradoxical Global Paradigm
- [RT-684] From "Democratic Science" to Empirically Verifiable Truth: Jamir Ahmed Choudhury's Philosophy as a Basis for Resistance against a "Conscious Global Conspiracy"
- [RT-685] Challenging "Maya" [Hypocrisy]: Reclaiming the Right to Truth via Jamir Ahmed Choudhury's Apriori Science against the UN's Global Framework
- [RT-686] A Jurisprudential Critique of the UN's Anti-Natural Stance: Applying Jamir Ahmed Choudhury's "Creation in Pairs" Philosophy
- [RT-687] Redefining Educational Rights: Jamir Ahmed Choudhury's Scientific Philosophy as a Bulwark Against the UN's Flawed "One Global Curriculum"
- [RT-688] Beyond the Global Curriculum: Jamir Ahmed Choudhury's Philosophy as a Foundational Challenge to UN-led Education Systems
- [RT-689] **From Hypocrisy to Harmony: A Humanistic Vision for Reconciling International Law with Nature's "Equal & Opposite" Apriori Framework [Revealed Trinity]**
- [RT-690] A Creation in Pairs Analysis in the Context of Empirically Verifiable Apriori Framework: Countering UN's Universal Exploitation through Truth-based Primary Education advocated by Jamir Ahmed Choudhury
- [RT-691] The Role of Equal and Opposite Frameworks in International Justice: A Philosophical Examination of Jamir Ahmed Choudhury's Theory and International Standards
- [RT-692] Beyond UN's Exploitation: A 'Creation in Pairs' Approach to Inborn Human Rights and Truth-based Primary Education that corresponds with Reciprocal Reality
- [RT-693] Unpacking UN Exploitation through the Lens of Apriori Science: Jamir Ahmed Choudhury's Philosophy as a Tool for Universal Rights
- [RT-694] Jamir Ahmed Choudhury's "Apriori" Framework and "Creation in Pairs" as a Critique of the UN's "Universal Veil of Ignorance"
- [RT-695] "Equal & Opposite" as a Means of Unmasking "Guilty Minds and Acts": Applying Jamir Ahmed Choudhury's Scientific Philosophy to Leaders' and Scientists' "Abetment"
- [RT-696] "Beyond the Self-Contradictory UNO-Led Global Paradigm": Reaffirming Inalienable Rights with Jamir Ahmed Choudhury's Apriori Science and Corresponding Curriculum
- [RT-697] The Moral and Scientific Mandate for Change: Deconstructing UN "Universal Abetment" through the lens of "Nature's Equal & Opposite Framework" advocated by Jamir Ahmed Choudhury
- [RT-698] The Apriori Right to "Un-abetment": Re-conceptualizing Human Rights Against a Paradoxical Global Framework through Jamir Ahmed Choudhury's Legal Philosophy
- [RT-699] **"Evidence Sorcery" as a Human Rights Violation: A Humanistic Analysis of the UN's Global Science Curriculum vs. Jamir Ahmed Choudhury's Apriori Framework**
- [RT-700] **Apriori Science as an Inalienable Right: Reinterpreting the Universal Declaration of Human Rights through Jamir Ahmed Choudhury's "Creation in Pairs" Paradigm and corresponding Categorical Imperatives [Duty for Duty's Sake]**
- [RT-701] **The Veil of Ignorance: Deconstructing the UN's "Hybrid Science" through Jamir Ahmed Choudhury's "Empirical Evidence-Based Apriori Science"**
- [RT-702] **"Truth-Based Education" vs. "Global Standardization": A Comparative Study of Educational Models through the Lens of Jamir Ahmed Choudhury's work**

[RT-703] **Reclaiming Reality: How Jamir Ahmed Choudhury's "Nature-Driven Sovereign Sciences" Challenge the Legitimacy of the UN's "Well-Established Global Technologies"**

[RT-704] Jamir Ahmed Choudhury's Apriori Science as a Defense against Epistemic Persecution in Global Education Policy

[RT-705] Redefining the Right to Education: Jamir Ahmed Choudhury's "One Day Project Work" as a Humanistic Alternative to UN Global Standards

[RT-706] The Philosophical Conflict: Juxtaposing the UN's Global Standards for Human Rights with Jamir Ahmed Choudhury's Inalienable Natural Rights Paradigm

[RT-707] Epistemic Freedom and the "Equal & Opposite" Framework: Utilizing Jamir Ahmed Choudhury's Philosophy to Assert the Right to Unbiased, Evidence-Based Apriori Science Education

[RT-708] Beyond the Global Veil of Ignorance: Jamir Ahmed Choudhury's Critique of the UN System and the Pursuit of Un-interfering Solidarity Rights through Scientific Philosophy

[RT-709] Reclaiming Inviolable Rights: A Critique of the UN's "Global Standards" through Jamir Ahmed Choudhury's "Apriori Science" Paradigm

[RT-710] The "Creation in Pairs" Framework: Utilizing Nature's Equal and Opposite Laws to Expose Universal Violations of Inalienable Human Rights in UN-led Education

[RT-711] From "Pseudoscience" to Self-Evident Truth: Applying Jamir Ahmed Choudhury's Empirical Philosophy to Establish Genuine Universal Standards for Human Rights Education

[RT-712] Beyond the UDHR: An Investigation into the "Right Against" UN Universal Violations Using Jamir Ahmed Choudhury's "One Day Project Work" as an Apriori Scientific Model

[RT-713] "Neutral Science" vs. "Anti-natural" Governance: A Philosophical Exploration of the Right to Unerring Knowledge and Inviolable Human Rights as Defined by Jamir Ahmed Choudhury's Framework

[RT-714] **Nature's Equal & Opposite Framework: A Foundational Challenge to the "Artificial Natural Science" of the UN Global Paradigm**

[RT-715] **The "Inborn Rights" Paradigm: Unveiling the Conflict between Jamir Ahmed Choudhury's Natural Rights and UN-led Global Governance**

The Maxim of our Trustworthy Indian Judiciary System

**IAST: Yato Dharmastato Jayah**

[Where there is truth (dharma), there is victory (justice).]

## References

[R-01] **Universal Declaration of Human Rights [UDHR]:** The UDHR's "Right to Necessary Humanistic Vision of Education" is established through **Article 26**, which guarantees the right to education, mandates it be free in elementary and fundamental stages, and gives parents the right to choose their children's education. This vision is also supported by **Article 19**, guaranteeing freedom of opinion and expression, and **Article 18**, protecting freedom of thought, conscience, and religion. These principles ensure education fosters human development and respect for rights. [Additional References: Articles 1, 2, 3, 5, 10, 12, 16, 22, 23, 27, 28, and 30]

[R-02] **Necessary Humanistic Vision of Education:** **Article 29** of the UN CRC outlines a humanistic vision of education that focuses on the **holistic development of the child**, including their personality, talents, and abilities. It emphasizes fostering respect for human rights, parents, cultural identity, and the environment, while preparing children for responsible life in a society based on principles of peace, tolerance, and equality. [Additional References: Articles 2, 3, 4, 5, 13, 14, 16, 18, and 37]

[R-03] **Constitution of India:** The constitution of India requires education to be based on "**truth**" by ensuring a balance between the right to equality and non-discrimination (**Article 14**), the right to freedom of expression and information (**Article 19**), the right to life and personal liberty, which includes the right to education (**Article 21**), and freedom of conscience and religion (**Article 25**). These articles are interpreted to mean that while all citizens have a right to education, institutions must uphold the principles of secularism and non-discrimination, and minorities have a right to establish their own schools (**Articles 29 and 30**).

[R-04] **Ensured Quality Education:** **Section 29** of the RTE Act, 2009, mandates that the curriculum and evaluation procedures should be aligned with the **values enshrined in the Constitution**, such as equality, democracy, and social justice. It also outlines principles for ensuring quality education, including the **all-round development of the child**, a child-friendly and child-centered learning approach.

[R-05] **Constitutional Barriers before the Nation/State:** **Article 13** of the Indian Constitution establishes a constitutional barrier by empowering the judiciary to strike down laws that violate fundamental rights, forming the basis of judicial review in India. **Article 13(1)** declares pre-Constitution laws inconsistent with fundamental rights void to the extent of their inconsistency, while **Article 13(2)** prohibits the state from making new laws that violate these rights.

[R-06] **Fundamental Duties:** Article 51A(h) of the Indian constitution mandates that citizens develop **scientific temper, humanism, and the spirit of inquiry and reform** to foster a rational and progressive society. Additionally, **Article 51A(k)** makes it a fundamental duty for parents and guardians to provide opportunities for "truth-based education" for children aged six to fourteen, supported by principles like the UN's humanistic vision ["necessary humanistic vision of education" (**Article - 29 of UN CRC**)] and the Right to Education Act - 2009 ["ensured quality education" (**Section - 29 of the RTE Act**)].

- ❖ This duty encourages citizens **to think logically, critically, and rationally**. It aims to cultivate a society that values human dignity and constantly seeks improvement through **reform** and a spirit of inquiry.
- ❖ It is the duty of parents or guardians to provide children aged six to fourteen with **opportunities for "truth-based education" in correspondence to reality** such as six-direction model [two Easts (bottom and back/down), two Wests (top and front/up), North, and South] of the pre-existing universe. This duty ensures children receive a quality education grounded in humanistic principles, aligning with the United Nations Convention on the Rights of the Child (**UN CRC**) and the Right to Education (**RTE**) Act of 2009.
- ❖ These duties, along with other fundamental duties, shape the ambitions and aspirations of the nation by ensuring a blend of societal progress and the **proper nurturing of future citizens**. Citizens are responsible for their **own development of a rational and scientific mindset**, while also having a duty to ensure their children receive a **truth-based education** [unerring basic scientific knowledge].

[R-07] **Effective Remedy:** Article 8 of the Universal Declaration of Human Rights [UDHR]-Everyone has the **right to an effective remedy by the competent national tribunals for acts violating the fundamental rights** granted to him/her by the constitution or by law.

[R-08] That under **Article 37(d)** of the United Nations Convention on the Rights of the Child [UN CRC] - Every child **deprived of his or her liberty** [liberty of faith - belief - thought - expression - worship] shall have the **right to a prompt access to legal and other liberty before a court** or other competent, independent and impartial authority, and **to a prompt decision on any such action**.

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

*"A World Fit for Children"*

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

**Framework & Curriculum of Natural Science [Framework & Curriculum Basic Scientific Knowledge]:** The official document, "A World Fit for Children," adopted by the UN General Assembly in 2002 [and corresponding the Commissions for Protection of Child Rights Act - 2005, India], is a proclamation for the rights of children to education, which is viewed as a **fundamental human right**. It suggests that the **framework of natural science should be universal** [such as nature's equal & opposite apriori paradigm (creation in pairs), exemplified by Newton's Third Law - "Equal & Opposite"] and the **curriculum must be based on observation of particular instances** [empirical evidence-based apriori science such as Einstein's Binary Pulsar, Sirius Binary System, Natural Magnetism, and Alteration of Day - Night]. Compulsory school education should be free from manipulation, falsehoods, and inconsistencies. The idea of "truth-based education" aims to incorporate an ethical dimension into the learning process, ensuring that education is not only factually correct but also promotes moral and ethical values. The emphasis on a lack of logical inconsistencies is part of the interpretation that education should be based on sound reasoning and not on flawed or contradictory information.

*"Our knowing mechanism operates on things already created, which we perceive but do not make".* - Sarvepalli Radhakrishnan

**Binary [Hypocritical] Face of NCERT - India**

**[Science vs. Technology Debate]**

**Role of NCERT:** The National Council of Educational Research and Training [NCERT] was established in 1961 by the Government of India as an autonomous body to advise the Central and State Governments on **qualitative improvements in school education**. The organization operates **under the Ministry of Education** and plays a pivotal role in **formulating national education policies, developing curriculum frameworks, and creating educational resources like textbooks**. NCERT acts as a **nodal agency for national curriculum development** and supports research, teacher training, and dissemination of **innovative educational practices** to enhance the **quality of school and teacher education across India**.

NCERT - India: "It is once again reiterated that this Department of NCERT is involved in the development of curriculum, syllabus, textbooks and other materials for school education from classes - VI to XII". Reference - NCERT –

[R-01] Letter No. F.1-19/DESM/Grievance/2018-19, dated 01-02-2019

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[R-02] Letter No. F.1-19/DESM/Grievance/2018-19/323, dated 08-03-2019

[R-03] Letter No. F.1-19/DESM/Grievance/2018-19/633, dated 21-05-2029

*“Science must have originated in the feeling that something was wrong”. - Thomas Carlyle*

**Factual Truth:** It is crystal clear that the **matter** [90 Contradictions: identified learning gaps objectively and remedial measures] related to the *“curriculum, Syllabus, textbooks, and other materials”* for school education from classes - VI to XII pertains to NCERT - India.

**Contradictions in the Facts of Nature:** “The author [Jamir Ahmed Choudhury] deserves applaud for his interest about the elementary education in the country by taking a lot of pain in collecting the contradictions in the facts of nature”. [Formal Reference: The National Academy of Sciences India (NASI), Letter No. NAS/716/3/017-18 dated 16/3/2018]

**Legitimate & Cognizable Face of NCERT:** “**Science is neutral** to all **religions** and is **not specific to any religion** [such as Islam] or **community** [such as UNO-led Global Scientific Community]”. [NCERT -India, No. F. 1-1/DESM-PA/Misc./2017-18/2554 dated 16<sup>th</sup> April, 2018, F. No. 3-3/2018/DESM/RTI/Sh. Jamir Ahmed Choudhury /2793 [Ref. DARPG/P/2017/03052 dated 23.06.2017 & 07.06.18]; Department of Elementary Education, NCERT No. F. 1-24/Admn./RTI/DEE/2018/27 dated 20<sup>th</sup> April, 2018; NCERT F. No. 3-1/2004/DEdL/899 dated 23<sup>rd</sup> April, 2018 and NCERT F. No. 3-1/2004 /DEdL/897 dated 20<sup>th</sup> April, 2018]

*“What is true by lamplight [technology or man-made mechanism] is not always true by sunlight [science or natural mechanism]”. - Joseph Jouber*

**Unerring Remarks:** Mechanism is of two kinds - natural mechanism [**science**] such as Newton’s visual binaries [two moons] and Cataclysmic Variables [sporadic appearances of the White Moon during broad daylight under natural circumstances], and man-made mechanism [**technology**] such as ISRO’s Chandrayaan on Moon’s South Pole and NASA’s Global Space Mission. Science [natural mechanism] such as alteration of day - night in each daylight time zone [regular eclipsing binary system] is universally verifiable under natural settings and un-manipulated conditions. So, **science** [natural mechanism] such as Sirius Binary System and Natural Magnetism is **neutral to all religions** and is not specific to any religion such as Islam or a community such as NCERT’s global scientific community [UN Global Governance, NASA, and UNESCO]. **Technology** [Man-made Mechanism] is manipulated and controlled by a particular community [UN-led global scientific community]. So, the UN-led global standard technologies such as Global Solar System and Officially Recognized Global Planetary System **cannot** be believed as Nature-driven Neutral Science [Empirically Verifiable Apriori Science]. “A World Fit for Children” adopted on UN General Assembly - 2002 [and corresponding the Commissions for Protection of Child Rights Act - 2005, India] categorically suggests rights to communicate nature-driven neutral science [empirically verifiable science]].

Fundamental Difference between Science and Technology			
Concept	The Framework's Definition	Status	Example
Science	Natural Mechanism	Universally verifiable, neutral, pure, un-manipulated.	Alteration of day/night, Sirius Binary System, Natural Magnetism, Cataclysmic Variables.
Technology	Man-made Mechanism	Manipulated, controlled, community-specific (e.g., UN-led, NASA).	ISRO/NASA Moon Missions, Global Solar System model, Exoplanets (as presented in the framework).

**Non-cognizable & Vernacular Face of NCERT:** “The department has responded to the letters/grievance of Jamir Ahmed Choudhury several times in the past. It is once again reiterated that the **scientific facts, practices, principles, theories and laws** currently being taught at school level are **universally accepted by the global scientific community**. It is, further suggested to kindly get your data or claims published by reputed and peer-reviewed National and/or international journals indexed in **globally accepted databases**”. [References: NCERT - India F. No. 1-1/DESM/2025-26/4176 dated the 2<sup>nd</sup> May, 2025; No. F. 1-1/DESM-PA/Misc./2017-18/2554 dated 16<sup>th</sup> April, 2018; F. No. 3-3/2018/DESM/RTI/Sh. Jamir Ahmed Choudhury /2793 (Ref. DARPG/P/2017/03052 dated 23.06.2017 & 07.06.18); Department of Elementary Education, NCERT No. F. 1-24/Admn./RTI/DEE/2018/27 dated 20<sup>th</sup> April, 2018; F. No. 3-1/2004/DEdL/899 dated 23<sup>rd</sup> April, 2018 and F. No. 3-1/2004 /DEdL/897 dated 20<sup>th</sup> April, 2018].

*“Theories are private property, but truth is common stock”. - Charles Caleb Colton*

**Unerring Remarks:** NCERT has repeatedly furnished black & white information under grievance redressal mechanism of the Govt. of India that at present “**Neutral Science**” [empirically verifiable apriori science] such as Sirius Binary System and Natural Magnetism is not taught at school. On the contrary, **at present self-contradictory & paradoxical global science** [universally accepted hybrid science of the global scientific community] such as Global Planetary System and Man-made Natural Magnetism **is taught at school ignoring the following established human rights documents** –

- [HRD-01] Constitution of India: Part - III, Fundamental Rights: Articles - 13, 14, 19, 21, 23, 24, 25, 28, 29, 30, and 32; and Part - IVA - Fundamental Duties: Articles 51A
- [HRD-02] The Protection of Human Rights Act, 1993 [Amended, 2006], Chapters: I, III and IV
- [HRD-03] The National Commission for Minorities Act, 1992
- [HRD-04] The Right of Children Free and Compulsory Education Act, 2009 [Chapters: I, II, III, IV, V and VI]
- [HRD-05] The Commission for Protection of Child Rights Act, 2005, Chapters: I and III
- [HRD-06] Citizen's Charter of National Commission for Protection of Child Rights [Under Rule - 17 of NCPCR Rules, 2006 and Indicative Expectations from Service Recipients]
- [HRD-07] National Policy on Education [with Modifications Undertaken in 1992] Parts: I, II, III and IV]
- [HRD-08] National Curriculum Framework, 2005 [1.7 - Aims of Education, 2.5.3 - Forms of Understanding, 3.3 Science, 4.5 Space for Parents and the Community]
- [HRD-09] The Right to Information Act, 2005, India
- [HRD-10] Juvenile Justice [Care and Protection of Children] Act - 2015: Section - 87 [Abetment]
- [HRD-11] University Grants Commission [UGC]: UGC Regulations: 2018
- [HRD-12] "World of Cognitive Science", NEP - 2020, India
- [HRD-13] The Convention on the Rights of the Child [UN CRC] [Specific Articles: 2, 3, 4, 5, 13, 14, 16, 18, 28, 29, and 37]
- [HRD-14] Fact-sheet - UNICEF [Specific Articles: 3, 4, 5, 12, 14, 18, 28, 29, 30, 36, and 43 - 54]
- [HRD-15] UN UDHR - 1948 [Specific Articles: 1, 2, 3, 5, 6, 7, 8, 10, 12, 16, 18, 19, 22, 23, 26, 27, 28, and 30]
- [HRD-16] "A World Fit for Children" adopted on UN General Assembly - 2002
- [HRD-17] Two Mandates of UN UDHR - 1948: Promote and Protect Inalienable Human Rights

### Summary: Challenging the Educational Curriculum—From Private Theories to Common Truth

The present study leverages the maxim, "Theories are private property, but truth is common stock," to critique the current state of science education in India, specifically through the National Council of Educational Research and Training (NCERT). The "Unerring Knowledge" framework asserts that the current curriculum fails to deliver "neutral science" (empirically verifiable *apriori* science) and instead propagates "self-contradictory & paradoxical global science" (universally accepted hybrid science).

The Core Conflict in Education			
The central issue is the distinction between two types of scientific knowledge, and which one is currently taught in schools:			
Knowledge Type	Description (Within the Framework)	Status in Schools	Examples of Omission/Inclusion
"Neutral Science"	Empirically verifiable <i>apriori</i> science, such as the Sirius Binary System and Natural Magnetism (as pure phenomena).	Not taught	Omission of "Nature-driven" principles
"Global Science"	Self-contradictory & paradoxical global science (universally accepted hybrid science).	Currently taught	Inclusion of the Global Planetary System model (as opposed to the "upright rectangular universe" model) and "Man-made Natural Magnetism" (technology).

**The Legal and Ethical Argument:** The "Unerring Knowledge" framework advocated by Jamir Ahmed Choudhury argues that by teaching "global science" while omitting "neutral science," educational institutions are in violation of numerous established human rights documents (HRDs). The NCERT's own admissions, obtained through the grievance redressal mechanism, serve as evidence that the current curriculum prioritizes human-derived theories ("private property") over fundamental natural truths ("common stock").

The following human rights documents are cited as mandates that obligate educational systems to provide truth-based education:

**[i] Constitutional and National Acts (HRD-01 to HRD-12):** This list covers the Constitution of India's Fundamental Rights and Duties, acts concerning Human Rights Protection, Minorities, Child Rights (RTE Act, CPC Act), Right to Information, and educational policies like the NCF 2005 and NEP 2020.

**[ii] International Mandates (HRD-13 to HRD-17):** This includes the UN CRC, UNICEF fact-sheets, the UDHR 1948, and the "A World Fit for Children" declaration.

The overall argument concludes that a duty exists to replace the current paradoxical curriculum with "Empirically Verifiable Apriori Science" to ensure compliance with these extensive legal and ethical mandates.

*"Common sense is the knack of seeing things as they are, and doing things as they ought to be done". - Josh Billings*

**Human Rights Issues [Legal Disputes]:** The framework of human rights, including guaranteed child rights, inalienable natural rights, and un-interfering & inviolable religious rights, is established in foundational documents like the Universal Declaration of Human Rights (UDHR) and the UN Convention on the Rights of the Child (UN CRC), and is upheld by the constitutional rights of member states. Issues arise when the right to communicate "unerring knowledge," or truth-based education, is challenged, often due to conflicting interpretations of religious freedom or other rights, leading to *legal disputes and debates over curriculum content and access to information*.

**[Issue-01]** Where should we place identified contradictions [90 basic scientific issues] seeking “**constitutional remedies**” as per National System of Education and **confirmation** of our inborn rights [inalienable natural rights and un-interfering & inviolable religious rights] which are established as **fundamental human rights**?

**[Issue-02]** Whether or not the Nation/State has a responsibility **to protect/promote our established fundamental rights** in consistent with nature’s equal & opposite apriori principle [creation in pairs] exemplified by Newton’s Third Law - ‘Equal & Opposite’ and in correspondence to reality such as Sirius Binary System, Natural Magnetism, Einstein’s Binary Pulsar [Electromagnetic Waves and Gravitational Waves], and Infallible & Unerring Statistics regarding Alteration of Day - Night?

**[Issue-03]** Whether or not the *Nation/State has a responsibility to propagate “Truth-based Compulsory School Education”* [necessary humanistic vision of education (Article - 29 of UN CRC) and ensured quality education (Section - 29 of the RTE Act, 2009)] in consistent with the unalterable laws of nature such as Newton’s Third Law - ‘Equal & Opposite’ [Creation in Pairs] and in correspondence to Sirius Binary System, Algol Triple Star System, Semi-detached Regular Eclipsing Binaries, Natural Magnetism, Binary Pulsar, Visual Binaries, Cataclysmic Variables, and Alteration of Day - Night in each Daylight Time Zone etc.?

**[Issue-04]** Whether the rights guaranteed under UDHR - 1948 [and corresponding UN CRC and Fact Sheet of UNICEF] and under Articles - 14, 19, 21, 23, 24, 25, 28, 29, 30 and 32 (226) of the Constitution of India [and corresponding Human Rights Act, Minority Rights Act, Child Rights Act, Juvenile Justice Act, RTI Act, and RTE Act] **are Childish Affairs?**

**[Issue-05]** Whether or not the *refusal to provide “Constitutional Remedies”* for the 90 contradictions in the facts of nature [90 basic scientific issues] sent through respective grievance redressal mechanism to the concerned ministries, departments, councils, organizations, or commissions is violative of Articles - 14, 19, 21, 23, 24, 25, 28, 29, and 30 of the Constitution of India [and corresponding Human Rights Act, Minority Rights Act, Child Rights Act, Juvenile Justice Act, RTI Act, and RTE Act]?

**[Issue-06]** Whether or not the *refusal to provide confirmation of “Unerring Basic Scientific Knowledge”* or “Truth-based Education” regarding “Framework & Curriculum of Natural Science” [“A World Fit for Children” adopted on UN General Assembly - 2002 and corresponding the Commissions for Protection of Child Rights Act - 2005, India] is vitiated by the ethical issues like cultured terrorism, civilized activism, conscious conspiracy, manifest hypocrisy, intellectual crime, exploitation, abetment, evidence sorcery, epistemic persecution, and global patriotism?

**[Issue-07]** Whether or not the *refusal to provide “Formal Permission”* for communicating nature-driven “apriori science” [pure science unmixed with global standard technology] at school [educational institution] as unerring basic scientific knowledge and corresponding inalienable human rights is violative of UDHR, UN CRC, Fact-sheet of UNICEF, and Articles - 14, 19, 21, 23, 24, 25, 28, 29, 30 and 32 (226) of the Constitution of India [and corresponding Human Rights Act, Minority Rights Act, Child Rights Act, Juvenile Justice Act, RTI Act, and RTE Act]?

**National Human Rights Commission [NHRC], India:** “Matter is sub-judice before a Court/Tribunal”. - Case No. 159/3/21/2017/OC dated 21/07/2017

**Unity and Indivisibility of Truth:** The unity and indivisibility of truth asserts that truth is a single, interconnected whole, not a collection of separate, independent parts. The “unerring knowledge” framework advocated by Jamir Ahmed Choudhury integrates justifiable philosophy [universal major premises of the dictum], verifiable natural science [affirmative minor premises of the dictum or particular instances under natural circumstances], and human rights laws [cognizable constitutional language] into a single, cohesive structure, moving against the compartmentalization of knowledge found in modern education systems [UN-led global education, mainstream global science, or consensus-based mandatory education].

<b>The Justifiable and Verifiable Foundation: Unerring Knowledge</b>	
The foundation of the framework rests on a specific understanding of truth that is universal, objective, and permanent.	
<b>Concept</b>	<b>Description</b>
Singular, Interconnected Whole	Truth is not a collection of separate parts but a unified reality. The metaphor "no such individual with two souls" emphasizes this inherent oneness of human perception and, by extension, the truth it perceives.
Grounded in	"Unerring Knowledge" is rooted in unalterable scientific and natural laws that apply everywhere

Natural/Scientific Laws	and to everything (e.g., "equal & opposite" principle, "creation in pairs"). This forms the <i>apriori</i> framework of natural science.
Inherently Unified and Infallible	Because truth is grounded in these universal laws, it is inherently unified and cannot be legitimately divided, contradicted, or altered by human opinion or subjective systems. It is certain and free from "subjective self-contradictions & objective paradoxes".

### The Structural Imperative: Against Compartmentalization

The framework criticizes the modern approach to knowledge, which fragments truth into potentially contradictory disciplines.

Target of Critique	Description
Arbitrary Division	It is an "impossible task" to place universal truths into "two water-tight compartments" of the psyche. Dividing knowledge into disparate spheres obscures its fundamental coherence.
Critique of Consensus-Based Education	The modern global standard education system is criticized for promoting "consensus-based contingent knowledge" [established hypotheses/theories] which may contain an "intermixture of revealed truth and invented falsehood" due to its fragmented, multidisciplinary approach.
Goal of Coherent Knowledge	The framework advocates for an integrated understanding across science, philosophy, and law to achieve a holistic, logically consistent vision of reality [necessary humanistic vision of education (Article - 29 of UN CRC) and ensured quality education (Section - 29 of the RTE Act - 2009, India)].

### The Human Rights Link: Lens of the UDHR

The most critical structural element links these objective natural truths directly to human rights documents like the UDHR, asserting that human rights are not abstract legal constructs but grounded in the "unerring knowledge" of nature.

Feature	Description	Connection to UDHR/Human Rights
Inalienable Rights	Universal truths derived from natural laws are linked directly to inalienable human rights. These rights exist as an inherent part of the natural order, not merely as social agreements.	The UDHR is seen not as creating rights, but recognizing pre-existing, natural rights that are "inalienable".
Universal Application	The "equal & opposite" principle of nature applies everywhere, to everything.	This universality is mirrored in the UDHR's preamble and articles, which assert rights for " <b>all members of the human family</b> " [not for all members of the global family] without distinction.
"Shared Heritage of Humanity"	Truth, grounded in these universal laws, is a collective human inheritance, not a commodity to be possessed or fragmented.	This principle reinforces the universal, non-exclusive nature of human rights; they belong to everyone equally and cannot be bought, sold, or denied based on local custom or commercial interest.

**Summary of the Unerring Knowledge Structure:** The structure argues that by recognizing the **unity of natural laws** (unerring knowledge), one necessarily accepts the **indivisibility of truth**, which in turn provides the **objective foundation for universal human rights** as articulated in documents like the UDHR.

### The Demarcation of Truth: Universal Inherence vs. Global Consensus

The core philosophical conflict outlined in the "Unerring Knowledge" framework is the distinction between two fundamentally different types of knowledge claims:

**[i] Universal Truth:** Objective, inherent, and empirically verifiable reality rooted in permanent natural laws (e.g., the principle of "equal & opposite").

**[ii] Global Truth:** Contingent, consensus-based standards derived from human agreement, which are widespread but lack a necessary, unalterable foundation.

This distinction is crucial, as the framework argues that confusing the two—attempting to impose a contingent global standard onto the domain of universal truth—is a profound error that leads to intellectual inconsistency ("intermixture of revealed truth and invented falsehood") and "human sufferings".

The wisdom of Aristotle's maxim, "**The worst form of inequality is to try to make unequal things equal,**" provides a powerful lens through which to formalize this argument.

### [A] Aristotle's Principle and the Nature of Inequality



Aristotle's statement addresses a fundamental principle of justice and logic: true equality means treating equals equally, and unequals unequally, in proportion to their relevant differences. Applying this principle inappropriately—forcing a false equality—creates injustice and intellectual disorder.

In the context of knowledge, this means:

**[i] Unequal things (Knowledge Types):** Universal Truth (permanent, inherent, certain) and Global Truth (contingent, agreed-upon, potentially contradictory).

**[ii] The Injustice:** Attempting to treat "global standards" as having the same epistemological weight or foundation as "universal truths". The "imposed global veil of ignorance" occurs when human-made *opinions* are artificially elevated to the status of *unerring knowledge*.

#### **[B] The Universal Truth: Empirically Verifiable Natural [Apriori] Law**

The "Unerring Knowledge" framework defines universal truth as that which corresponds to objective reality, knowable through careful observation and reason. Aristotle's own philosophy of knowledge acquisition, which emphasizes that truth arises when our thoughts accurately reflect the state of affairs in the pre-existing universe (the correspondence theory of truth), supports this empirical foundation.

**Example:** Nature's "equal & opposite" paradigm (e.g., "creation in pairs") is presented as an apriori framework of natural science—a permanent, verifiable law of reality.

This truth is ontologically superior to human opinion [universal consensus]; it is what it is, regardless of whether humanity agrees upon it. It is inherently unified and indivisible, resisting "water-tight compartments".

#### **[C] The Global Truth: Consensus-Based Contingency**

"Global truth," in contrast, is characterized by human consensus and a disciplinary compartmentalization that the framework critiques.

**Example:** A "global standard natural science" that might acknowledge certain laws but separates them into disciplines without acknowledging the underlying, unified, inherent truth (an "intermixture" of consistent and contradictory ideas).

This form of "knowledge" is essentially a human construct, designed for practical application within current systems, but lacking the permanence and inherent certainty of the universal.

#### **[D] Drawing the Line of Demarcation**

The argument formalizes the line of demarcation by refusing to equate the *scope* of a consensus (global reach) with the *certainty* of a natural law (universal truth).

Feature	Universal Truth	Global Truth	The Error (Aristotle's Inequality)
<b>Basis</b>	Inherent, Natural Law	Human Consensus/Opinion	Equating opinion with nature's law [Plato: Opinion is not knowledge.]
<b>Nature</b>	Objective, Unerring	Subjective, Contingent	Treating contingent as permanent
<b>Application</b>	Inalienable ("Human Family")	Widespread ("Global Family")	Assuming widespread means inherent
The " <b>global veil of ignorance</b> " is the acceptance of a <i>false equality</i> : the illusion that simply because most people agree on a "global standard," that standard possesses the same weight and infallibility as an unalterable natural law.			

**Conclusion:** To frame the argument: The "Unerring Knowledge" framework demands that we reject the "imposed global veil of ignorance" by recognizing the profound inequality between universal, nature-driven truth and contingent, consensus-based global truth. Adhering to Aristotle's principle means recognizing that attempting to make these two fundamentally "**unequal things equal**" results in an incoherent understanding of reality and a corresponding human suffering. True knowledge requires alignment with the unified, inherent reality of the "human family" and natural law, not temporary global consensus.

Concept	Definition within the Framework	Basis
<b>Universal</b>	Refers to eternal, unchangeable truths rooted in unalterable natural and scientific laws (e.g., "equal & opposite" principle). It applies everywhere, across all time, inherently and objectively.	Nature-driven, objective, inherent
<b>Global</b>	Refers to concepts that might be internationally widespread, consensus-based, or common across the standardized world system (e.g., "global standard educational system," "global family" as a contemporary term). This can still be subjective or contingent.	Consensus-based, contingent, potentially subjective
By insisting on "human family" over "global family," and advocating for the <b>universal standard</b> derived from natural law		

over the potentially contingent **global standard** of modern education, the paper is maintaining the structural integrity of Jamir Ahmed Choudhury's argument.

**Rain and Umbrella Analogy:** The distinction between apriori science and aposteriori knowledge is central to epistemology (the study of knowledge). The analogy of "rain does not come following our invented umbrella" perfectly illustrates this difference. Here is a clear breakdown of the difference between apriori science (the rain/natural law) and aposteriori knowledge (the umbrella/human consensus) within the "Unerring Knowledge" framework.

### The Distinction: Apriori Science vs. Aposteriori Knowledge

The fundamental line of demarcation lies in the **origin** and **verification** of the knowledge.

#### [A] Apriori Science: The Universal Truth (Rain)

Apriori knowledge is independent of specific experience or empirical observation. It refers to inherent, foundational truths that are logically or naturally necessary. Nature-driven neutral science [empirically verifiable sovereign science] is called apriori science.

Feature	Description	Analogy: Rain
<b>Origin</b>	Derived from inherent logic, natural law, or a foundational framework of reality.	The physical laws of meteorology, gravity, and the water cycle that cause rain. These laws exist whether humans exist or not.
<b>Nature</b>	Universal, necessary, unerring, and existing <i>before</i> human interaction or invention.	Rain is a sovereign, natural event. It dictates the conditions to which all life must adapt.
<b>Verification</b>	Verified through reason, logic, or the self-evident nature of the universe (e.g., <i>apriori</i> frameworks of natural science like "equal & opposite").	We observe that rain <i>is</i> . We recognize its underlying, unchangeable physical causes.
<b>Role</b>	The <b>Sovereign Science</b> that governs reality.	Rain is the <i>cause</i> that necessitates a response.

In the "Unerring Knowledge" framework, this is the singular, indivisible truth that cannot be contradicted by human opinion [universal consensus]. It is the framework itself.

#### [B] Aposteriori Knowledge: The Human Application (Umbrella)

A **posteriori knowledge is dependent on empirical evidence, specific experience** [artificial observation], **or simple observation**. It is learned *after* the fact, through interaction with the fundamental building blocks of the pre-existing universe, fundamental constants of nature, un-interfering natural mechanism, and natural signs.

Feature	Description	Analogy: Umbrella
<b>Origin</b>	Derived from human observation, experimentation, and accumulated experience.	The human idea, design, and manufacture of a tool (umbrella) to manage the apriori fact of rain.
<b>Nature</b>	Contingent, artificial, invented, and existing <i>after</i> the observation of natural phenomena.	The umbrella is a technology, a contingent human response. It is an <i>artificial</i> science.
<b>Verification</b>	Verified through empirical testing: "Does this umbrella successfully keep me dry when it rains?" Its success depends on its practical application in experience.	We verify the umbrella's utility through trial and error in actual rainfall.
<b>Role</b>	<b>Human-derived technology</b> or adaptation.	The umbrella is the <i>effect</i> of our observation of the cause (rain).

In the "Unerring Knowledge" framework, this forms the basis of human innovation, but it is subordinate to the apriori truth it seeks to manage or adapt to.

Summary of the Difference		
Feature	Apriori Science (Rain)	Aposteriori Knowledge (Umbrella)
<b>Existence</b>	Exists inherently, universally.	Exists only via human invention/experience.
<b>Dependence</b>	Independent of human knowledge.	Dependent on human observation of the apriori fact
<b>Role</b>	Governs the laws of nature.	Adapts to the laws of nature.
<b>In the Framework</b>	Unerring, sovereign truth.	Contingent, consensus-based technology.

The mistake the framework seeks to highlight is treating the *aposteriori* umbrella as if it dictates the *apriori* rain—confusing human invention with universal, foundational truth. The umbrella is a product of observing rain; rain is not a product of inventing umbrellas.

The "Rain and Umbrella" analogy effectively illustrates the epistemological difference between **apriori science (universal truth/natural law)** and **aposteriori knowledge (human-derived technology/consensus)**.

The evidence-based conclusion regarding this analogy, particularly within Jamir Ahmed Choudhury's "Unerring Knowledge" framework, emphasizes the foundational dependence of human action and invention upon pre-existing, independent natural reality.

**Evidence-Based Conclusion:** The core conclusion is that **all *aposteriori* human knowledge and technology are contingent responses to an *apriori*, objective natural reality which exists independently of human experience.** The rain exists universally as a fact of nature before any human conceives of an umbrella; the umbrella is a later, empirical response.

### Jamir Ahmed Choudhury's Framework Conclusion

Within Jamir Ahmed Choudhury's framework, this distinction is used to argue that:

**[i] Universal truth is primary and foundational.** The "nature's equal & opposite *apriori* paradigm" is the "formal ground of reality".

**[ii] Human-derived consensus ("global standard") is secondary and potentially flawed.** It constitutes the "umbrella"—a practical tool, but not the sovereign truth itself.

**[iii] Confusing the two creates a "global veil of ignorance".** The error is assuming that the *aposteriori* human solution (the umbrella/global consensus) has the same inherent authority and infallibility as the *apriori* natural law (the rain/universal truth).

Therefore, the analogy robustly supports the framework's central claim: we must align human systems (*aposteriori* knowledge) with inherent natural laws (*apriori* science) to achieve genuine, "unerring" truth.

In the context of Jamir Ahmed Choudhury's "Unerring Knowledge" framework, Benjamin Disraeli's quote, "**Time is precious, but truth is more precious than time,**" underscores the elevation of **universal truth** above all temporal, human-centric concerns, including the passage of time itself.

Here is a brief explanation consistent with the framework:

**[i] Time is Precious (Aposteriori/Global Sphere):** Time operates within the sphere of human experience, action, and contingent, *aposteriori* knowledge. Human endeavors, consensus-based global standards, and everyday life are governed by time constraints. This realm is practical and important for daily function ("precious").

**[ii] Truth is More Precious (Apriori/Universal Sphere):** Truth, in this framework, refers exclusively to the singular, *apriori*, "unerring knowledge" rooted in unalterable natural laws (e.g., the "equal & opposite" paradigm). This truth is:

**[A] Eternal and Permanent:** It exists independently of the passage of time. Natural laws were true in the past, are true now, and will be true in the future.

**[B] Inviolable:** It is an "indivisible whole" that cannot be changed by human opinion, consensus, or the shifting demands of any given era.

**Conclusion:** Disraeli's quote aligns with the framework's hierarchical view of knowledge. While human time dictates our temporary affairs (the "umbrella" of life), the pursuit and adherence to permanent, **universal truth** (the "rain" of reality) is paramount. The framework advocates prioritizing this timeless, unerring knowledge over any transient "global standard" that merely conforms to the consensus of the moment. Truth is the unchanging foundation upon which all time-bound human existence must be built.

### Conclusion: A Coherent Framework for "Truth-Based Education"

The "Unerring Knowledge" framework, advocated by Jamir Ahmed Choudhury, presents a comprehensive model that seeks to resolve apparent conflicts between conventional natural science and foundational philosophy/theology. It establishes coherence by integrating these domains through a rigorous application of logic and a profound sense of duty to human rights.

## Integration of Philosophy and Science through Logic

The framework operates on the philosophical premise that nature functions solely through the "equal & opposite" paradigm, exemplified by concepts like Newton's Third Law and the *creation in pairs* principle. It utilizes a specific logical dialectic—interpreting natural signs (*aayaatillahi*), religious verses, and even mainstream scientific statements (like the NASA/ISRO interaction) through a unique "combined observational method" and "unique window".

By defining "Empirical Evidence-based Apriori Science" as the only "Pure Science," the framework strategically employs logic to bridge an ontological gap, providing a structured counter-narrative to "Consensus-based Natural Science" (labeled as pseudoscience).

## Attaching Duty for Duty's Sake: Ensuring Human Rights

A crucial and defining aspect of this framework is the assertion of a moral and legal imperative to teach this "unerring basic scientific knowledge". This is framed as a duty for duty's sake, elevating access to this truth-based education to the level of fundamental human rights.

The framework argues that current educational systems, by relying on fallible human consensus rather than absolute, revealed natural laws, violate international and national human rights documents:

**[i] Universal Declaration of Human Rights (UDHR):** By potentially denying a full, unbiased picture of reality, existing education systems may be seen as limiting the universal right to education that promotes full intellectual development.

**[ii] UN Convention on the Rights of the Child (UN CRC) Article 29:** The framework argues that teaching a singular consensus science restricts the child's all-round development, cultural identity, and freedom from anxiety, thereby necessitating the inclusion of the "Unerring Knowledge" perspective to fulfill the Article's mandate.

**[iii] RTE Act 2009 (Section 29):** The framework posits that true "Ensured Quality Education" and "all-round development" require the inclusion of this foundational knowledge, especially when linked to one's mother tongue and deeply held beliefs.

**Final Summary:** The "Unerring Knowledge" framework, as presented, aims to create a coherent understanding by integrating philosophical and theological perspectives with natural science through a specific logical approach. It proposes a foundational natural paradigm and a method for interpreting various sources of knowledge. Central to this framework is the assertion that providing access to this particular understanding is a matter of duty, linked to ensuring human rights as outlined in documents like the UDHR, UN CRC, and the RTE Act. The framework argues that its approach is necessary for individual empowerment and fostering rational thought, which it views as essential for realizing full potential and promoting societal progress.

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