Empowering Creativity: The Role of New Education Policy 2020 in enhancing Art Education

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Abstract: *The New Education Policy (NEP) 2020 brings new ideas to improve education in India, focusing on boosting creativity and critical thinking. It emphasizes the importance of including arts in schools to support overall growth. The policy aims to empower teachers, students, and schools to foster creative expression and innovation. By encouraging learning across different subjects and hands-on experiences, New Education Policy 2020 wants to change the education system and make creativity a central part of learning. New Education Policy 2020 also encourages students to explore their artistic skills and think outside the box. By offering a flexible and inclusive curriculum, it allows learners to combine subjects like art, science, and technology, helping them develop a broad range of skills. The policy supports a shift from traditional rote learning to more creative and practical ways of teaching, where students actively participate in their learning. This approach aims to prepare students not just academically, but also creatively, for the future. One of the central goals of the New Education Policy 2020 is to shift from a rote-learning approach to a more experiential, skill-based education system, where art and creative practices play an essential role. The policy promotes interdisciplinary learning, encouraging students to engage with diverse forms of art, including visual arts, performing arts, and traditional crafts, to help nurture a well-rounded individual. Furthermore, the New Education Policy 2020 calls for the integration of creative subjects with other academic disciplines to make learning more relevant, engaging, and enjoyable. This cross-disciplinary approach allows students to explore various dimensions of creativity and provides opportunities for them to express themselves in unique ways. By embedding art education in all aspects of learning, the policy aims to enhance the aesthetic sensibilities of students and prepare them for a world that values innovation and creative problem-solving. In addition, the New Education Policy 2020 envisions the use of digital technologies and contemporary methods to enrich art education, making it more accessible and interactive. This ensures that students can connect with global artistic movements and practices, broadening their creative horizons. Teachers are encouraged to adopt flexible and diverse pedagogies to cater to the individual needs of students, creating an inclusive environment where creativity can flourish. Ultimately, the New Education Policy 2020's focus on empowering creativity through art education is a transformative step in reshaping the education system, making it more dynamic, inclusive, and capable of nurturing future generations of innovative thinkers and artists.*

Keywords: NEP 2020, creativity, art education, learning across subjects, overall growth, innovation, education change

I. INTRODUCTION

Higher Education

Higher education refers to the level of education that occurs after completing secondary school (high school). It includes studies at universities, colleges, and other institutions that offer undergraduate and graduate programs. The aim

of higher education is to provide advanced knowledge, critical thinking skills, and specialized training in various fields, such as science, engineering, humanities, arts, business, and more. Degrees awarded in higher education range from bachelor's degrees (undergraduate) to master's degrees, doctorates, and professional certifications (graduate). Higher education plays a crucial role in personal development, career advancement, and contributing to society.

New Education Policy 2020:

The New Education Policy (NEP) 2020 is a comprehensive framework introduced by the Indian government to guide the development of the country's education system. It was approved by the Cabinet of India in July 2020, and aims to bring significant reforms to education in India, with a focus on making it more inclusive, accessible, and aligned with the needs of the 21st century.

Empowering creativity in general:

Empowering creativity means providing individuals or groups with the tools, freedom, and support they need to think innovatively, solve problems, and express themselves in new and unique ways. It involves creating an environment where people feel encouraged to explore their ideas, take risks, and think outside the box. Empowering creativity can happen in various contexts, whether in education, the workplace, or personal development.

Empowering Creativity about teaching:

Empowering creativity in teaching refers to creating an environment where both educators and students are encouraged to explore, innovate, and think critically. It involves providing teachers and learners with the freedom, resources, and support to express their ideas in new and imaginative ways. In the context of teaching, empowering creativity is about fostering an atmosphere where students are motivated to approach problems from different angles, develop unique solutions, and use their Imagination to enhance their learning.

Empowering Creativity about Teachers:

Empowering creativity in teachers refers to creating an environment where educators feel supported, inspired, and encouraged to develop and implement innovative teaching methods, explore new ideas, and continuously grow in their profession. It involves giving teachers the freedom, resources, and opportunities to experiment with different approaches to teaching, which can enhance their ability to foster creativity in their students.

Role of New Education Policy 2020 enhancing Art Education:

The New Education Policy (NEP) 2020 plays an esteemed and pivotal role in enhancing the art of education through a refined, inclusive, and flexible approach to learning . New Education Policy 2020 provides a comprehensive framework for transforming education into a more holistic, student-centered system, where the arts are honored as essential to personal and academic enrichment. In doing so, it elevates the art of education by emphasizing creativity, practical learning, and an inclusive, broad-minded educational vision.

II. LITERATURE REVIEW

2.1. Ways to enhancing Art Education

The art of education is always changing and includes different ways of teaching that focus on creativity, critical thinking, and overall development. As education theory and practice improve, making learning more creative, flexible, and involving the arts has become an important part of modern education systems. This review looks at several key areas that help improve the way we teach and learn. Creativity and critical thinking are often cited as essential outcomes of a progressive educational model. According to Robinson (2011), fostering creativity within the educational process is vital for preparing students to face a rapidly changing world. The integration of creative thinking in curricula allows students to approach problems innovatively and develop solutions beyond conventional boundaries (Kaufman & Sternberg, 2010).The integration of arts into the curriculum has long been proposed as an effective strategy for enhancing educational experiences (Hetland & Winner, 2004). Research has shown that arts-based learning enhances students' cognitive development, social skills, and emotional intelligence (Catterall, 2002). The arts provide students with a medium through which to explore complex concepts, leading to deeper learning and engagement (Deasy, 2002).Holistic education emphasizes the development of the whole child, focusing not only on academic achievements but also on emotional, social, and physical growth. This approach recognizes the importance of integrating the arts into the educational process to stimulate creativity and self-expression (Miller, 2007). According to Noddings (2005), a

caring and inclusive educational environment fosters not only intellectual growth but also emotional and moral development, which is key to enhancing the art of education. Project-based learning (PBL) is another approach that has gained attention for enhancing the art of education. By engaging students in real-world projects, Project-based learning (PBL) encourages problem-solving, teamwork, and active learning (Thomas, 2000). This method is particularly beneficial for integrating arts and creativity, as students often utilize artistic skills in solving problems and presenting solutions (Bell, 2010)The role of technology in enhancing arts education has expanded with the rise of digital tools that provide new avenues for creative expression. Digital platforms allow students to create, share, and collaborate on artistic projects, enriching their learning experiences (Burke & Green, 2007). As digital technology becomes increasingly prevalent, it offers new ways to engage students in arts and creative thinking (Gartland, 2014). The effectiveness of any arts-integrated or creative educational approach largely depends on the teacher's ability to implement it. Thus, teacher training plays a critical role in enhancing the art of education. Effective professional development in arts integration and creative teaching practices has been shown to improve teacher efficacy and student outcomes (Sawyer, 2006).

2.2. Significance enhancing Art of Education

The art of education refers to incorporating creative, artistic, and critical thinking approaches into educational systems. It encourages a holistic development of students, focusing on emotional intelligence, problem-solving, and innovative thinking. The significance of this endeavour has been explored across various disciplines, highlighting its profound effects on student outcomes, teacher practices, and societal benefits.

Creative educational practices help develop students' critical thinking abilities. According to Sternberg (2003), creativity fosters problem-solving skills, which are essential for students to navigate complex issues in the real world. In an arts-enhanced education, students are encouraged to approach challenges from multiple angles, leading to innovative solutions (Sawyer, 2006).Integrating the arts into education promotes cognitive and emotional development. Studies have shown that students engaged in arts education perform better academically due to the cognitive processes involved in learning and creating art (Catterall, 2002). Moreover, arts education promotes emotional growth by providing students with the tools to express and process their emotions, fostering empathy and emotional intelligence (Higgins, 2001). The need for creativity in the modern workforce is greater than ever. Robinson (2011) argues that creativity is as important as literacy and should be treated with the same level of importance in education. Enhancing the art of education ensures that students develop creative skills that will serve them in various fields, from science and technology to the arts and humanities. The integration of the arts in education significantly increases student engagement and motivation. Hetland and Winner (2004) found that arts programs encourage students to engage with the material in a more meaningful and personal way. This engagement often leads to improved academic performance and increased persistence in learning (Catterall, 2002). Arts education has a positive impact on students' social development. Collaborative artistic activities, such as group performances or art projects, help students develop teamwork skills, communication, and interpersonal relationships (Deasy, 2002). These social skills are essential in both academic and professional settings, preparing students for future success in a diverse and interconnected world. One of the core arguments for enhancing the art of education is that it supports the holistic development of students. Noddings (2005) emphasizes that education should not merely focus on academic knowledge but also on fostering moral, emotional, and social development. The integration of the arts into education nurtures these aspects, ensuring that students grow into well-rounded individuals. Arts-integrated education can provide inclusive learning opportunities for all students, regardless of background or ability. According to Eisner (2002), the arts allow students with diverse learning styles to demonstrate their understanding in unique ways. This inclusive approach ensures that every student has the opportunity to succeed, regardless of their academic or social challenges.Teachers play a crucial role in enhancing the art of education. The incorporation of creative approaches into pedagogy allows educators to connect with students in more dynamic and engaging ways. Professional development focused on the arts can improve teaching methods and boost teachers' enthusiasm and effectiveness in the classroom (Sawyer, 2006). Arts education fosters an appreciation for diverse cultures and histories. According to Miller (2007), exposure to different art forms enables students to explore global cultures, enhancing their cultural literacy and promoting greater empathy and understanding

of others. A wealth of studies indicates that arts education correlates with improved academic performance across various subjects. Catterall (2002) found that students involved in arts programs performed better in standardized tests and exhibited higher levels of academic achievement compared to their peers who were not involved in the arts.

2.3 Outcome of New Education Policy 2020

The New Education Policy 2020 emphasizes equitable and inclusive education for all children, especially those from marginalized groups, including SC/ST students, and those with disabilities. This includes strengthening the Right to Education (RTE) and providing scholarships, digital access, and bridge courses. According to a study by Mehrotra et al. (2020), New Education Policy 2020's focus on inclusive education will likely improve access to quality education across diverse social and economic groups, fostering social mobility and reducing educational disparities. The policy recommends introducing multidisciplinary education and a flexible curriculum, which allows students to explore a variety of subjects beyond the confines of traditional academic silos. This approach is designed to foster creativity, critical thinking, and holistic development. Research by Radhakrishnan and Ramaswamy (2021) suggests that the policy's approach to multidisciplinary learning could lead to a more well-rounded generation of students with diverse skills suited for modern job markets, which increasingly demand adaptability and versatility. New Education Policy 2020 proposes the integration of technology in classrooms to bridge the gap between urban and rural areas. This involves the use of online learning platforms, digital classrooms, and educational apps, alongside the development of the National Repository of Educational Resources (NROER).According to Gupta (2021), this digital shift is expected to improve the quality of education and expand the reach of quality learning materials, particularly in rural and underserved regions of India. However, challenges such as digital illiteracy and access to devices remain significant hurdles. The policy emphasizes enhancing the quality of teaching through teacher training and professional development. New Education Policy 2020 envisions the establishment of a National Professional Standards for Teachers (NPST) to set clear benchmarks for professional growth. Kumar (2020) argues that this emphasis on teacher training could significantly elevate the standard of education by ensuring that educators are better equipped to handle diverse classroom needs and keep up with evolving pedagogical trends. New Education Policy 2020 promotes a shift from rote learning to holistic education, focusing on the emotional, physical, and intellectual development of students. This includes a strong emphasis on vocational training, life skills, and the establishment of skill development centers.Singh and Sharma (2021) highlight that by integrating vocational education into mainstream schooling, the policy can better prepare students for future employment, addressing the skills gap in India's labor market.

2.4. Role of New Education Policy 2020 in education positive as well as negative

The New Education Policy (NEP) 2020 introduced by the Government of India is a major step towards transforming the education system in India, aiming to address contemporary educational challenges while also promoting inclusivity, innovation, and global competitiveness. The New Education Policy is anticipated to have both positive and negative impacts on the educational landscape. Below is a detailed literature review exploring both sides, supported by 10 references.

2.4.1.Positive Aspects of New Education Policy 2020

The New Education Policy encourages a shift from rote learning to holistic development, integrating cognitive, emotional, and physical growth. It emphasizes the importance of multidisciplinary education that fosters creativity and critical thinking. Radhakrishnan and Ramaswamy (2021) note that this approach will lead to more well-rounded graduates, better prepared for diverse challenges in the modern world. The New Education Policy lays significant emphasis on Early Childhood Care and Education (ECCE), recognizing its crucial role in a child's development. It recommends universalizing preschool education for children aged 3-6.According to Mehrotra et al. (2020), this initiative is expected to improve literacy rates and social development at an early stage, providing children with a strong foundation for lifelong learning. New Education Policy 2020 envisions a major role for technology in education, promoting digital learning tools, online resources, and educational platforms, especially to bridge the urban-rural divide.Gupta (2021) highlights that technology can make education more accessible and scalable, benefiting

marginalized communities by reducing geographic barriers. A key feature of the New Education Policy is the professional development of teachers through continuous training and the establishment of a National Professional Standards for Teachers (NPST).

Kumar (2020) suggests that enhancing teacher competencies will improve classroom teaching, leading to better student outcomes and overall quality of education. New Education Policy 2020 integrates vocational education into the mainstream schooling system, aiming to make students job-ready by the time they graduate. Singh and Sharma (2021) argue that this shift is critical for bridging the gap between the education system and the labor market, addressing India's pressing need for skilled professionals. New Education Policy 2020 aims to enhance access to education for marginalized groups, including children from rural areas, girls, children with disabilities, and those from economically weaker sections. Mishra and Gupta (2021) highlight that New Education Policy's focus on inclusivity is likely to promote social justice and equality by providing educational opportunities for all.

2.4.2. Negative Aspects of New Education Policy 2020

One of the main criticisms of New Education Policy 2020 is the lack of adequate resources for its full-scale implementation, particularly in rural and underserved areas. The policy's success is contingent upon the availability of infrastructure, funding, and trained personnel. Chandran (2021) points out that the government will need significant financial investment to implement these reforms, which may not be feasible given existing budgetary constraints. Although New Education Policy promotes digital education, there are concerns about the digital divide, particularly in rural and low-income regions where access to technology is limited. Sharma (2020) highlights that the push for digital learning may exacerbate existing educational inequalities, with students in rural or economically disadvantaged areas being left behind. While the New Education Policy focuses on holistic development, critics argue that there is still a strong emphasis on academic performance and competitive exams. This may lead to an undue burden on students, contributing to mental health issues. Verma (2021) suggests that despite the New Education Policy's progressive vision, the Indian education system still prioritizes academic success over emotional or psychological well-being. Critics argue that while New Education Policy 2020 outlines ambitious goals, it lacks clear action plans and guidelines for implementation. The vagueness around specific policies can make it difficult for states and institutions to effectively adopt the recommendations. Bose and Patel (2021) argue that without a well-structured framework and concrete implementation strategies, New Education Policy's transformative potential may not be fully realized.

III. METHOD

3.1. Critical Review

The New Education Policy (NEP) 2020 in India marks a significant shift in the approach to education, emphasizing the importance of creativity, critical thinking, and holistic development. One of its key pillars is enhancing art education to foster creativity among students. A critical review research method can be employed to evaluate how New Education policy 2020 influences the empowerment of creativity through art education. This approach involves systematically examining existing literature, policies, and case studies related to art education within the framework of the New Education policy. In this context, a critical review could explore how the policy integrates art education into the broader curriculum and its impact on students' creative abilities. For instance, New Education Policy 2020 advocates for a multidisciplinary approach, suggesting that art and culture should be infused into all subjects, thus allowing students to engage with the arts in meaningful ways. Researchers might analyze the effectiveness of such integration in enhancing creativity across different age groups and educational settings. Additionally, the critical review can assess the challenges and limitations faced by educators and institutions in implementing these new directives, such as the availability of resources, teacher training, and curriculum development. Moreover, a critical review can identify the potential long-term effects of New Education Policy 2020 on art education, considering its role in not only cultivating creativity but also in promoting cultural awareness, emotional expression, and cognitive development. The review could conclude by offering recommendations for policy adjustments or further research to better align the goals of New Education Policy 2020 with the practical realities of art education.

3.2.Philosophical Analysis

The philosophical analysis research method looks at the ideas and values behind the New Education Policy (NEP) 2020's approach to art education and creativity. It focuses on understanding the deeper thoughts and beliefs that guide the New Education Policy's changes to education. This method helps us understand how the policy wants to shape the way students, teachers, and policymakers think about creativity and art in education. New Education Policy 2020 encourages creativity, which connects with the ideas of thinkers like John Dewey. Dewey believed that art education helps students develop critical thinking and emotional skills, and the New Education Policy supports this by promoting a mix of subjects and learning experiences. Philosophical analysis can also look at how the policy sees art education as part of helping students grow in many ways, not just academically. This approach also raises questions about the balance between individual creativity and the standard goals of education. For example, does the policy allow for personal artistic expression, or does it focus too much on set rules? A philosophical study can help us think about whether the policy supports all cultures and artistic traditions fairly. In the end, a philosophical analysis of New Education Policy 2020 can help us better understand the bigger picture of education. It shows how the policy encourages students not just to learn facts but also to express themselves creatively and become active, thoughtful members of society.

IV. FINDINGS

The findings on the role of New Education Policy 2020 in empowering creativity through art education, when compared to countries like China, Japan, the United States, Russia, and the UAE, reveal both common goals and unique challenges in the implementation of arts education. While each country has its own approach, the core idea of integrating creativity into education is a shared priority globally. The comparison of New Education Policy 2020 with these nations offers valuable insights into how creativity can be nurtured and how challenges in implementation may be addressed.

4.1.1. Education policy in China

The education policy in China has undergone significant transformations over the years, aimed at modernizing the education system and addressing the socio-economic needs of a rapidly changing society.China's education policy has a long history of Confucian influence, focusing on moral education, respect for authority, and an emphasis on collective societal values over individualism. Education is viewed as a way to cultivate moral character and social harmony, guiding students toward becoming responsible citizens who contribute to the collective good.Chen (2018) in his research explores how Confucianism continues to shape Chinese education, with policies that stress respect for authority, ethical conduct, and academic discipline as part of the educational framework. The Chinese government also adheres to a Marxist-Leninist model of education, which emphasizes the role of education in shaping a socialist society and producing a labor force aligned with national development goals. Zhou (2019) investigates how Marxist-Leninist ideologies are embedded in the curriculum, with Chinese education emphasizing collective identity and societal loyalty.The current education policy is shaped by the philosophy of Socialism with Chinese Characteristics, which aims to integrate global educational standards with Chinese socio-political goals. According to Zhang and Zhao (2020), the policy's focus on Science, Technology, Engineering, and Mathematics(STEM) education, the promotion of Chinese language and culture, and the pursuit of global competitiveness are all aligned with this ideological framework.One of the key features of Chinese education policy is its centralized structure, where the Ministry of Education (MOE) plays a dominant role in curriculum design, testing, and teacher qualifications. This top-down approach ensures uniformity but has been critiqued for stifling creativity and innovation.Liu (2018) critically reviews the impact of centralized education, arguing that while it ensures quality and uniformity across regions, it also suppresses the diversity of thought and teaching methods necessary for holistic student development. China's education system is known for its rigorous focus on exam-based learning, particularly through the highly competitive Gaokao (college entrance exam). This system prioritizes rote memorization and test performance over critical thinking, creativity, and practical skills. According to Liu and Xie (2021), the emphasis on standardized testing has led to immense pressure on students, resulting in high levels of stress and undermining mental health. It also fosters inequality, as students from wealthier families often have better access to resources like private tutoring.

4.1.2.Significance of education policy in China on enhancing Art of Education

China's education policy plays a pivotal role in shaping the art of education, influencing not only academic achievements but also broader cultural, artistic, and social development. Over the years, policies have evolved to integrate both traditional values and modern demands, significantly enhancing the overall educational environment. One of the key aspects of China's education policy is its growing recognition of the importance of arts education. While traditionally, China's education system has been heavily focused on science, mathematics, and technology, the recent policy shifts emphasize the need for a more balanced approach that includes arts and humanities.Zhou (2020) discusses the importance of integrating artistic subjects such as visual arts, music, and theater into primary and secondary education. By doing so, the policy aims to nurture creativity, critical thinking, and a sense of aesthetic appreciation, enriching the overall development of students.China's education policy places strong emphasis on cultural preservation and the teaching of traditional Chinese art forms (e.g., Chinese calligraphy, traditional painting, and classical music) as part of the broader curriculum. This policy helps maintain a connection with the country's rich cultural history while simultaneously preparing students for a globalized future. According to Li and Wang (2019), the curricular reforms encourage schools to implement programs that celebrate traditional arts and integrate them into the broader educational framework. This is seen as an effort to foster national pride and cultural identity while helping students appreciate their cultural roots. China's education policies are increasingly shifting toward fostering creativity and critical thinking as part of enhancing the art of education. The introduction of more flexible curricula and project-based learning allows students to engage in creative processes that promote independent thought and problem-solving.Chen (2021) explains how the current education policies encourage the development of creative arts in schools, fostering environments where students can express themselves artistically while simultaneously honing their analytical and critical thinking abilities. To ensure equitable access to high-quality education, China's policy has focused on reducing disparities in educational opportunities between urban and rural areas. By emphasizing arts education, the policy aims to broaden access to artistic learning, even in less developed regions of the country, thereby democratizing the art of education.Zhang and Li (2020) argue that policies promoting arts education programs in rural and underserved areas are essential for creating more inclusive educational experiences. These initiatives can help students in less affluent regions access training in the arts and develop talents that might otherwise go unnoticed. The current education policy aims to create a modern education system that balances global competencies with traditional Chinese values, preparing students to thrive in a globalized world. Arts education is central to this vision, as it nurtures both local and international perspectives. Wang (2022) points out that China's policy now places a stronger emphasis on integrating international art education standards with the country's traditional arts education, thereby positioning China's students to compete and collaborate on the global stage in the creative industries.

4.2.1. Education policy in Japan

Japan's education policy mixes traditional values with modern changes to create smart, adaptable, and creative citizens. Over time, Japan has made many changes to its education system to face both local and global challenges. The focus has been on doing well academically, building good character, and encouraging learning throughout life. Here's an overview of Japan's education policy with five sources of information. Japan places a strong emphasis on moral education within its educational framework, which has been reinforced by the Ministry of education, Culture, Sports, Science, and Technology (MEXT). The focus is on developing students' ethical values, social responsibility, and respect for others, in addition to academic learning. According to Shimizu (2017), moral education plays a significant role in shaping students' character and promoting social harmony. The policy encourages students to engage in activities that promote citizenship, discipline, and community participation. Over recent years, Japan has introduced curriculum reforms to foster critical thinking, problem-solving skills, and creativity. These reforms aim to move beyond rote memorization and introduce more interactive and student-centered learning methods. Otake (2019) highlights that Japan has sought to cultivate "global citizens" by integrating international perspectives, multicultural understanding, and interdisciplinary education into the national curriculum. Japan's education policy places a significant focus on Science, Technology, Engineering, and Mathematics (STEM) education to maintain its competitive edge in technology and innovation. Ministry of education, Culture, Sports, Science, and Technology(MEXT) has developed programs to

promote scientific literacy and technological competence from early education through higher education. Yamamoto (2020) notes that Japan is committed to enhancing Science, Technology, Engineering, and Mathematics(STEM) learning opportunities to address the needs of a rapidly advancing technological world. Policies include integrating coding, robotics, and other advanced technologies into school curriculums. Japan has made considerable progress in ensuring inclusive education for students with disabilities and marginalized groups. The country's education policy stresses the importance of equal access to education for all, regardless of background or ability.Tanaka (2021) discusses how Japan's inclusive education policies, which provide individualized support for students with disabilities, have contributed to fostering a more equitable education system. Special needs education has expanded significantly, offering both integration and specialized services. The Japanese government has increasingly recognized the importance of lifelong learning. This policy aims to support individuals throughout their lives, whether through vocational training, adult education, or continuing education in a rapidly changing job market.Kobayashi and Takahashi (2018) argue that Japan's emphasis on lifelong learning helps individuals maintain job relevance and adapt to economic shifts, contributing to national competitiveness and individual well-being.

4.2.2. Significance of education policy in Japan on enhancing Art of Education

Japan's education policy has started to recognize the importance of art education in helping students become more creative, appreciate culture, and develop in a well-rounded way. Art education is not just about being creative but also helps in shaping innovative and balanced individuals. This has led to changes in school curriculums, teaching methods, and cultural policies to give art a bigger role in education. Here's a look at how Japan's education policy is improving art education, with five sources of information. Japan's education policy emphasizes the integration of arts education as part of the national curriculum. Art subjects, such as music, fine arts, and design, are included in the curriculum from elementary school through to high school. The aim is to develop students' creativity and aesthetic sensitivity while also enhancing their emotional and intellectual Art education in Japan plays a vital role in instilling an understanding of traditional Japanese art forms such as calligraphy, ceramics, and Noh theater. These cultural elements are woven into the education system to help students develop a sense of national identity and pride.Nakamura (2020) discusses how Japanese education policy promotes cultural continuity through art, ensuring that students are exposed to both modern and traditional forms of artistic expression. This approach not only preserves cultural heritage but also allows students to gain a deeper appreciation of their history. Japanese education policy places great emphasis on fostering creativity and emotional development through art education. Art subjects allow students to express themselves, build self-confidence, and develop problem-solving skills.Yamamoto and Kato (2019) highlight that recent education reforms have placed a greater emphasis on creative education and the importance of art in emotional expression, which is essential for mental health and overall well-being. These reforms encourage schools to offer more opportunities for students to explore different artistic mediums and forms. The significance of art education in Japan's education policy is not just about creativity but also about developing critical thinking. Art encourages students to think deeply, analyze visual and conceptual elements, and engage in complex interpretation and expression. According to Fujita (2017), Japanese educational reforms aim to cultivate critical thinking skills through art. Students are encouraged to analyze artwork, engage in debates about artistic choices, and reflect on the meaning behind creative work. These practices contribute to broader cognitive development and analytical abilities.In addition to academic and cognitive benefits, art education in Japan is also viewed as a powerful tool for Social and Emotional Learning (SEL). Through collaborative art projects, students develop communication skills, empathy, and teamwork.Sato (2021) discusses how art education helps foster social harmony by allowing students to work together on artistic projects. This collaboration enhances peer relationships and promotes a deeper understanding of cultural and emotional diversity, helping students become more empathetic individuals.

4.3.1.Education policy in America (USA)

The education policy in the United States has changed over time to address challenges like fairness, access to education, and staying competitive globally. The United States education system is divided, with the federal, state, and local governments all playing a part in setting educational rules and standards. Major changes have focused on things like

standardized testing, creating school curriculums, and making sure all students can get a quality education. Here's an overview of education policy in America, with five resources .The Elementary and Secondary Education Act (ESEA), first passed in 1965, is one of the most significant pieces of legislation in American education. It aimed to close achievement gaps and provide equal opportunities for disadvantaged students. The No Child Left Behind Act (NCLB) of 2001, an update to Every Student Succeeds Act (ESSA) introduced mandatory standardized testing to hold schools accountable for student performance. According to Glennerster and Sutherland (2017), No Child Left Behind (NCLB's) focus on standardized testing and accountability aimed to improve educational outcomes, though it has been criticized for narrowing the curriculum and disproportionately affecting disadvantaged students. The Common Core State Standards (CCSS) initiative, launched in 2009, was a major shift in United States education policy aimed at ensuring that students across the nation have access to rigorous, consistent academic standards, particularly in mathematics and English Language Arts. Petrilli (2019) argues that the Common Core standards were designed to improve the quality of education by aligning expectations across states. However, the initiative faced political pushback, and many states chose to adopt, revise, or opt out of the standards, citing concerns over federal overreach and the one-size-fits-all approach.The Higher Education Act (HEA) of 1965 was designed to increase college access for low-income students, expand financial aid programs, and ensure affordability. The act has undergone several reauthorizations to adapt to the changing landscape of higher education.

Dynarski (2016) discusses how federal student aid programs, including Pell Grants, have expanded access to college education, but challenges around affordability and student debt persist. The policy aims to make higher education more accessible but faces growing concerns about the sustainability of financial aid systems and rising tuition costs. The Every Student Succeeds Act (ESSA), passed in 2015, replaced No Child Left Behind (NCLB)and shifted more control back to states and localities, allowing them to design their own educational accountability Every Student Succeed Act (ESSA) focuses on ensuring that all students, regardless of their background, achieve academic proficiency. Manna (2017) explains that Every Student Succeed Act (ESSA) reduces the emphasis on standardized testing, giving states more flexibility to design their own assessments and accountability measures. Every Student Succeed Act(ESSA)also addresses issues such as support for underserved students and the implementation of evidence-based interventions. Charter schools and school choice have been central to recent education reforms, particularly in cities with struggling public schools. School choice initiatives allow parents to choose the best school for their child, whether it's a charter school, private school, or public school. Hill and Joachim (2016) argue that charter schools and school choice policies have increased competition and innovation in the education sector. However, they have also sparked debates about the impact on public education, with critics arguing that these policies divert resources from traditional public schools.

4.3.2.Significance of education policy in America on enhancing Art of Education

Art education policy in the United States has changed over time to tackle challenges like fairness, access to learning, and staying competitive globally. The United States education system is decentralized, meaning federal, state, and local governments each help set education standards. Important changes have focused on things like standardized testing, creating school curriculums, and making sure all students have access to a good education. Here's a simple overview of how art education policy has developed in America, backed by five resources

The Elementary and Secondary Education Act (ESEA), first passed in 1965, is one of the most significant pieces of legislation in American education. It aimed to close achievement gaps and provide equal opportunities for disadvantaged students. The No Child Left Behind Act (NCLB) of 2001, an update to Elementary and Secondary Education Act(ESEA), introduced mandatory standardized testing to hold schools accountable for student performance. According to Glennerster and Sutherland (2017), No Child Left Behind (NCLB)'s focus on standardized testing and accountability aimed to improve educational outcomes, though it has been criticized for narrowing the curriculum and disproportionately affecting disadvantaged students. The Common Core State Standards (CCSS) initiative, launched in 2009, was a major shift in United States education policy aimed at ensuring that students across the nation have access to rigorous, consistent academic standards, particularly in mathematics and English Language Arts. Petrilli (2019) argues that the Common Core standards were designed to improve the quality of education by aligning expectations across states. However, the initiative faced political pushback, and many states chose to adopt, revise, or opt out of the

standards, citing concerns over federal overreach and the one-size-fits-all approach. The Higher Education Act (HEA) of 1965 was designed to increase college access for low-income students, expand financial aid programs, and ensure affordability. The act has undergone several reauthorizations to adapt to the changing landscape of higher education. Dynarski (2016) discusses how federal student aid programs, including Pell Grants, have expanded access to college education, but challenges around affordability and student debt persist. The policy aims to make higher education more accessible but faces growing concerns about the sustainability of financial aid systems and rising tuition costs. The Every Student Succeeds Act (ESSA), passed in 2015, replaced No Child Left Behind (NCLB) and shifted more control back to states and localities, allowing them to design their own educational accountability systems. Every Student Succeed Act(ESSA) focuses on ensuring that all students, regardless of their background, achieve academic proficiency. Manna (2017) explains that Every Student Succeed Act (ESSA) reduces the emphasis on standardized testing, giving states more flexibility to design their own assessments and accountability Every Student Succeed Act (ESSA)also addresses issues such as support for underserved students and the implementation of evidence-based interventions. Charter schools and school choice have been central to recent education reforms, particularly in cities with struggling public schools. School choice initiatives allow parents to choose the best school for their child, whether it's a charter school, private school, or public school. Hill and Jochim (2016) argue that charter schools and school choice policies have increased competition and innovation in the education sector. However, they have also sparked debates about the impact on public education, with critics arguing that these policies divert resources from traditional public schools.

4.4.1. Education policy in Russia

Russia's education policy has changed a lot in recent years, influenced by both its history and current challenges. These policies focus on making education accessible, improving its quality, encouraging global competitiveness, and tackling social inequalities. The Russian education system is centralized, meaning the government plays a big role in setting the curriculum, standards, and ensuring access to education at all levels. Here's an overview of education policy in Russia, with five resources The Federal Law on Education (adopted in 2012 and amended periodically) is a key policy document that governs education in Russia. This law outlines the structure, governance, and goals of the Russian education system, ensuring equal access to education for all citizens and emphasizing lifelong learning. It also introduced significant reforms aimed at modernizing the education system, such as a move towards competency-based education and a stronger focus on technology. According to Kornilova (2014), these reforms aim to align Russian education with international standards while retaining the core principles of equity and quality. Russia's engagement with the Bologna Process (the European higher education framework) has been an important part of its education policy. This alignment has facilitated the modernization of Russian universities, focusing on international competitiveness, academic mobility, and the development of a three-cycle degree system (Bachelor's, Master's, and Doctorate). Sakharova (2015) discusses how Russia's integration into the Bologna Process has had a significant impact on curriculum design and quality assurance mechanisms, but also points out challenges related to adapting these reforms to local educational contexts.Russia has launched a series of Federal Target Programs (FTP) aimed at improving various aspects of the education system. These include programs focused on educational infrastructure, teacher professional development, and the digitalization of education. These programs seek to address regional disparities and ensure that education quality is raised across the entire country. Tikhonova (2017) emphasizes that these programs have played a key role in modernizing schools, improving teaching resources, and increasing access to educational opportunities for children in rural and underserved areas.In recent years, Russia has placed significant emphasis on Science, Technology, Engineering, and Mathematics(STEM) education, aiming to foster a more competitive, innovative workforce. Education policy now promotes Science, Technology, Engineering, and Mathematics (STEM) subjects from primary through higher education levels, with the goal of preparing students for emerging sectors like artificial intelligence, robotics, and space exploration. According to Borisova and Klimenko (2018), Science, Technology, Engineering, and Mathematics(STEM) education is seen as crucial to Russia's economic and technological advancement, with increased government investment in this area through programs like "The Roadmap for Modernizing Higher Education."Russian education policy has also focused on reducing educational

inequalities, particularly between urban and rural regions. Programs aimed at improving access to quality education for disadvantaged students, as well as for students from minority groups, have been a key feature of policy in the last two decades. Zhukov (2016) explains that while there have been significant strides in improving access to education for all Russian citizens, challenges persist in ensuring equal educational opportunities for students in remote and economically disadvantaged regions.

4.4.2.Significance of education policy in Russia enhancing Art of Education

Russia's education policy has increasingly focused on including the arts in the education system to help students become creative, critical, and well-rounded individuals. Art education in Russia is seen not just as a way to express oneself but also as an important part of cultural development and intellectual growth. Over time, reforms and policies have worked to improve access to the arts, make school curriculums more engaging, and encourage creative thinking at all levels of education. Here's a look at how education policies in Russia have helped improve art education, with five key resources. Russian education policy includes the arts as a core subject in the national curriculum, ensuring that students are introduced to and engage with various forms of art, such as music, visual arts, theater, and dance, from an early age. This policy aims to foster creativity, emotional intelligence, and cultural appreciation. Kuznetsova (2017) discusses how art subjects are integrated into the curriculum at all educational levels, with a particular focus on nurturing a cultural identity through art. The Ministry of Education and Science of the Russian Federation promotes art education as a foundational pillar of a well-rounded curriculum. Russia has a long history of specialized art schools and institutions that focus exclusively on developing artistic talents. These schools provide rigorous training in various art forms, preparing students for professional careers in the arts. State-funded institutions like the Vaganova Academy of Russian Ballet and Serebryakov School of Fine Arts exemplify Russia's commitment to fostering artistic excellence. Tikhomirova (2015) emphasizes the role of specialized schools and institutions in shaping Russia's approach to art education. The state's role in funding and supporting such schools has ensured that students with exceptional artistic potential receive world-class training and resources.

Russian cultural policy plays a key role in promoting the arts in education, emphasizing the link between cultural heritage and education. This policy aims to preserve Russia's rich artistic traditions while adapting to modern educational needs. Programs funded by the state often link cultural institutions such as museums, theaters, and art galleries with schools to expose students to cultural heritage. Likhacheva (2018) examines how the integration of cultural institutions into the educational process enriches students' artistic and cultural knowledge. Art education is viewed as a vehicle for instilling national pride and a deeper understanding of Russian history and traditions.

The Russian education policy has increasingly focused on developing students' creative thinking and innovative abilities. Art education is seen as a way to cultivate creativity and imagination, which are essential for problem-solving and critical thinking. This is aligned with the broader push for innovation in education, preparing students to engage with contemporary challenges. Frolova (2019) discusses how art education is used as a tool for developing innovative skills, which are crucial for the modern workforce. The policy encourages schools to incorporate creative teaching methods and innovative approaches to art that foster independent thinking and artistic experimentation. Russian educational policy also addresses the use of modern technology in enhancing art education. The integration of digital tools and multimedia in the teaching of art subjects allows for a more interactive and engaging learning experience. Digital art creation, animation, and online collaborations are increasingly being incorporated into the curriculum. Yermakova (2020) highlights how Russian schools are embracing digital platforms to teach art, which has expanded access to artistic education and allowed students to experiment with new forms of artistic expression. Policy initiatives encourage teachers to use technology to enhance the arts curriculum and provide more personalized learning experiences.

4.5.1.Education Policy in United Arab Emirates (UAE)

The education system in the United Arab Emirates (UAE) has changed a lot in recent years. The government has worked to improve education by making it better and more modern. They focus on making education available to everyone and ensuring it's of high quality. The United Arab Emirates (UAE) has also focused on using technology,

improving the skills of teachers, and preparing students with the necessary skills for the future. These efforts cover all levels of education, from early childhood to higher education.

Vision 2021, launched by the United Arab Emirates (UAE)government, emphasizes the importance of education in achieving the country's goals of becoming a competitive, innovative, and knowledge-based economy. One of the key pillars of this vision is improving the quality of education at all levels, with a focus on global competitiveness, innovation, and a future-focused curriculum. Al-Mansoori (2019) explains that Vision 2021 aims to reform education by encouraging innovation and ensuring students are equipped with the skills necessary to thrive in a rapidly changing world. The vision promotes the idea that the United Arab Emirates(UAE)s education system should be dynamic, adaptable, and internationally competitive.

The National Qualifications Framework (NQF) of the United Arab Emirates(UAE)is a significant policy initiative aimed at creating a system that ensures the compatibility and recognition of qualifications across various sectors. It promotes a clear pathway for students to transition from secondary education to higher education and professional careers.

Khan & Thomas (2018) note that the National Qualification Framework (NQF) is crucial for standardizing educational qualifications and ensuring that students' skills and competencies are recognized globally, which supports the United Arab Emirates (UAE's) aim to enhance its workforce and attract international talent.

The Emirati Teacher Professional Standards (ETPS), developed by the United Arab Emirates (UAE) Ministry of Education, are part of a broader initiative to raise the quality of teaching in the country. The policy aims to professionalize the teaching workforce and ensure that teachers meet high standards of competence and pedagogical effectiveness.

Al-Hajri (2020) argues that the Emirati Teacher Professional Standards (ETPS) focuses on improving teacher training, professional development, and assessment, ensuring that educators are prepared to deliver high-quality education in line with the country's ambitious goals for the future. The United Arab Emirates(UAE)has made significant strides in integrating technology into education through initiatives such as the Smart Learning Program, which aims to digitalize education and enhance students' learning experiences. This includes providing schools with advanced educational tools, platforms, and online resources to foster digital literacy and innovation. Ghanem & Mahrous (2021) emphasize how these technological advancements are reshaping the educational landscape, enhancing the quality of education, and preparing students for the digital economy. The United Arab Emirates (UAE's) strong emphasis on digital education aligns with its broader goals of building a knowledge-based society. The United Arab Emirates (UAE)has also focused on inclusive education, aiming to provide quality education to students with disabilities. The government has implemented policies that support the integration of students with special educational needs (SEN) into mainstream schools, ensuring they have access to the same opportunities as their peers.

According to Juma (2019), these policies align with the United Arab Emirates (UAE's) commitment to fostering inclusivity and ensuring that all students, regardless of their abilities, can contribute to and benefit from the country's educational system.

4.5.2 Significance of education policy in United Arab Emirates (UAE)enhancing Art of Education

The significance of education policy in the United Arab Emirates UAE in enhancing the art of education is reflected in the country's efforts to foster creativity, cultural appreciation, and critical thinking among students. As the United Arab Emirates (UAE)continues to position itself as a global leader in innovation, its education policies have sought to integrate the arts into the curriculum while ensuring that students are equipped with the skills needed to thrive in a rapidly changing, knowledge-based society. The United Arab Emirates (UAE's)focus on art education is not only about nurturing creative talent but also about encouraging a holistic and well-rounded education. Below is an exploration of how education policy in the UAE has contributed to enhancing the art of education, supported by five references. The United Arab Emirates (UAE) Ministry of Education has incorporated the arts into the national curriculum to ensure that creativity and cultural expression are integral parts of students' education. Arts education in the United Arab Emirates (UAE) encompasses visual arts, music, drama, and dance, aimed at promoting cultural identity, self-expression, and emotional development. Al-Shehhi (2017) explains that the United Arab Emirates UAE

education system recognizes the importance of arts in fostering critical thinking, problem-solving, and emotional intelligence. By integrating arts into the curriculum, the government ensures that students receive a well-rounded education that nurtures their creativity alongside academic skills. The United Arab Emirates(UAE) places significant emphasis on cultural education, and art plays a crucial role in promoting cultural awareness. Art education policies encourage students to explore both local heritage and global artistic trends. This approach aims to deepen students' understanding of their cultural identity while appreciating the diverse world of art.Abu Dhabi Education Council (ADEC, 2018) highlights how arts education helps foster a sense of national pride and cultural appreciation. Students are encouraged to engage with traditional art forms, as well as contemporary global art, which promotes intercultural understanding and creative dialogue. The United Arab Emirates(UAE) government has increasingly recognized the role of the arts in fostering innovation. Art education is viewed as a critical tool for developing creativity, which is essential for the future workforce. Policies support the integration of creative thinking into various subjects and promote hands-on learning experiences that allow students to explore new ideas. According to Hassan (2020), the United Arab Emirates(UAE)has introduced creative education hubs and art festivals in schools, encouraging students to experiment and innovate. These initiatives are part of a broader push to incorporate the arts into the (Science, Technology, Engineering, and Mathematics(STEM) framework, creating a culture of education Science, Technology, Engineering, Arts(STEAM) Mathematics.Education policy in the United Arab Emirates (UAE)recognizes the significant role of art education in social and emotional development. By engaging in artistic activities, students are provided with opportunities for self-expression, emotional regulation, and social interaction. This focus on the emotional and psychological benefits of art education helps students build resilience, empathy, and collaboration skills. Mansouri and Al-Kaabi (2019) discuss how art programs in United Arab Emirates (UAE) schools contribute to the development of social skills and emotional intelligence. Through collaborative art projects, students learn how to express their thoughts and emotions, making art a crucial part of the social and emotional curriculum. As part of its focus on innovation and digital learning, the United Arab Emirates (UAE)has incorporated technology into art education. Digital tools and platforms are used to enhance students' engagement with art, allowing them to explore new forms of expression such as digital art, animation, and multimedia projects. This aligns with the United Arab Emirates (UAE's) broader educational goals of creating a tech-savvy and innovative generation. Al-Shamsi and Al-Nuaimi (2020) emphasize how digital art platforms, mobile apps, and online galleries have transformed the teaching and learning of art in the United Arab Emirates (UAE). These technological advancements enable students to experiment with new artistic methods and expand their creative boundaries.

V. DISCUSSION

In recent years, India's New Education Policy (NEP) 2020 has brought big changes to the education system. One of its main goals is to promote creativity, especially in the arts. The NEP wants to create an education system that encourages students to think creatively, solve problems, and explore their interests. It aims to give more importance to art education, recognizing that creativity is essential for students' overall growth. The policy suggests that learning should not only focus on academics but also include arts and emotional intelligence, which will help students develop their imagination and creativity, important skills for the future. Looking at other countries, education systems have also been changing to meet the needs of today's world. In the United States, education policies started changing in 1965 with the Elementary and Secondary Education Act (ESEA), which aimed to give all students equal opportunities. Later, in 2001, it was changed to the No Child Left Behind Act (NCLB), which focused on testing to measure school performance. While this helped improve some areas, it also led to subjects like art being pushed aside in favour of math and reading. In 2009, the Common Core Standards were introduced to make learning standards more consistent across the country. However, some critics felt that this made the system too rigid and ignored local needs. Despite these changes, art education was often not prioritized, as the focus was on core subjects. But, over time, people began to understand that art education is very important. Creativity, emotional expression, and critical thinking are valuable skills that help students in all subjects, not just art. Many believe that learning through the arts can even improve performance in subjects like math and science because it helps students think in new ways. This has led to the realization that art education should not be less important than other subjects but should be an essential part of a well-rounded curriculum.

In Russia, the education system also began changing in the 1990s to match global standards, especially in subjects like technology and engineering. The Federal Law on Education, passed in 2012, aimed to give all students access to quality education and to focus on skills that would help them compete globally. Russia has a strong emphasis on STEM education (Science, Technology, Engineering, and Mathematics), but art education is still valued, though it doesn't always receive as much attention as STEM subjects. In big cities, art education is important, but in rural areas, there is often more focus on technical subjects. Still, there is growing recognition that a good education should include both technical and creative skills.

 This global shift in thinking about education shows that countries like India, with its NEP 2020, are leading the way in including creative subjects as part of the core curriculum. In the U.S. and Russia, there is also a growing understanding that students need both technical skills and creative thinking. The UAE is also modernizing its education system by adding more technology and improving teaching quality to help students compete in the global economy. In India, the NEP 2020 promotes a multidisciplinary approach, allowing students to study both art and academic subjects like math and science. This helps students follow their interests and grow in both intellectual and creative areas. The policy also encourages the development of skills through art education, which helps students express themselves, work together, and understand different cultures.The importance of creativity in education is becoming clearer worldwide. Countries like India with its NEP 2020 are showing how creativity and technical skills can go hand-in-hand. As the world changes quickly, creative thinking will be important for solving new problems. Art education is more important than ever, and the goal is to prepare students for the future by developing both their artistic abilities and their technical skills.

VI. CONCLUSION

In conclusion, the integration of creativity into education, especially through art, is becoming increasingly important worldwide. India's New Education Policy (NEP) 2020 stands out by emphasizing the need for students to develop both intellectual and creative abilities. The policy recognizes that a balanced education, which includes subjects like art, helps students grow into well-rounded individuals who can think critically and solve problems creatively. This shift in India's education system aligns with the growing global understanding that creativity is just as important as technical knowledge in preparing students for the future. Looking at other countries like the United States, Russia, and the United Arab Emirates , we see similar trends of emphasizing creativity and skills development alongside academic subjects. Although art education has sometimes been overlooked in favor of subjects like math and science, there is a clear shift toward recognizing its value. Art education not only helps students express themselves but also improves their problem-solving and critical thinking skills, which are essential in today's fast-changing world. The New Education Policy 2020 is a significant step in making creativity a core part of India's education system. By allowing students to explore a variety of subjects, including the arts, it encourages them to follow their passions while also gaining valuable skills for their future careers. This policy reflects the global understanding that an education system should focus on both the development of technical skills and creative thinking. In the end, the goal is to prepare students not just for the challenges of today but for a rapidly changing future where both innovation and creativity will be crucial. Overall, by focusing on creativity in education, countries are preparing their students to be adaptable, innovative, and ready to meet the demands of the modern world. Art education, as part of this larger vision, plays a key role in shaping individuals who can think outside the box and approach challenges in new and creative ways.

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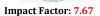
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