

Evaluating the Impact of NEP 2020: Undergraduates' Understanding of Yoga and Physical Education in Betul District

Deepak Kumar Hatia¹, Dr. Vikash Saxena²

¹Research Scholar, Rabindranath Tagore University, Raisen, M.P.

²Head Department of Physical Education,

Ravindranath Tagore University, Raisen, M.P.

*Corresponding Author: deepakhatia009@gmail.com

Received April 13,2026; Revised May 25,2026; Accepted June 30,2026

Copyright©2026 by authors, all rights reserved. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

Abstract

Study purpose: This study, therefore, investigates the extent to which undergraduate students in Betul district are aware of the provisions and objectives of NEP 2020 pertaining to yoga and physical education, and evaluates their existing knowledge levels in these areas (Soni, 02024). **Method:** Necessary instruction required before answering the questionnaire was explained to the subject. Gathered the topic and described the study's objectives. 20 min. time was given to answer the question. During filling out the questionnaire to explain those questions, it is not understood by the subject. Regularly check the subject that no question was left unanswered. Aware the subjects about NEP .5 point LIKERT scale questionnaire were employed to answer .Descriptive statistics was used to answer the question. In conclusion, the outcomes of the discussions show that modifications are needed in order to successfully implement the practical class for the active learning strategy to construct the practical class in those colleges. **Discussion:** The outcomes of the discussions show that adjustments are needed in order to implement the practical class for the active learning strategy to construct the practical class in those universities. Teachers should be encouraged to become more knowledgeable about and skilled at using practical active learning techniques in the classroom. Workshops, seminars, and inter-staff conversations in the form of seminar training that promotes idea sharing to improve teachers' understanding of application active learning can do this. **Conclusion:** Instructors should be urged to increase their knowledge and proficiency in using real-world active learning strategies in the classroom. This can be accomplished through workshops, seminars, and inter-staff discussions

in the form of seminar training that encourages idea exchange to enhance teachers' comprehension of application active learning.

Keywords Education, Descriptive, National Education Policy, Yoga

1. Introduction

With the execution of the National Education Policy (NEP) 2020, which is the supreme thorough reorganization of the nation's academic framework in more than thirty years, education in India has skilled a historic transformation (Pol 2024). The policy, which was planned to bring Indian education into line with the aims of the twenty-first century, put emphasis on holistic development once more, joining mental and physical health as important pillars alongside intellectual development (Ajitha, M 2025). Amongst its noteworthy recommendations, NEP 2020 encourages the inclusion of physical education and yoga as crucial elements of an academic curriculum rather than as secondary pursuits, acknowledging their proven benefits to emotional fortitude, mental clarity, self-control, and general wellness(Narayanan M.).

At the undergraduate level, where young adults are juggling the demands of both academic achievement and personal growth, the impact of this change becomes very apparent (Song, Zheyu.2024).Yet, the translation of any policy from its ideological framework to actual practice in classrooms and campuses is rarely uniform Sharma, Dr. Preeti. (2025). Regional disparities in infrastructure, faculty preparedness, institutional priority, and student awareness can substantially mediate whether a reform achieves its intended outcomes (Modan, 2024). In this context, districts

beyond major metropolitan centers — such as Betul in Madhya Pradesh — offer a critical and often under examined lens through which to evaluate educational reform at the grassroots level (nayak, sanatan 2020).Betul district, situated in a predominantly rural and semi-urban landscape, presents a representative case study for understanding how NEP 2020 is being received and enacted in Central India (Velaskar,2010). Undergraduate students in this region come from diverse socioeconomic and educational backgrounds, which shape their exposure to, and understanding of, yoga and physical education both as academic subjects and as lifestyle practices (Valentini, 2016).). Assessing their level of awareness and knowledge in these domains is essential not only for gauging policy penetration but also for identifying gaps that administrators, educators, and policymakers must address to ensure equitable implementation (Tandon, 2025).This study, therefore, investigates the extent to which undergraduate students in Betul district are aware of the provisions and objectives of NEP 2020 pertaining to yoga and physical education, and evaluates their existing knowledge levels in these areas(Soni, 02024). By situating the inquiry within a specific regional context, the research aims to contribute empirical evidence to the broader discourse on policy effectiveness, offering insights that can inform instructional design, teacher training, and institutional planning in similar settings across India. (Richardson, 2014).

2. Materials and Methods

This chapter has addressed the steps for choosing the subject, identifying the variables, choosing the appropriate test, collecting data, evaluating the reliability of the instruments, running the tests, and using statistical methods to analyze the data. Subject selection Convenience sampling was used in this study to select participants and collect data, especially individuals between the ages of 18 and 28 who are pursuing graduate and master's degrees at various colleges in Bhopal's Narmadapuram

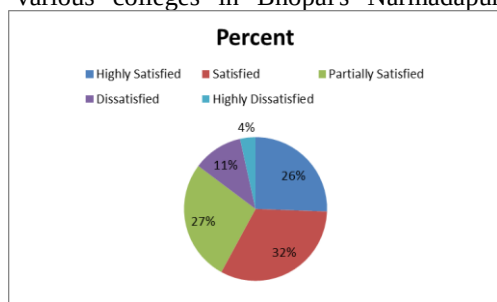


Figure 1: You missed sports activities during COVID-19.

division. 800 samples were chosen.

Necessary instruction required before answering the questionnaire was explained to the subject. Assembled the subject and explain the purpose of the study. 20 min. time was given to answer the question. During filling out the questionnaire to explain those questions, it is not understood by the subject. Regularly check the subject that no question was left unanswered. Aware the subjects about NEP .5 point LIKERT scale questionnaire were employed to answer .Descriptive statistics was used to answer the question

3. Result and Discussions

Table 1: You missed sports activities during COVID-19.

Response	Frequency	Percent	Cumulative Percent
Highly Satisfied	205	25.6	25.6
Satisfied	259	32.4	58.0
Partially Satisfied	218	27.3	85.3
Dissatisfied	90	11.3	96.5
Highly Dissatisfied	28	3.5	100
Total	800	100	

In Table 1 It question "You missed sports activities during COVID-19" 25.60% were Highly satisfied, 32.40% were satisfied, 27.30% were partially satisfied, 11.30 % dissatisfied, 3.50% were highly satisfied.

In Table 1 It question "You missed sports activities during COVID-19" 25.60% were Highly satisfied, 32.40% were satisfied, 27.30% were partially satisfied, 11.30 % dissatisfied, 3.50% were highly satisfied

Table 2: You are satisfied with the time you spend in sports and physical education.

Response	Frequency	Percent	Cumulative Percent
Highly Satisfied	138	17.3	17.3
Satisfied	361	45.1	62.4
Partially Satisfied	260	32.5	94.9
Dissatisfied	19	2.4	97.3
Highly Dissatisfied	22	2.8	100

Total	800	100
--------------	-----	-----

In Table 2 It question " You are satisfied with the time you spend in sports and physical education" 17.3% were Highly satisfied, 45.1% were satisfied, 32.50% were partially satisfied, 2.40% dissatisfied, 2.80% were highly satisfied.

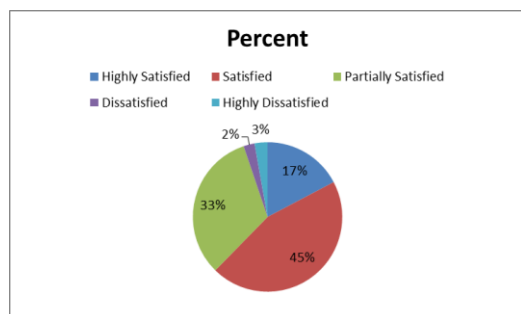


Fig 2: You are satisfied with the time you spend in sports and physical education

Table 3: You are getting all the facilities to play sports in your college/institute/University

Response	Frequency	Percent	Cumulative Percent
Highly Satisfied	152	19.0	19
Satisfied	217	27.1	41.6
Partially Satisfied	332	41.5	87.6
Dissatisfied	88	11.0	98.6
Highly Dissatisfied	11	1.4	100
Total	800	100	

In Table 3 It question " You are getting all the facilities to play sports in your college/institute/university" 19.00% were Highly satisfied, 27.10% were satisfied, 41.5% were partially satisfied, 11.00% dissatisfied, 1.40% were highly satisfied.

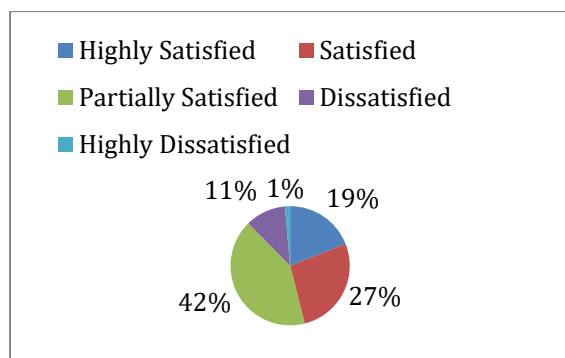


Fig 3: You are getting all the facilities to play

sports in your college/institute/university

Table 4: You are fully confident that you can perform well in your physical education career.

Response	Frequency	Percent	Cumulative Percent
Highly Satisfied	221	27.6	27.6
Satisfied	321	40.1	67.8
Partially Satisfied	188	23.5	91.3
Dissatisfied	49	6.1	97.4
Highly Dissatisfied	21	2.6	100
Total	800	100	

In Table 4: You are fully confident that you can perform well in your physical education career." 27.60% were highly satisfied, 40.01% were satisfied, 23.50% were partially satisfied, 6.10% dissatisfied, 2.60% were highly satisfied

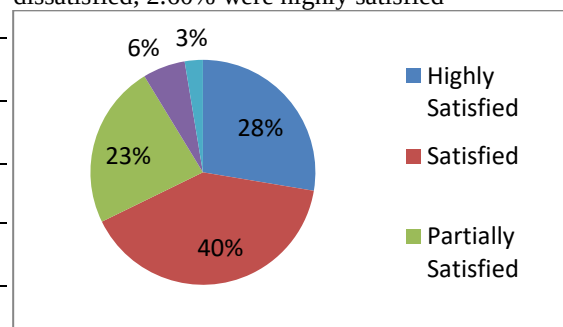


Figure 4: You are fully confident that you can perform well in your physical education career

We are very grateful to experts for their appropriate and constructive suggestions to improve this template.

Discussions

The majority of roles and activities related to awareness of physical education, meditation, yoga, and health are not taken seriously, according to the study's findings. One of the most crucial elements of the educational process is student engagement and active participation, which defines the effectiveness and develops the preferred way in changing different approach in different sessions. However, the study's results showed that student engagement and participation are poor. The main causes of students' low involvement include the teaching strategies used by instructors, which include lecturing instead of inviting students to participate, lack of confidence, a lack of educational resources, a negative attitude toward the subject, etc. According to Clark (2007), if the teacher was verbally abusive, the majority of kids

would engage and perform well in the physical education classroom.

As they are tasked with overseeing all school activities and the effective execution of educational programs, college departments play a significant role in educational systems. According to Hellison (2005), teaching and learning social responsibility through movement may be challenging to conceptualize and practice since it involves more than just a list of behaviors in a particular setting. Nonetheless, he identifies five hierarchical aspects of social responsibility that a person might demonstrate during their physical education experience. This, in turn, offers a helpful framework that educators can utilize to step in at different points during physical education classes as needed.

4. Conclusions

In summary, the results of the discussions indicate that in order to effectively apply the practical class for the active learning approach to build the practical class in those colleges, changes must be made. Instructors should be urged to increase their knowledge and proficiency in using real-world active learning strategies in the classroom. This can be accomplished through workshops, seminars, and inter-staff discussions in the form of seminar training that encourages idea exchange to enhance teachers' comprehension of application active learning.

Acknowledgements

We are grateful to RNTU University, M.P. India and experts for constructive suggestion

REFERENCES

- Ajitha M., & Mary, S. & Vakkil, M.. (2025). The Future of Education: Holistic Approaches in NEP 2020. *Shanlax International Journal of Arts, Science and Humanities*.12(2) 114-120. 10.34293/sijash.v12iS2-Jan.8894.
- Modan, Bunmi. (2024). Redefining university infrastructure for the 21st century: An interplay between physical assets and digital evolution. *Journal of Infrastructure, Policy and Development*. 8(4). 34-68. 10.24294/jipd.v8i4.3468.
- Narayanan M.,Selvam A.S.,& Shanmugapriya, M.,(2025) National Education Policy 2020 (Nep) Through Yoga Teaching Modules, *Paripex Indian Journal Of Research* 14(1) 52-63 10.36106/paripex/8704864
- Nayak, Sanatan. (2020). The demographic and development divide in India: a district level analysis. *Migration and Development*.
<https://doi.org/10.1080/21632324.2020.1787102>
- Pol, U & Kulkarni, Ravindra & Shelake, G & Kumbhar, S & Kagne, R & Pore, S. (2024). National Education Policy 2020: A Paradigm Shift in Indian Education System. *The Grove - Working Papers on English Studies*. 31. 828-833.
- Richardson, Jennifer & Arbaugh, J.B. & Cleveland-Innes, Martha & Ice, Phil & Garrison, D.. (2014). Using the Community of Inquiry Framework to Inform Effective Instructional Design. *The Next Generation of Distance Education: Unconstrained Learning*,1-12 97-125. 10.1007/978-1-4614-1785-9_7.
- Shah, Amita & Kumar, Anand & Bhide, Shashanka & Mehta, Aasha & Shepherd, Andrew. (2011). *India Chronic Poverty: Towards Solutions and New Compacts in a Dynamic Context*.
- Song, Zheyu.,(2024) Personal Growth and Well-Being Among University Students: A Comprehensive Analysis, *Journal of Education in Black Sea Region* 9(1),39-48 10.31578/jeb.v9i2.316
- Soni, Rajkumari & Tiwari, Dr. (2024). "Evaluating Educators' Perspectives: A Study on Teachers' Feedback Regarding the Implementation of the National Education Policy (NEP) 2020" *Iris Journal of Educational Research*. *Iris Journal of Educational Research*. 3(1), 1-9 10.33552/IJER.2024.03.000552.
- Sharma, Dr. Preeti. (2025). A Paradigm Shift of Physical Education & Sports in Indian Education System: NEP 2020. *International Journal of Physical Education and Sports* 8(12), 01-05, 10.5281/zenodo.17095056.
- Tandon, Nandini & Sarin, Vishal. (2025). Stakeholder awareness and perceptions of the Triple Helix model in Institutions of National Importance in India. 1-29, 10.21203/rs.3.rs-8461540/v1.
- Velaskar, Padma. (2010). Quality and Inequality in Indian Education: Some Critical Policy Concerns. *Contemporary Education Dialogue*. 7. 58-93. 10.1177/0973184913411200

