

Integrating Military Pedagogy in Higher Education: A Systematic Review on the Effectiveness of NCC Studies

¹Dr. Dayaram D Pawar., ²Dr. Rajkumar Baburao Nanaware

¹Asso. Prof, School of Education Yashwantrao Chavan Maharashtra Open University, Nashik,
Maharashtra India

²Academic Coordinator, School of Education Yashwantrao Chavan Maharashtra Open University,
Nashik, Maharashtra India

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.910000488>

Received: 29 October 2025; Accepted: 04 November 2025; Published: 17 November 2025

ABSTRACT

Holistic Education seeks multi-fold growth to generate well-balanced personalities. The ideal child will be intellectually sophisticated, morally upright, emotionally upstanding, physically sound, socially adept, spiritually mature, economically independent, and globally liberal. The study's objective is to assess whether it is justifiable offering NCC Studies as an elective credit course in higher education institutes to align with NEP 2020 and the impact of phased military-oriented curriculum of NCC combining extracurricular and curricular activities that can give students access to a perfect and vibrant social environment. For a long time, the NCC has been one of India's leading institutions for developing young adults. From soft skills to military training enhancing all round development and developing leaders of tomorrow, the NCC has long been one of India's premier and pioneer institutions. Outcome of this endeavor implies that traditional education and teaching cannot prepare young minds for future life due to the rising complexities of life, society, and unhealthy competition and lacks constructive approach to resolve this grave issue. The NEP 2020 envisages that after graduating, instead of leaving them in limbo, preparing them for life through a military-oriented holistic education curriculum (NCC Studies) is vital. The NCC Studies allows youngsters to increase their knowledge, skills, talents, and employment prospects, including opportunities to join the military at various levels. It is deemed necessary to achieve this goal by understanding military pedagogy. The Central and state governments should support grants and subsidies for establishing more NCC units.

Keywords: Holistic Education, Military Pedagogy, NCC Curriculum, NCC Studies, Elective Credit Course, Higher Educational Institutions, All-round Development

INTRODUCTION

Military pedagogy focuses on a harmonious blending of two components. i) The civic sense and ii) multi-fold growth while simultaneously fostering leadership among young adults to produce world-class military leaders (Juhary, 2015). The National Cadet Corps is the world's largest voluntary uniformed youth organization which was raised by Parliamentary Act No XXXI of India in 1948 with 20,000 cadets. It has grown in stature and size over the years and with voluntary enrolment recommenced in 1966, presently 1.35 million cadets are enrolled with the plans of raising the strength to 1.5 million, spread over 788 units under 95 NCC groups lead by ADG/DDG of the ranks of Major General/Brigadier equivalent in 17 Regional Directorates under the DG NCC as an optional Co-curricular activity (NCC India) .

Now National Cadet Corps (NCC) would not remain an extra-curricular activity and recently at least 91 universities across the country have adopted it as General Elective Credit Course (GECC) under the Choice Based Credit System (CBCS) by the letter received from the University Grants Commission vide D.O.No.1-18/2019 (CPP-II) dated April 15 2021 to implement NEP-2020. Current retrospective analysis intends to grasp and assess the military-oriented NCC curriculum (NCC Studies) prescribed as an elective subject by the UGC and envisioned in NEP 2020.

Need and Significance

With the increasing complexities of life and society, our traditional education and teaching cannot prepare young minds for their future life. That is why students find themselves standing nowhere after passing out of college with good grades. There is an urgent need to have a holistic education (all round development) program to enhance the student's leadership abilities and emotional maturity and prepare them for life. Academics alone needed to be more to satisfy education's aims. Purely academic people with disordered personalities cannot develop holistically. Overall development includes personal and professional improvement. Will teaching-learning processes bring about holistic development? Without a doubt, the answer is 'no'. The researcher felt the necessity to understand how this National Cadet Corps Programme contributes through participating in various curricular and co-curricular activities in the development of the leadership infusing holistic development in young adolescents as envisaged in NEP 2020. It is advantageous to look at fostering leadership during adolescence since what occurs during these formative years may impact the leadership behaviour demonstrated as adults. As a result, studying teenage leadership behaviour can aid in our understanding of adult leaders. (Schneider, Paul, White, & Holcombe, 1999). The need of the hour is to study NCC cadets' motivation, leadership qualities, decision-making, risk-taking behaviour, and other factors traditionally embedded in the all-round development of personality curriculum prescribed by UGC as an elective credit course.

Research Question

- i. How is it justifiable offering NCC Studies as an elective credit course in higher education institutes to align with New Education Policy 2020?

Components of Holistic Education

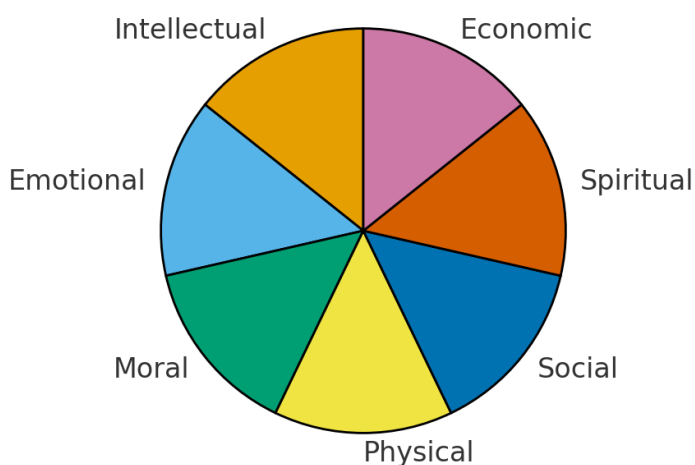


Figure 1: Components of Holistic Education

NCC is an Elective Credit Course:

NCC as a credit course is designed with the intent to transform NCC training into a curricular activity from an extra-curricular thereby providing academic credits to students undergoing NCC training along with other attended advantages to the cadets in the university.

While introducing 'NCC Studies' as an optional subject The sole objective was to inculcate in young minds with the values of selfless service and the development of character, courage, comradeship, discipline, leadership, a secular outlook, and an adventurous and sportsmanlike spirit. The same philosophy is adhered to, where the syllabus apart from having social relevance in the Indian milieu has emphasis on the all-round development of personality. Moreover, with the academic acknowledgement, the cadets will be better equipped to take up careers in civil services, defence, paramilitary, police and security forces further prompting increased demand by the students, augmenting recruitment standards of NCC. Above all the

students will get an opportunity to select credits of their own choice thus making a humble beginning of the ‘choice based credit system’ in its true sense the facility of ‘credit transfer’.

Implementation Status / Existing Policy Provisions.

(a) Higher Education (UGC). Based on decision taken MHRD, the University Grants Commission issued a circular D.O. No.F.14-25/2016 (CPP-II) dt11 Nov 2016 (Enclosure II), permitting NCC to be offered as an elective subject by all Universities. However, it is offered by only a handful of colleges.

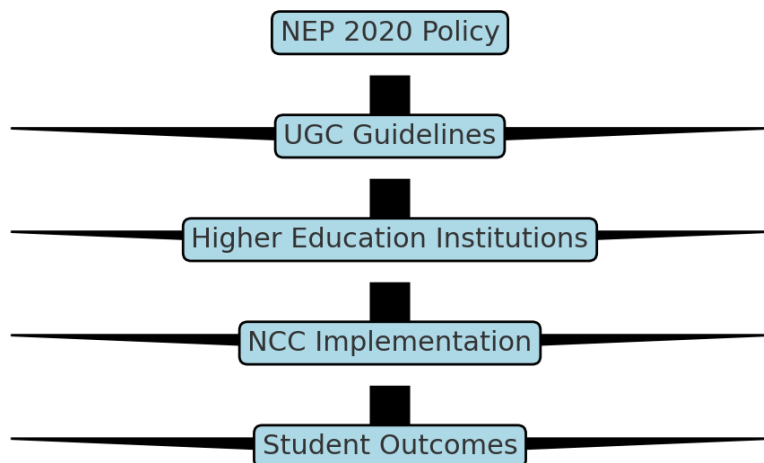


Figure 2: Implementation Framework of NCC Studies under NEP 2020

(b) School Education (CBSE). CBSE has issued a circular No Acad 25/2013 dated 12.04.2013 for introduction of NCC as optional academic elective at Senior Secondary Level. Very few schools offer NCC and it’s not popular with students.

(c) NEP 2020. The NEP is silent on how NCC will be treated under the CBCS. At the same time, Sec 6.17 of NEP 2020 states “Under the aegis of the Ministry of Defence, State Governments may encourage opening NCC wings in their secondary and higher secondary schools, including those located in tribal dominated areas. This will enable harnessing of the natural talent and unique potential of students, which in turn would help them to aspire to a successful career in the defence forces”. This nudging statement is of little value since taking up NCC as elective subject has not been made mandatory.

The NCC Cadets' current obligation resides in the organisation's declared objective to promote individual leadership growth for the civilian and military benefit and to nurture leadership development in members and leaders. This attracts many researchers to investigate the military-oriented training curriculum **prescribed by CBSE and approved by UGC**.

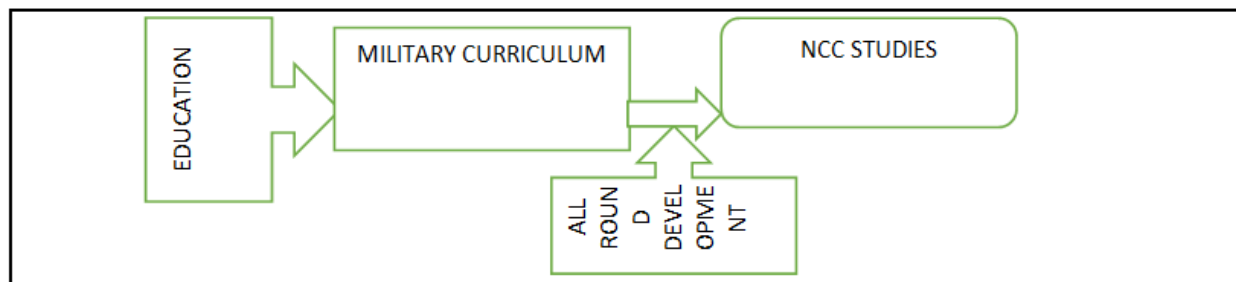


Figure 3: Conceptual Model of NCC Studies and Holistic Development

Recent Research and Development in the Field

The literature review thus helps monitor intellectual contribution in the domain and fresh interpretations of existing resources to inform ongoing study. This procedure will provide the most relevant facts for formulating

the research hypothesis. Early attempts to explore leadership in higher education indicated that student leadership was a specialized subject of inquiry. Student leadership involves demonstrating appropriate behaviours and interactions and fostering them in subordinates through communication, reinforcement, and decision-making. A values-based, team-oriented, accountability-centred leadership development programme where people dedicate themselves to helping society is something that higher education institutions should learn from the military. (Schroeder,1998). Blackwell (2004) evaluated that Military Cadets were more likely to exhibit leadership and management than non-military cadets. Bartone et al. (2007) attempted to educate and develop future military commanders to be competent, ethical, and successful leaders. They studied West Point College, USA students for four years to answer three questions. Does cadets' psychological development alter or grow? (ii) Does psychological growth affect leadership? Two groups of cadets, from first-year students through seniors, were studied. 47% of research participants showed positive progress over time, with most growth from sophomore to senior year. The prerequisites for ethical leadership in the Army of the Czech Republic are moral education, the ethical leadership of military professionals, and the readiness of the military environment to adopt ethical leadership (Mikulka, 2018). Mohan Kumar, B. (2012) stated that combining extracurricular and curricular activities can give students access to a perfect and vibrant social environment. The courses need to provide a perfect and comprehensive social life; this is where co-curricular activities are required and are seen widely in the NCC curriculum. Kerlinger, (2007). Early attempts to understand leadership and personality in higher education focused on student leadership and their traits. NCC is one of the finest and pioneer institution-based military programs in India, which serves the state as socially responsible citizens with high civic sense while fostering leadership among young students, producing world-class military leaders. Huda, K et.al., (2024), Youth represent a pivotal demographic and social asset for every nation, serving as a critical component for national human resource development. Strategic investment in systematic and well planned Youth Development Training (YDT) can unlock their innate potential and equip them to navigate career challenges effectively. The Bangladesh National Cadet Corps (BNCC) offers YDT as a significant intervention for youth development, potentially fostering both individual growth and the sustainable progress of Bangladesh. This study aims to assess the effectiveness of BNCC's YDT in developing leadership qualities, personal skills, and community development attitudes through quantitative analysis. Nanaware R, (2023) examined the relevance of trait emotional intelligence and the military-oriented training curriculum in the holistic development of NCC cadets and evaluate the effectiveness of the NCC Programme. The notable findings of this study were: (i) there were significant differences between NCC cadets and non-NCC college students concerning components of TEI and Leadership Development. (ii) The NCC cadets were found to possess a higher level of trait emotional intelligence than their non-NCC counterparts. Oden and Lohani (2015) advocated for military training research and development. There is a need to equip war combatants with skills that allow them to detect and regulate their emotions in high-stakes circumstances through EI training. This explains how emotion recognition/regulation tactics can be used in military training to replace ineffective decision-making with constructive reactions to difficult situations. Jackson et al., (2012) in their paper titled Military Training and Personality Trait Development: Does the Military Make the Man, or Does the Man Make the Military? The findings revealed that personality factors influenced the decision to join the military in the future. Lt Hitesh Sharma (2025) Studied NCC Open Elective Course with Reference to Community Development and Social Service Activities, findings revealed that the The NCC cadets and Associated NCC Officers “expressed favorable Reaction towards different aspects of NCC as an open elective course and Overall NCC training on the whole.

Research Outcomes

- i. Recent researches implies that traditional education and teaching cannot prepare young minds for future life due to the rising complexities of life, society, and unhealthy competition and lacks constructive approach to resolve this grave issue.
- ii. The NEP 2020 envisages that after graduating, instead of leaving them in limbo, preparing them for life through a military-oriented holistic education curriculum (NCC Studies) is vital.
- iii. The NCC Studies allows youngsters to increase their knowledge, skills, talents, and employment prospects, including opportunities to join the military at various levels. It is deemed necessary to achieve this goal by understanding military pedagogy.

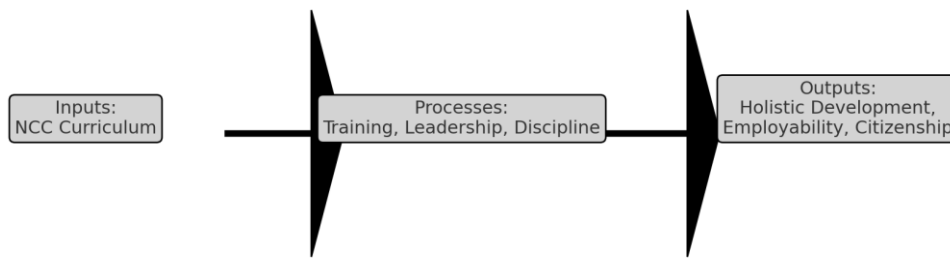


Figure 4: Research Framework of the Study

RECOMMENDATIONS

The physical and physiological adaptations among men and women towards the combination of National Cadet Corps training with a specific physical exercise training programme will have certain differences. Therefore, the same study may be conducted for the male students below and over twelve weeks to test the physical and physiological adaptations of the training period using the same criterion variables.

Relevance for Policy-Making:

- i. As a result, the NCC Directorate, Indian educationists, educational planners, parents, and members of the general public may benefit from this research to better understand the efficiency of this training curriculum, which may further propel the existing NCC curriculum.
- ii. The findings may serve as empirical evidence and a foundation for educational administration and planners to vigorously promote such Programmes in educational institutions.

Besides military training in military academies, regular colleges provide academics, sports, and socialising through diverse classrooms and cutting-edge technology for innovations.

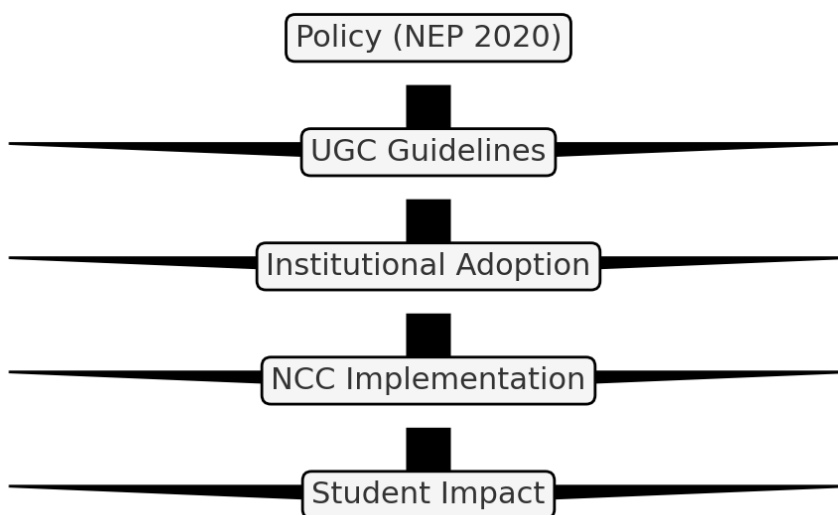


Figure 5: Policy–Practice Interface Model

- iii. Attending a military college also provides a path to a career in the armed forces. In essence, many military institutions require their graduates to serve in the military for a certain period.
- iv. Our training methodology of NCC has to be re-evaluated in line with India's changing socio-economic structure and the aspirations that have resulted from it.
- v. Changes in India's socio-economic structure and consequent ambitions necessitated A new assessment of our NCC training methods. Because modern educational theory and practice prioritise a child's holistic

development, it is critical in today's educational environment to coordinate several activities per the contemporary curriculum.

Relevance for Society:

- i. Military academies provide a regular college experience (academics, athletics, socialising, and extracurricular activities) and military training. Attending a military college also opens the door to a career in one of the military services.
- ii. By identifying the orientations of leadership participants following their viewpoints on present operational levels, leadership development among college students will be more fully understood and promoted.
- iii. It is a ground-breaking attempt in educational psychology to comprehend the theoretical and conceptual significance of trait emotional intelligence in combination with leadership qualities and competencies, the most recent evolutionary step in education.
- iv. It is a serious step toward understanding trait emotional intelligence and the actions taken to strengthen students' cognitive abilities, beginning in their early formative years and aimed at equipping them with the ability to effectively manage their emotions within themselves and in relationships with others.
- v. Students who participate in military-oriented training activities like NCC Cadets' rigorous training include physical and mental endurance tests that help develop their emotional strength and maturity.

CONCLUSION

The literature review shows that the present study is pioneering endeavor on retrospective aspect of the NCC as an "Elective Credit Course" in HEIs under the Choice Based Credit System aimed to assess its current status, thus to fill a gap and inform future research. The NCC cadets' military training is heavily weighted toward the all-round development of an individual. The curriculum includes objectives to inculcate a sense of patriotism and secular values and motivate cadets to contribute towards nation-building through national unity and social cohesion, drill and weapon training, leadership development, all-round dynamic personality, social awareness and community development, adventure, and environmental awareness and conservation. (NCC India). The sole objective is to inculcate in young people the values of selfless service and the development of character, courage, comradeship, discipline, leadership, a secular outlook, and an adventurous and sportsmanlike spirit. Thus the present endeavor reveals why sophomores favour military-oriented training as their top choice at the schools and colleges after competing and completing a rigorous battery of tests.

REFERENCES

1. Blackwell, E. S. (2004, November 15). A study of the perceived leadership orientations of selected leaders and members of the Corps of Cadets at Texas A&M University through application of the Competing Values Framework. Oaktrust.library.tamu.edu. <https://hdl.handle.net/1969.1/1045>
2. Johnson, K. D. (1974). Ethical Issues Of Military Leadership. The US Army War College Quarterly: Parameters, 4(1). <https://doi.org/10.55540/0031-1723.1066>.
3. Kerlinger, F. N., & Lee, H. B. (2007). Foundations of behavioral research. Wadsworth
4. Mikulka, Z. (2018). Development Of Prerequisites For Ethical Leadership In The Army Of The Czech Republic.
5. Nanaware, R. (2023) . Humanities and Social Science Studies, Vol. 11 (2).
6. Özbağ, G. K. (2016). The Role of Personality in Leadership: Five Factor Personality Traits and Ethical Leadership. Procedia - Social and Behavioral Sciences, 235, 235–242. <https://doi.org/10.1016/j.sbspro.2016.11.019>
7. Petrides, K. V. (2009). Psychometric properties of the Trait Emotional Intelligence Questionnaire (TEIQue). In C. Stough, D. H. Saklofske, & J. D. A. Parker (Eds.), *Assessing emotional intelligence: Theory, research, and applications* (pp. 85–101). Springer Science + Business

Media. https://doi.org/10.1007/978-0-387-88370-0_5

8. Lt Sharma, H. (2025). A Study NCC Open Elective Course with Reference to Community Development and Social Service Activities in Terms of Reaction of NCC Cadets and Associated NCC Officers. *Educational Quest: An Int. J. Edu. Appl. Soc. Sci.*, 16(01): 65-73.
9. UGC letter no D.O. no 1-18/2019 (CPP-II) dated 15th April 2021subject to start NCC as general elective course in Colleges and Universities.
10. DG NCC Study Report. Offering NCC as an Elective Credit Course in Universities Under Choice Based Credit System (CBCS) to Align with New Education Policy 2020.
11. UGC Guidelines on Adoption of Choice Based Credit System., University Grants Commission, New Delhi.