



தமிழ்மணம்

Peer-reviewed · Open access · Google Scholar · Crossref DOI · SJIF
Imapact Factor 3.5 · Monthly
DOI: 10.63300/tm12052026.20 Vol. 12, No. 05 (2026) 12 05 2026
p271–286 TIRJTS-2026-0027



RESEARCH ARTICLE

Leadership Development and NCC Training as Predictors of Defence Career Competencies among NCC Cadets: A Study in Coimbatore District

Arul S^{1,*}, Rosy M²

¹ Research Scholar, PG and Research Department of History, Nirmala College for Women (Autonomous), Bharathiyar University, Coimbatore – 641018, Tamil Nadu, India

² Assistant Professor, PG and Research Department of History, Nirmala College for Women (Autonomous), Bharathiyar University, Coimbatore – 641018, Tamil Nadu, India

*Corresponding author: Arul S, arulathalet@gmail.com

ARTICLE INFO

Article history

Received: 10 October 2026

Revised: 12 October 2026

Accepted: 15 October 2026

Article ID

TIRJTS-2026-0027

Peer review

Double-blind peer review

Keywords

National Cadet Corps

Leadership Development

NCC Training and

Participation

Defence Career Competencies

Cadets

Coimbatore

India

ABSTRACT

The National Cadet Corps (NCC) is the world's largest youth organization that has a military-style structure and one of its core objectives is to prepare young people for future national service or defence careers. Although there are some studies examining the relationship between leadership, training experience with respect to the NCC, and whether those experiences prepare young adults for a defence career, most research conducted to date has been on an institutional or regional basis as such, there has been little done regarding the local or district level. The purpose of this research is to investigate the degree to which NCC cadets in Coimbatore District develop leadership skills through their participation in the NCC, receive appropriate NCC training for future employment in a defence career, participate in NCC activities, and develop competency for a defence career. Further, it determines whether participation in NCC training and leadership development influence competency for a defence career. Using a Quantitative Design of Descriptive and Analytical Methods, primary data were collected using a five-point Likert scale questionnaire (structured format), administered to 100 NCC cadets. The results indicated that all cadets had positive attitudes towards each construct, and all scales demonstrated high levels of internal reliability. One-way ANOVA found that defence career competencies differed significantly by NCC Wing. However, defence career competency differences due to Certificate Level did not achieve significance at an alpha = 0.05 level. Multiple Linear Regression indicated that both Leadership Development and NCC Training/Participation are related to Defence Career Competency; however, the two factors together explain a larger portion of variance

than either factor alone; moreover, NCC Training/Participation was the better predictor. Therefore, it appears that increasing formalized training and leadership opportunities and actual participation will be the best method to develop defence career competencies for cadets.

How to cite this article: S, A., & M, R. (2026). Leadership Development and NCC Training as Predictors of Defence Career Competencies among NCC Cadets: A Study in Coimbatore District. *Tamilmanam – International Research Journal of Tamil Studies*, 12(05), 271–281. <https://doi.org/10.63300/tm12052026.20>

Copyright and licence: © 2026 The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY 4.0), which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

I. Introduction

The National Cadet Corps (NCC), an Indian youth organization, provides students the opportunity to be part of developing disciplined and capable leaders as well as citizens who are able to contribute positively to society. In 1948, the NCC was established with approximately 20,000 cadets. Today, the NCC is one of the largest youth organizations in the world with a sanction strength of over 2 million cadets. As such, the NCC can provide valuable insight on how young people develop their leadership skills through its use of structure to provide cadets with repeat experiences of taking initiative, working in groups and assuming responsibilities, thus providing a valuable environment to study how leadership development occurs in youth [1], [5].

Leadership in cadets is viewed by most people as something which can be developed over time from a set of skills learned while participating in a variety of experiences and instructed by others, rather than an innate ability. In addition to developing leadership abilities, the frequency and duration of training (parade attendance, Annual Camps etc.) as well as the type of activities that cadets participate in (adventure training etc.), are also believed to influence the defence-specific skills that are required for a successful defence career. The defence-specific skills go beyond the basic requirement of being physically fit and include: motivational aspects, the capacity to recover from adversity (resilience), knowledge of available recruitment paths, understanding of the rules and regulations governing a hierarchy, and a commitment to the values of nationalism and national service [10], [11].

The Coimbatore District has a high number of NCC Units, with many located at colleges throughout the Western Region of Tamil Nadu, making it an ideal location to study the relationship between cadet experience and defence career readiness. The Defence Career Expo held within the district is one example of an event where students are made aware of the many different military service careers (both combat and non-combat) available through the tri-services, and also the increasing need for technologically proficient recruits who are ready to assume leadership roles [12]. However, there has been little or no research conducted on how the cadets' leadership and training will translate into defence-related skills and abilities. This paper fills that void by conducting an analysis of primary data collected from 100 cadets utilizing an integrated regression model.

A. Statement of the Problem

Although the NCC has been credited with developing leaders, discipline and a service orientation amongst its cadets; although many studies have examined the relationship between cadet experiences (i.e., soft skills, personality or discipline) and their readiness for a defence career; although most of those studies are based upon modelling leadership development, training and participation separately; and although there is virtually no

research about cadets in districts like Coimbatore, without this localized, model-based evidence, programmes that provide cadets with an opportunity to develop their leadership or experience through NCC activities will be unable to determine which aspect of their program contributes to career readiness. Therefore, this study examines the level of both separate and joint effects of leadership development by cadets and NCC training and participation on defence career competencies in cadets of Coimbatore District.

B. Objectives of the Study

1. To assess the level of leadership development, NCC training and participation, and defence career competencies among NCC cadets in Coimbatore District.
2. To examine whether defence career competencies differ significantly across selected demographic groups such as type of NCC wing and certificate level attained.
3. To analyse the relationship between leadership development, NCC training and participation, and defence career competencies.
4. To determine the extent to which leadership development and NCC training and participation jointly predict defence career competencies among NCC cadets.

II. Review of Literature

A. NCC as a Platform for Leadership Development

The evidence from most of the literature regarding NCCs supports a view that the NCC has been functioning more as an active learning environment where the practice of leadership is promoted rather than only providing formalized or physical training. The expectation is that cadets will be given the opportunity to develop the skills they need to act with initiative, make decisions and work together during their time at the NCC through both structured training experiences and hands-on involvement [3], [4]. The general body of research on cadets also provides support for this notion, demonstrating that when students have multiple, regular opportunities to participate in "real world" roles and are exposed to various types of field exercises and co-curricular challenges, they develop stronger leadership abilities [6]. Additionally, studies conducted on military cadets provide additional evidence supporting the importance of instructor competency, the nature of the training climate, and an individual's level of hardiness as key determinants for developing leadership skills among military cadets [6], [7]. Therefore, for NCC cadets it appears that while the development of leadership may be influenced significantly by the quality of mentorship provided to them, ultimately the development of leadership will also depend upon the number and type of responsibilities cadets are allowed to take on.

B. NCC Training, Participation, and Cadet Outcomes

The largest body of evidence supporting Indian-based proof has originated in the state of Tamil Nadu. College students were surveyed regarding their experience in NCC training, and compared to other students within the same demographic, reported greater levels of personality development and improved self-discipline, which suggests an interdependence among developing a strong sense of personal leadership, personality, and self-discipline through participation in NCC activities [1]. An additional study examining the cadet population of southern districts of India concluded that most participants demonstrated satisfactory development of "soft skills" [3]; whereas previous reviews suggest that NCC activity is associated with increased employability, increased capacity for resilience, better mental health, and increased patriotism [2], [5]. Collectively, this data supports

consideration of NCC training and participation as a proven source of various broad competency development, such as defence career-related competencies.

C. Cadet Training and Career Pathways: Comparative Evidence

Comparative data from other countries indicate that cadet education has a significant effect on developing leadership capabilities (particularly in regards to commanding others) and confidence in oneself as a leader; however, this development is typically inconsistent with respect to different areas of competence [8]. Programs at the high-school level that combine schooling with military-style programs (i.e., United States Junior Reserve Officers' Training Corps) have shown that structured participation by students in these programs can help develop students' sense of identity as leaders, their exploration of career identities, and ultimately support students in planning out post-secondary options [9]; although these programs are dissimilar to those found in India (NCC), they do provide further support for the idea that structuring students through cadet participation will influence both their subsequent educational and occupational choices, thereby providing additional theoretical justification for studying defence-related career competencies within the context of NCC cadets.

D. Defence Career Competencies as the Outcome

Career defence competences have been studied less in terms of their direct application to military competences for NCC research than leadership and discipline; however, there is considerable support from military competence literature. The authors of a systematic review of current military competences argue that today's services require a "Be, Know and Do" type of integrated competences which link a soldier's character, knowledge, and abilities together [10]. Current defence human resources research also found that in order to meet today's standards of readiness (technical ability, problem solving skills, collaborative leadership and an understanding of emerging technologies) all were established progressively and assessed based on quantifiable data [11]. This rationale provides the basis to treat defence career competences as multi-dimensional outcomes that can be affected by past leadership or training experiences of cadets in the NCC.

E. Research Gap

The research indicates that the NCC enhances an individual's leadership capabilities, discipline, interpersonal (soft) skills, and service-oriented behaviours; defence competencies have multiple dimensions. However, three areas of deficiency exist. First, relatively few studies conducted in India test both the impact of NCC leadership development and its training/attendance on defence career competencies using a predictive model. Second, most NCC-related studies assess either soft skills, personality, or discipline, but do so without assessing defence career competencies as a specific outcome. Third, very limited district-specific data exists regarding defence career competency of NCC cadet participants such as those participating in the NCC Cadet program in Coimbatore. This study will address all three of these deficiencies through modelling the relationship between the two variables (leadership development and NCC training/participation), as well as investigating potential wing- or certificate-based differences among NCC cadets located in Coimbatore District.

III. Research Methodology

A. Research Design

The investigation employed a quantitative methodology that combined the descriptive and analytical approaches. Descriptive was used for profiling levels of leadership development, NCC training, participation, and Defence

Career Competency. Analytical was used to assess differences between groups and test relationships or correlations between the variables. Primary Data collection was achieved by using a structured questionnaire given to NCC Cadets from the Coimbatore District.

B. Sampling and Data Collection

The target population consisted of cadets at National Cadet Corps (NCC) that are students at colleges across the district of Coimbatore. Convenience Sampling technique was used to collect respondents as they were selected from active cadets. After screening for completeness, there was a total of 100 cadets available for analysis. The sample contained a variety of enrolment duration, certificate level and wing of Army/Airforce which will allow us to make comparisons between groups.

C. Instrument Design

This questionnaire consisted of four areas. Section A was designed to capture demographics which included: gender, age, branch of NCC, levels of certificates earned, number of years enrolled. Section B measures leadership development with ten items (independent variable 1). Section C measures participation/training in NCC with ten items (independent variable 2). Section D measures defence career competencies with ten items (dependent variable). Each item measuring each area was a five point Likert Scale from "strongly disagree" (one) to "strongly agree" (five), for a total of thirty.

D. Analytical Tools

Data were analyzed with an appropriate statistical software. The demographics of the participants' profiles were described by simple percent. The data for each variable were summarized descriptively via mean, standard deviation, min., and max. Reliability was determined through Cronbach's Alpha. Differences in defence career competency scores for each NCC Wing and Certificate Level were compared to determine if there are any statistically significant differences via one-way ANOVA. Bivariate association between the variables was investigated using Pearson Correlation Coefficient. Multiple Linear Regression Analysis was performed to investigate how well both Leadership Development and Participation/Training in the NCCs predict Defence Career Competency Scores.

IV. Analysis and Results

A. Demographic Profile of Respondents

Table I presents the demographic profile of the 100 cadets using simple percentage analysis. The sample was reasonably balanced by gender and dominated by cadets in the 18–20 age band, with the Army wing and the intermediate certificate levels most strongly represented.

TABLE I
Demographic Profile of Respondents (N = 100)

Demographic Category	Frequency	Percentage
Gender		
Male	52	52.0%
Female	48	48.0%

Age		
15 – 17 years	2	2.0%
18 – 20 years	74	74.0%
21 – 23 years	20	20.0%
Above 23 years	4	4.0%
Type of NCC Wing		
Army Wing	78	78.0%
Air Force Wing	22	22.0%
NCC Certificate Level Attained		
'A' Certificate	9	9.0%
'B' Certificate	41	41.0%
'C' Certificate	33	33.0%
Not yet appeared	17	17.0%
Years of NCC Enrolment		
Less than 1 year	9	9.0%
1 – 2 years	31	31.0%
2 – 3 years	54	54.0%
More than 3 years	6	6.0%

Source: Primary Data

The distribution across wings and certificate levels provides adequate variation to support the between-group comparisons of defence career competencies reported in the ANOVA sub-sections below.

B. Descriptive Statistics of Leadership Development

TABLE II
Descriptive Statistics of Leadership Development (N = 100)

Leadership Development Item	N	Min	Max	Mean	Std. Dev.
LD1: NCC training has enhanced my ability to take initiative and lead a team.	100	1	5	4.580	0.781
LD2: The NCC camp activities have improved my decision-making skills under pressure.	100	1	5	4.390	0.863

Leadership Development Item	N	Min	Max	Mean	Std. Dev.
LD3: I have developed effective communication skills through NCC activities.	100	1	5	4.490	0.798
LD4: NCC training has instilled discipline and self-motivation in me.	100	1	5	4.690	0.662
LD5: I am able to manage and coordinate a group effectively after NCC training.	100	1	5	4.470	0.758
LD6: Participation in NCC has built my confidence to face challenges.	100	1	5	4.590	0.726
LD7: NCC officers and trainers serve as effective role models for leadership.	100	1	5	4.380	0.874
LD8: I have developed a sense of responsibility towards others through NCC.	100	1	5	4.470	0.810
LD9: NCC has helped me understand the importance of teamwork in achieving goals.	100	1	5	4.430	0.924

Leadership Development Item	N	Min	Max	Mean	Std. Dev.
LD10: I feel capable of leading others in high-pressure or emergency situations after NCC training.	100	2	5	4.460	0.758

Source: Primary Data

Table II results reveal that cadets were very positive about the impact of NCC on their self-perceived leadership ability. There was a high composite average (meaning they all agreed) that NCC had improved their initiative, decision making, communication, discipline and overall confidence to take charge. The high average supports prior research findings that the NCC provides opportunities for cadets to develop their leadership skills through structured programs [1], [4].

C. Descriptive Statistics of NCC Training and Participation

TABLE III

Descriptive Statistics of NCC Training and Participation (N = 100)

NCC Training and Participation Item	N	Min	Max	Mean	Std. Dev.
NT1: I regularly attend NCC parades and training sessions without absence.	100	2	5	4.400	0.752
NT2: I have participated in NCC camps (Annual Training Camp, Republic Day, etc.).	100	1	5	4.370	0.825

NCC Training and Participation Item	N	Min	Max	Mean	Std. Dev.
NT3: I actively take part in social service and community development activities of NCC.	100	1	5	4.420	0.806
NT4: NCC adventure activities (trekking, rock climbing, etc.) have built my physical and mental toughness.	100	1	5	4.260	1.041
NT5: I participate in NCC drill and physical training which improves my fitness.	100	1	5	4.550	0.730
NT6: The arms training provided in NCC has increased my knowledge of defence operations.	100	2	5	4.450	0.744
NT7: I have been part of Republic Day Parade / national-level NCC activities.	100	1	5	3.980	1.206
NT8: The cultural and motivational programs in NCC have broadened my perspective.	100	2	5	4.280	0.842

NCC Training and Participation Item	N	Min	Max	Mean	Std. Dev.
NT9: NCC has exposed me to real defence environment through visits and interaction with defence personnel.	100	1	5	4.440	0.743
NT10: My overall participation in NCC activities has been consistent and enthusiastic.	100	1	5	4.360	0.938

Source: Primary Data

Table III shows that there was a slightly lower average score regarding cadets' perceived participation levels in NCC training and events. Although this was still an area where cadets reported being highly engaged, there appears to be some variability within the group relative to how involved they are with parade duties, camping trips, and other Defence related experiences.

D. Descriptive Statistics of Defence Career Competencies

TABLE IV
Descriptive Statistics of Defence Career Competencies (N = 100)

Defence Career Competencies Item	N	Min	Max	Mean	Std. Dev.
DC1: NCC has motivated me to pursue a career in the Indian Armed Forces.	100	1	5	4.420	0.912
DC2: I have acquired sufficient knowledge about defence recruitment processes through NCC.	100	2	5	4.400	0.725

Defence Career Competencies Item	N	Min	Max	Mean	Std. Dev.
DC3: NCC training has prepared me for the physical fitness standards required in defence services.	100	1	5	4.460	0.797
DC4: I feel that NCC experience gives me an advantage in defence selection (SSB, AFCAT, etc.).	100	1	5	4.300	0.948
DC5: I have developed the mental resilience required for a defence career through NCC.	100	1	5	4.350	0.796
DC6: NCC has helped me understand the values of patriotism and national service required in defence.	100	1	5	4.480	0.810
DC7: I am aware of the different defence career paths available (Army, Navy, Air Force, Paramilitary).	100	1	5	4.420	0.831
DC8: NCC has improved my ability to follow orders and adhere to a chain of command.	100	3	5	4.600	0.620

Defence Career Competencies Item	N	Min	Max	Mean	Std. Dev.
DC9: I possess the professional and ethical standards needed for a defence career.	100	1	5	4.440	0.783
DC10: Overall, NCC has significantly enhanced my competencies for pursuing a defence career.	100	1	5	4.520	0.797

Source: Primary Data

Table IV results reveal that cadets felt extremely confident that they have developed many or most of the competencies necessary for a successful defence career. Cadets' positive perceptions of developing these competencies support further predictive analyses.

E. Reliability and Correlation Analysis

TABLE V

Reliability (Cronbach's Alpha) and Inter-Construct Correlations

Construct	Alpha	Leadership Development	NCC Training and Participation	Defence Career Competencies
Leadership Development	0.944	1.000	0.832	0.853
NCC Training and Participation	0.899	0.832	1.000	0.868
Defence Career Competencies	0.937	0.853	0.868	1.000

Source: Primary Data

Table V reveals that all of the three constructs met or surpassed the 0.70 reliability requirement, thus they demonstrated a very high level of internal consistency for all ten items on their respective scales. Defence career competencies were also shown to be highly correlated (both positive) with both predictor variables; however, NCC training and participation was found to be marginally stronger as compared to leadership development. As would be expected due to overlap, the two predictor variables were also found to have a strong correlation with one another.

F. One-Way ANOVA: Defence Career Competencies by Type of NCC Wing

H₀:There is no significant difference in mean defence career competencies across type of NCC wing groups.

H₁:There is a significant difference in mean defence career competencies across type of NCC wing groups.

TABLE VI

One-Way ANOVA: Defence Career Competencies by Type of NCC Wing

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.784	1	3.784	9.948	0.002*
Within Groups	37.274	98	0.380		
Total	41.058	99			

* $p < 0.05$. Dependent variable: Defence Career Competencies. Source: Primary Data

Table VI reveals that the ANOVA analysis results were statistically significant; thus we reject the null. Cadets of the army wing reported a greater average ($p < .05$) defence career competency than cadets from the air force wing. Thus, it appears that the perceived difference in the emphasis on training as well as the degree to which cadets have been exposed to Defence Career Competency has influenced cadet perceptions of their own career readiness.

G. One-Way ANOVA: Defence Career Competencies by NCC Certificate Level Attained

H₀:There is no significant difference in mean defence career competencies across NCC certificate level attained groups. **H₁:**There is a significant difference in mean defence career competencies across NCC certificate level attained groups.

TABLE VII

One-Way ANOVA: Defence Career Competencies by NCC Certificate Level Attained

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.756	3	0.919	2.302	0.082
Within Groups	38.302	96	0.399		
Total	41.058	99			

* $p < 0.05$. Dependent variable: Defence Career Competencies. Source: Primary Data

Table VII reveals that the defence career competencies of certificate holders did not vary sufficiently across their different certificate levels (at $p < .05$); therefore, the null hypothesis was accepted. While average career competency ratings were higher among 'A' certificate-holding cadets and lower among cadets awaiting a certificate examination, these differences were small enough that they failed to achieve statistical significance in this study sample, which indicates that certificate achievement alone cannot sharply define how well prepared cadets feel.

H. Multiple Linear Regression: Predictors of Defence Career Competencies

H₀:The predictors do not significantly predict defence career competencies. **H₁:**The predictors significantly predict defence career competencies.

TABLE VIII

Regression Model Summary and Coefficients (DV: Defence Career Competencies)

Predictor	B	Std. Error	Beta	t	Sig.
(Constant)	0.272	0.208	—	1.312	0.193
Leadership Development	0.420	0.079	0.424	5.313	< .001
NCC Training and Participation	0.524	0.081	0.515	6.452	< .001

$$R = 0.900; R^2 = 0.809; \text{Adjusted } R^2 = 0.805; F(2, 97) = 205.71; p < .001$$

Dependent variable: Defence Career Competencies. Source: Primary Data

The model as a whole was highly statistically significant and accounted for a large proportion of the variance in Defence Career Competency (DCC) scores. This supports the notion that both Leadership Development and Cadet Corps (NCC) Training/Participation are the primary drivers of DCC in young people; together they explain most of the variability in cadets' Defence Career Competencies. Both independent variables were individually statistically significant and NCC Training/Participation has a greater effect size than Leadership Development. Thus the Null Hypothesis can be rejected. This finding is consistent with previous research which shows that repeated, formal engagement in cadet-related activity contributes to developing Defence Career Competencies [3], [8] and provides strong support for the importance of leadership development, identified through this study as an additional but important variable [6], [9].

V. Discussion

The results show a strong positive quantitative correlation that shows both Leadership Development and Training/Participation for the National Cadet Corps (NCC) affect Defence Career Competences for Coimbatore cadets; however, it can be shown that Participation/Training has the most effect on Defence Career Competence. The high Construct Means for all three variables indicates that cadets within this area are highly confident in their perceptions of developing as leaders, participating actively, and being well-prepared for careers. Although the Mean for Participation/Training is less than those for Leadership Development and Perceptions of Career Readiness, the importance of maintaining continuous involvement in camps, adventure activities and experiences involving defence-environment interactions is demonstrated. These trends also align with research that establishes the relationship between formal structured cadet experience and more generalised competence building [1], [3], [8].

The differences in defence career competences among NCC wings are a further demographic dimension for the model. The significantly higher competences of Army-wing cadets compared with Air Force-wing cadets indicate that the type of training, and the intensity of training provided at each respective wing, has an impact on how ready they perceive themselves to be. In addition, there was no significant difference among certificate levels; this indicates that competency formation is largely dependent upon the content of the training received, and

participation in the program rather than whether or not cadets have been awarded a certificate. Even so, it appeared that certified cadets scored slightly higher than did those yet to receive certification.

The results of the regression are the central finding of the research. The two experiential constructs provide a strong and efficient representation of defence career competencies in this study. A greater standardised coefficient for NCC training and participation as compared with leadership development further advances competency-based perspectives on defence careers [10], [11] and lends support to the notion that although leadership skills are required, it is through continued active engagement with experiences that transforms individual cadets' experiences into their defence career preparedness.

VI. Conclusion

This research has explored the relationship between Leadership Development and NCC Training/Participation and Defence Career Competencies for cadets in Coimbatore district as part of an investigation into defence career competencies through the use of primary data for 100 cadets and a 10-item scale to measure each variable. The cadets perceived their experiences of both leadership development and training/participation and defence career competency very positively; additionally, the reliability of the three scales was high. Defence career competencies also varied considerably according to NCC Wing although they did not vary at all by Certificate Level. Importantly, collectively, leadership development and NCC training/participation explained a significant proportion of the variation in defence career competencies, however it is clear that training/participation was the greater explanation.

For the NCC and their instructors, the results have several implications for practice. Because persistent and active participation is the key factor to influence cadets' career-readiness, programs that maximize consistent attendance to camps, adventure training and interaction with defence environments will likely provide the greatest increases in career-readiness. Leadership opportunities will reinforce the effects on career-readiness. Additionally, future research can possibly narrow the differences noted among the various wings by examining wing-specific instructional design. Additional districts within Tamil Nadu could be examined, and a broader sample could include non-NCC comparison groups. Mediating factors (such as motivation and self-efficacy) could be added, and longitudinal designs could be employed to follow how cadets' experiences translate into actual defence-career outcomes over time.

References

- M. Anish, V. Jayaprakash, S. Ganesh, P. Chandrasekar, X. Joseline, and B. Balaji, "Personality development and discipline qualities among the National Cadet Corps in Southern India," *Education Research International*, 2022.
- K. Sharma and D. Hooda, "The new elective of National Cadet Corps (NCC): A review of literature," *Int. J. Res. Innov. Soc. Sci.*, 2023.
- C. Elavarasan, M. Selvam, A. Salamzadeh, and C. Kathiravan, "National Cadet Corps and its effect on developing soft skills among cadets of Tamil Nadu, South India," *Int. J. Public Sector Performance Manag.*, 2026.
- S. Yadav and P. K. Yadav, "Assessing the effects of NCC and NSS programs on the development of leadership style, accountability, and social maturity in students," *Int. J. Religion Educ. Law*, vol. 4, no. 2, 2025.

- G. J and R. Sarkar, “National Cadet Corps (NCC) and its role in national human capital development,” *Cuestiones de Fisioterapia*, 2025.
- A. S., “The impact of leader development climate on participation in leadership roles of military cadets,” *Int. J. Acad. Res. Bus. Soc. Sci.*, vol. 9, no. 1, 2019.
- S. Ananthan, W. S. E. Y. Wan Yusof, and L. A. Saidi, “Leadership skills development of military cadets,” *Asian J. Behavioural Sci.*, 2023.
- K. N. Huda, A. I. Hossain, and A. Rahaman, “Measuring the effectiveness of youth development training provided by Bangladesh National Cadet Corps: A case study,” *J. Developing Areas*, vol. 58, pp. 143–155, 2024.
- M. Meyer and A. N. Rinn, “School-based leadership talent development: An examination of Junior Reserve Officers’ Training Corps participation and postsecondary plans,” *J. Educ. Gifted*, vol. 45, pp. 4–45, 2022.
- D. Sangwan and P. Raj, “The philosophy of Be, Know, and Do in forming the 21st-century military war-front competencies: A systematic review,” *Defence Studies*, vol. 21, pp. 375–424, 2021.
- S. M. L. Muha and S. P. Silitonga, “Defence human resources competency development strategy for adaptation in the era of volatility, uncertainty, complexity, ambiguity,” *Journal Pendidikan dan Pengembangan Sumber Daya Pertahanan*, 2025.
- The Hindu Bureau, “Defence exhibition exposes NCC cadets to myriad of job opportunities in tri-services,” *The Hindu*, Mar. 19, 2024.
- The Hindu Bureau, “Proposal to add three lakh NCC cadet vacancies approved,” *The Hindu*, Mar. 13, 2024.
- ET Online, “NCC Day 2025: From 20K cadets to the world’s biggest uniformed youth organisation,” *The Economic Times*, Nov. 23, 2025.