Centre for International Studies,
Osmania University,
Hyderabad –500007,
(A.P.), India.

Volume 7, Issue 5,
October, 2026

International Journal of Management Studies and Social Science Review
ISSN: 2782-2448

Necessity of a Hybrid Model in Higher Education

Arun Chandra Mudhol PhD

Department of Management Sciences,
Maharaja Institute of Technology Mysore, India.

Abstract

Over the past couple of years, there has been speculation about what the future of work force might look like in a post-pandemic world. Discussion has also revolved less often on what education might look like. The global pandemic has forced everyone to adapt, but education institutions have been at the receiving end mostly. The Institutions being steeped in tradition have often thrived around a campus-based culture. Up to a year ago, remote learning on such a grand scale was never thought possible, nor was it necessarily the ambition. So much has shifted in the last one year or so that though there has been a stupendous effort on the part of the Institutions to acclimatize themselves to the new needs and to a new way of learning, many challenges remain. There is a need for universities/ Institutes to offer a consistent learning environment between the campus and those accessing lessons remotely to ensure future success and resilience. It would be our combined effort of all those involved in Higher education system to offer a workplace evolution so that we are able to nurture the upcoming generation of workplace talent.

Keywords: *Hybrid Model, Higher Education.*

1. INTRODUCTION

It is time for us to consider what a “hybrid" learning model in an Institution of Higher Learning should look like. The future of higher education might need infrastructure for better designs for the workplace, campus-based learning for collaboration, discussion, practical work face-to-face supervisions, and while formal teaching could be delivered virtually. This will need looking at the digital applications and platforms that users will need, as well as audio visual and collaboration tools, which will come at a specific cost. An international survey conducted has come out with an interesting statistics that in spite of the challenging situations present during the pandemic and also reported issues of laptops and technology provision to most of the students, only 52 percent of teaching at universities/Institutes happened remotely.

Accessibility to All

Higher Education in India is a privilege which comes at a cost and many of our students cannot afford the same. The goal of the Institutes should be to make universities/ institutes accessible for everyone with the necessary technology. By investing in a blended approach to learning and offering a first- rate learning experience both on and off campus, the Institutes would have the potential to see the students strength returning back to their normal rather than struggling to attend the sessions.

Corresponding Author: *Arun Chandra Mudhol PhD - Department of Management Sciences, Maharaja Institute of Technology Mysore, India.*

Supporting Sustainability

Students always prefer for a campus life. But however, the views of the students are slowly changing nowadays because of the post pandemic situation prevalent everywhere and they also prefer to make use of the available technology and remotely attend the academic sessions. As we look at the future, it is important that the Institutes look into the sustainable benefits that come with a hybrid-work force scenario like reduction in travel time and on-campus activity.

Paralleling the Workplace

It is important for us to give as much of importance to improve the education system as much as we are trying to improve the workplace. We are at a situation where we are not too sure of what the future holds for us in the field of academics, but however, we as academicians should ensure that we prepare our student fraternity for a corporate work life. Post pandemic, it seems likely this will be a hybrid working environment. If we start making advances in improving the situation of the workplace for the hybrid generation at the higher education level itself, later we can always extend the learning to the entire education sector including the primary and higher schools. A hybrid workforce would be the 'next normal' workforce everywhere in a few years. Every sector has seen the changes post pandemic. However, it is the higher education which has probably seen the biggest overhauls in its history. The new way of learning has been a very disjointed group of individuals consisting of educators and students trying their best to acclimatize themselves to the new way of remote learning. The responsibilities of the institutes have been to balance on the cost savings and efficiencies by trying to attract the students as well as retain the students in their Institutes which have proved to be the biggest challenge. The sudden move to learn remotely has put a huge pressure on the staff maintaining the IT infrastructure to ensure that the students and staff have the correct access, security and tools to operate effectively.

Survey Results

Let us look at some of the Interesting facts of an International survey conducted which sheds some light on the steps that the Universities/Institutes have made to tackle some of the challenges that they would face post pandemic:

Important Results

71 % of students said they were able to easily take exams and submit coursework online.
92% of students were able to easily access necessary information, apps, learning materials and data remotely.
25% polled believe their course offers them value for money. 73% of students believed that their Institute is concerned with their student wellbeing.
71% said they were able to easily take exams online and submit their coursework online.

Student support and experience are very much important for any institute to gain the confidence of their students. Hence, with a hybrid workforce, hybrid student force, it is a big challenge for the Institutes to sustain itself under such compelling situations. Only those with a robust digital setup and the necessary tools have been able to satisfy their students and sustain themselves. The International Research conducted has found four prevalent themes throughout this period which are of extreme importance.

Corresponding Author: *Arun Chandra Mudhol PhD - Department of Management Sciences, Maharaja Institute of Technology Mysore, India.*

Remote access and Continuity
Simplicity
IT security and
CSR: Sustainability and wellbeing

Remote Access and Continuity

Key takeaways from the Survey:
Almost 60% of the academicians polled state that student experience is more important now than it was a few years back.
79% of students were concerned that remote learning would not have a positive impact on their studies.
8 out of 10 students are worried that remote learning would affect their grades in Higher education.
60 % of the staff prefers a campus experience post Covid for the students.
38% of student prefers a blended learning approach.
55% of students were worried about the further spread of the virus in the campus.
47% of students said they would prefer going to campus to attend their classes.

Simplicity

Key takeaways from the Survey:
Even now in many Institutes around the world, 52% of teaching is conducted remotely.
52% of students think the communication by the means of collaborative tools could be improved.
Students also felt that training and support for the tutors themselves should be a priority for the Institutes.
37% students believe their class experience would be improved by ups killing their professors on technology.
66% of students cite distraction from the home environment while taking classes as one of their biggest issues.

IT Security

Key takeaways from the Survey:
89% of staff surveyed is comfortable with their IT security provisions.
Students and staff with remote access to all the learning tools and material are vulnerable to fishing attacks themselves and sensitive information in their systems might get siphoned off.
The best approach for Institutes is to adopt a zero trust policy with IT security.
Only 4% of the Higher Education in states said they conducted compulsory security awareness training for all the students.
89% of staff a comfortable with the IT provisions.
69% of malware encounters reported were from academic institutions.

CSR Sustainability and Wellbeing

Key takeaways from the Survey:
73% of students believed that their Institute is concerned with their wellbeing.
Only 46% provided digital wellness technologies to their students
Sustainability needs to be introduced in every facet of decision making, including

Corresponding Author: *Arun Chandra Mudhol PhD - Department of Management Sciences, Maharaja Institute of Technology Mysore, India.*

technology.

45% of students assess sustainability ranking of the Institute when choosing.

66% of students feel the Covid restrictions at their University/Institute have impacted their mental health.

48% of Universities have decided to host their data in the cloud post pandemic.

2. CONCLUSION

Students have been more positive post pandemic regarding their worries that remote learning might affect their learning. There is clearly a room for improvement in terms of tutor training, flexibility of using digital learning tools, communication and collaboration. After all, the campus-life has a value to the students beyond learning experience. It also helps them in building their relationship with fellow classmates and improving their social life. If all the learning experience is replace with a remote learning, then the overall experience for the students has to improve to compensate for the impact that it might cause on them. It has been the experience of many of the institutes that many parents are objective to paying the full price for a sub optimal experience and Institutes are finding it difficult to collect the proposed fee structure on a regular basis. Hence, it should be a fine blended approach of learning both for the hybrid workforce as well as the student community to outweigh the challenges posed by the pandemic.

References

https://russellgroup.ac.uk/news/supporting-student-mental-health-during-covid-19

https://www.bbc.co.uk/news/education-54182398#:~:text=Newcastle%20University%20and%20Northumbria%20have,Lancashire%20faced%20attacks%20last%20month

https://www.citrix.com/content/dam/citrix/en_us/documents/ebook/the-future-of-higher-education-wksp-ebook-en.pdf

https://www.itgovernance.co.uk/blog/54-of-universities-reported-a-data-breach-in-the-past-year#:~:text=A%20survey%20has%20found%20that,in%20the%20past%2012%20months.&text=Earlier%20this%20year%2C%20there%20were,trying%20to%20steal%20coronavirus%20research

https://www.ncsc.gov.uk/news/alert-targeted-ransomware-attacks-on-uk-education-sector

https://www.theguardian.com/education/2020/nov/18/students-feel-vulnerable-how-covid-19-has-put-a-strain-on-mental-health

Jajere, Z. M. (2009). Family Planning and Abortion in the Face of the Shari'ah. Unimaid Journal of Women Studies, 2, 85.

Jajere, Z. M. (2026). FAITH-BASED RESOURCES AND DURABLE SOLUTIONS: ISLAMIC SOCIAL FINANCE AND THE PROTECTION OF INTERNALLY DISPLACED WOMEN AND CHILDREN IN BORNO STATE, NIGERIA. Multi-Disciplinary Research and Development Journals Int'l, 8(2), 1-36.

Jajere, Z. M. (2026). Gender Inequality in Maiduguri: An Islamic Perspective. Spanish Journal of Innovation and Integrity, 51, 23-29.

Jajere, Z. M., & Abdullahi, A. S. (2025). Muslim Women in Environmental Stewardship: Afforestation Initiatives and Socioeconomic Impact in Muslim-Majority Regions Sahel Region of Africa. African Journal of Earth and Environmental Science, 7(1).

Corresponding Author: *Arun Chandra Mudhol PhD - Department of Management Sciences, Maharaja Institute of Technology Mysore, India.*

Jajere, Z. M., & ISHAQ, R. N. (2024). ISLAMIC VIEW ON ORPHANS, WIDOWS AND LESS PRIVILEGE IN ECONOMIC HARDSHIP. EKERE JOURNAL OF RELIGION (EJR), 2(1), 71-86.

Jajere, Z. M., & ISHAQ, R. N. ISLAMIC VIEW ON ORPHANS, WIDOWS AND LESS PRIVILEGE IN ECONOMIC HARDSHIP. EKERE JOURNAL OF RELIGION (EJR), 85.