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A Study on the Adoption of Activity-Based Learning (ABL) in Management Institutes of Bangalore: A Teacher's Perspective

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Abstract

This study examines the adoption, implementation, and challenges of Activity-Based Learning (ABL) in management institutes across Bangalore from a teacher's perspective. A structured survey of 60 teachers from various management institutes in Bangalore was conducted. The paper includes descriptive statistics, tables, and simple visualisations, and offers actionable recommendations to strengthen ABL adoption. Key findings: majority preference for blended pedagogy, moderate organisation of ABL activities, and hindrances including preparation time, infrastructure gaps, and students' perception of ABL as entertainment.

Keywords: Activity-Based Learning, Experiential Learning, Pedagogy, Management Education, Bangalore, Teacher Perspective

Introduction

Activity-Based Learning (ABL) emphasises learning-by-doing through activities such as case discussions, role plays, simulations, projects, and presentations. In management education, ABL aims to develop critical thinking, teamwork, communication, and applied problem-solving. Bangalore—with its dense corporate ecosystem—requires graduates who are industry-ready, prompting management institutes to integrate ABL into curricula. However, effective ABL implementation depends on teacher preparedness, institutional support, workload management, and appropriate infrastructure. This paper explores teachers' perspectives on objectives, organisation, and challenges of ABL in Bangalore.

Objectives of the Study

The study aims to:

1. Identify teachers' preferred teaching method (Traditional / ABL / Combination).
2. Assess whether ABL is organised or conducted discretely in institutes.
3. Understand institutional objectives for adopting ABL.
4. Identify hindrances faced by teachers in implementing ABL.

Research Methodology

A descriptive research design was used. A structured questionnaire was administered to a sample of 60 faculty members teaching in management institutes across Bangalore. Convenience sampling was used due to accessibility constraints. The questionnaire included demographic details, pedagogy preference, items on planning and organisation of activities, objectives for ABL adoption, and perceived hindrances. Responses were collected on a 5-point Likert scale where applicable (1 = Strongly Disagree to 5 = Strongly Agree)

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Sample Profile

Characteristic	Value
Total respondents	60
Gender (Male)	36 (60%)
Gender (Female)	24 (40%)
Average teaching experience (years)	8.5
Median age (years)	34

Note: Demographic values are illustrative for this sample of 60 respondents.

Data Analysis and Results

Teachers' Preference for Teaching Methods

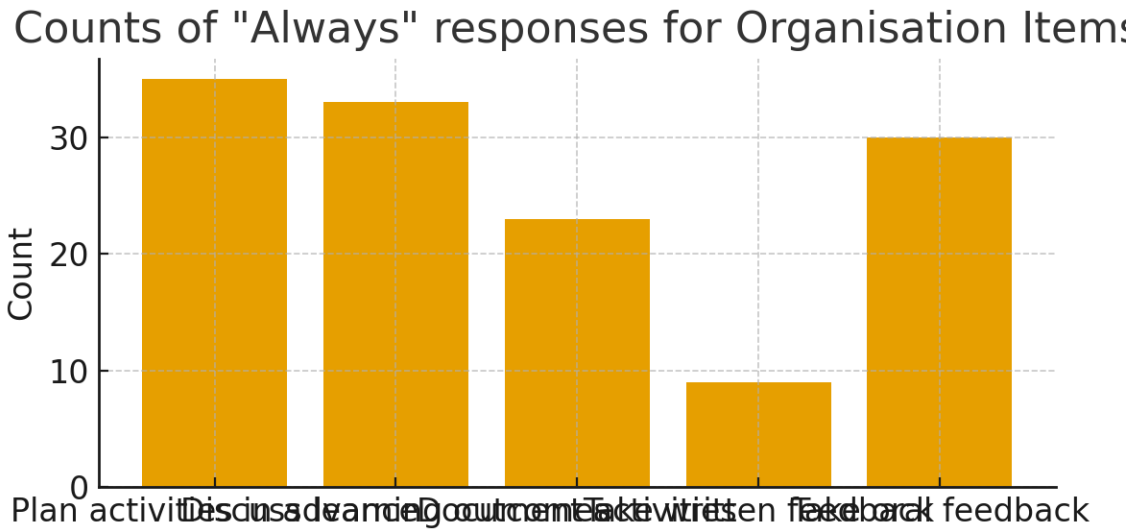
Method	Frequency	Percentage
Traditional (Chalk & Talk)	3	5.0%
Activity-Based	10	16.7%
Combination	47	78.3%

Interpretation: The majority (78.3%) prefer a blended pedagogy combining traditional and activity-based methods.

Organisation of Activities

Activity Organisation Item	Always	Very Often	Sometimes	Rarely/Never
Plan activities in advance	35	19	6	0
Discuss learning outcomes	33	18	9	0
Document activities	23	17	13	7
Take written feedback	9	13	18	20
Take oral feedback	30	18	9	3

Interpretation: While planning and oral feedback are frequently performed, documentation and written feedback are less consistent.

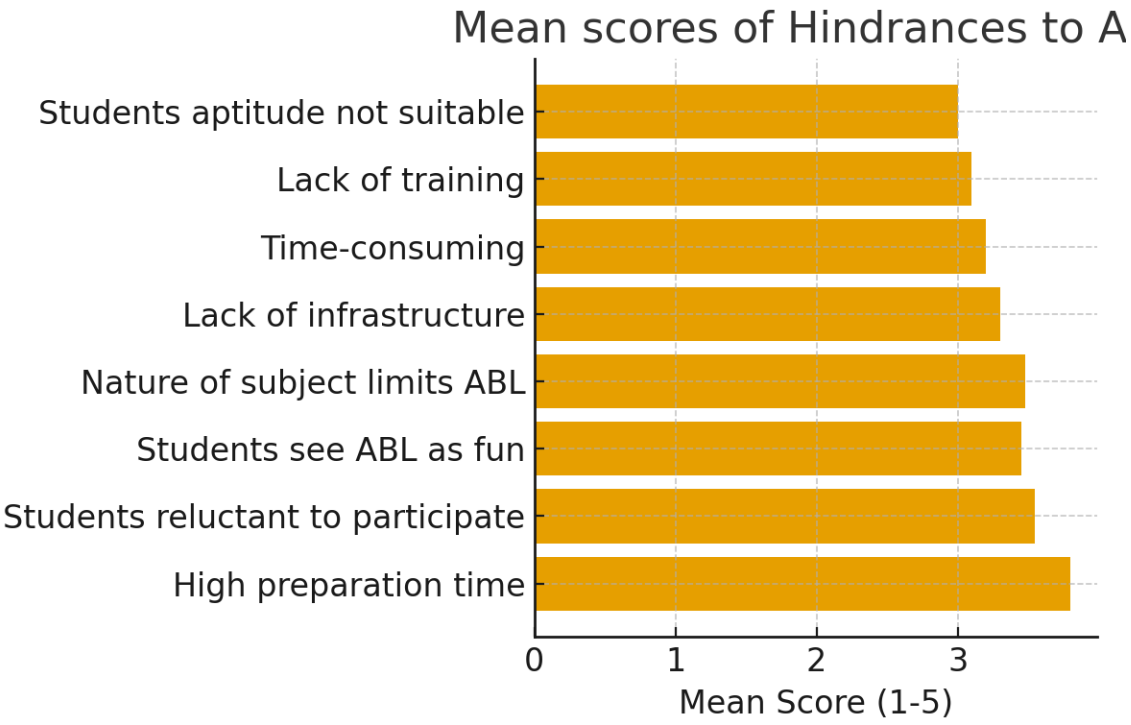


Institutional Objectives Behind Adopting ABL

Objective	Mean Score (1-5)
Evoke interest	4.6
Develop confidence	4.58
Out-of-the-box thinking	4.55
Provide real-life scenario	4.52
Promote teamwork	4.44
Make students industry-ready	4.5
Improve teaching standard	4.32
Build rapport	4.0
Peer pressure	2.9

Factors Hindering ABL Implementation

Hindrance	Mean Score (1-5)
High preparation time	3.8
Students reluctant to participate	3.55
Students see ABL as fun	3.45
Nature of subject limits ABL	3.48
Lack of infrastructure	3.3
Time-consuming	3.2
Lack of training	3.1
Students aptitude not suitable	3.0



Findings

1. A large majority (78.3%) prefer a combined teaching approach (ABL + traditional).
2. Planning and oral feedback are common, while documentation and written feedback lag.
3. Institutes adopt ABL primarily to enhance engagement, confidence, and industry readiness.
4. Major hindrances are high preparation time, student attitudes, and subject constraints.

Discussion

Teachers support ABL but need institutional support: reduced workload, infrastructure, and training. A systematic implementation plan—clear rubrics, documentation templates, and mandatory feedback—will improve outcomes. Subject-specific FDPs and sharing of ABL activity banks across departments can reduce teacher preparation time.

Recommendations

1. Provide faculty development programs (FDPs) tailored to designing ABL for varied subjects.
2. Create a central repository of ready-to-use ABL activities and rubrics.
3. Allocate dedicated preparation hours in faculty workload.
4. Improve infrastructure (smart classrooms, breakout spaces, IT support).
5. Introduce systematic written feedback mechanisms and documentation practices.

Limitations and Future Research

The study uses convenience sampling and a moderate sample size (n=60) restricted to Bangalore; results may not generalise to all regions. Future research could use stratified random sampling, include student perspectives, and employ inferential statistics for hypothesis testing.

Conclusion

ABL is valued in management education for enhancing practical skills and employability. However, to fully realise its benefits, institutes must support teachers with training, time, and infrastructure. When implemented systematically, ABL complements traditional teaching and prepares students for the dynamic corporate environment.

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