



# **INTERNATIONAL EXPERIENCE PROGRAM (2025)**

**Report on**

## **Academic and Cultural Experience at INTI International University, Malaysia**

**By - Karansinh P. Rathod**

**Enrollment No. - 220170106020**

**Branch - B.E Civil, Semester 7**

**Institute Name - Gujarat Technological University (GTU)**

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## ACKNOWLEDGEMENT

I would like to express my sincere gratitude to **Gujarat Technological University (GTU)** for providing me with the opportunity to participate in the **International Experience Program (IEP) 2025** at **INTI International University, Malaysia**.

This enriching academic and cultural exchange has greatly broadened my perspective, both professionally and personally. I am especially thankful to **INTI International University** for their warm hospitality, excellent academic sessions, and the opportunity to interact with students and faculty from diverse backgrounds.

A special note of appreciation goes to my mentors, guides, and fellow participants who made this journey memorable through their support, encouragement, and collaboration.

Finally, I am thankful to my **family and friends** for their unwavering support and motivation throughout this international learning experience.

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# INTRODUCTION

The **International Experience Program (IEP)** is one of the largest student mobility programs offered by **Gujarat Technological University (GTU)**. The primary aim of the IEP is to expose students to **global teaching methodologies**, interdisciplinary education, and practical applications of engineering and business principles in an international context.

INTI International University, located in **Nilai, Negeri Sembilan, Malaysia**, served as the host institution and offered an excellent academic environment equipped with modern infrastructure, experienced faculty, and an inclusive learning atmosphere. Held from **6 July to 2 August 2025**, the program brought together 22 selected students from various engineering and business disciplines along with a faculty coordinator, to participate in a well-structured and enriching international study experience.

Throughout the four-week program, participants attended lectures, workshops, and seminars in diverse subjects such as **Project Management for Civil Engineering, Engineering Economics, Marketing Principles, and Human Resource Management**. These sessions were conducted by highly qualified Malaysian professors who emphasized interactive and application-based learning. In addition to academic engagement, the program incorporated **multiple cultural and industrial visits** to historical sites, government-planned cities, and commercial hubs including **Malacca, Putrajaya, KLCC, Genting Highlands, and Batu Caves**, offering students valuable insights into Malaysia's heritage, urban planning, and sustainable infrastructure.

This report documents the weekly experiences, academic takeaways, cultural observations, challenges encountered, and overall learning outcomes derived from the IEP 2025 program. It serves as a comprehensive reflection on the journey undertaken and the growth achieved during this international academic expedition.

## **OBJECTIVES OF THE PROGRAM**

1. Academic Enrichment
2. Cross-Cultural Exposure
3. Practical and Interdisciplinary Learning
4. Development of Global Competency
5. Exploration of Sustainable Urban Infrastructure
6. Personal and Professional Growth

## **WEEK-BY-WEEK EXPERIENCE**

### **Week 1:**

Arrival and Orientation (6 July – 12 July 2025)

The first week marked the official start of the International Experience Program. The GTU group was warmly welcomed upon arrival at Kuala Lumpur International Airport (KLIA) and escorted to the INTI campus for hostel check-in.

#### **Key Activities:**

Welcoming Ceremony and Campus Tour: We explored the campus facilities, lecture halls, and amenities.

Lectures began in subjects like:

EGR2212: Engineering Perspective

CVE5303: Project Management for Civil Engineering

#### **First Industrial Visit:**

A short visit to AEON Mall provided a cultural and social introduction to local urban infrastructure.

We attended our first engineering and business management sessions with Malaysian faculty and began adapting to new classroom formats.

#### **Takeaways:**

Understood INTI's academic environment and expectations.

Gained first exposure to cross-disciplinary subjects.

Began adjusting to cultural and culinary differences.

## **Week 2:**

Academic Deep Dive and Cultural Exposure (13 July – 19 July 2025)

This week focused on intensive academic sessions, supported by Malaysia's diverse urban explorations.

### **Key Activities:**

Lectures and Workshops Continued: Greater depth in CVE5303 and EGR2212 allowed us to apply civil engineering knowledge in discussions.

### **City Visits:**

Malacca Trip: A historical tour of this UNESCO heritage city gave us insight into Malaysia's colonial past and urban conservation efforts.

Putrajaya & KLCC Tour: We explored the administrative capital of Malaysia, observing sustainable urban development and smart city infrastructure.

### **Expanded Sessions:**

Marketing and Human Resource Management concepts were integrated into civil applications through case studies and discussions.

### **Takeaways:**

Learned how Malaysian cities integrate modern and traditional planning models.

Saw real-world applications of planning and project management.

Built stronger team dynamics with fellow students through shared travel experiences.

### **Week 3:**

Interdisciplinary Learning and Local Engagement (20 July – 26 July 2025)

This week combined technical learning with rich cultural immersion.

#### **Key Activities:**

##### **Cultural Workshops:**

Malay Language Class: Introduction to basic Malay terms and phrases.

Traditional Music and Games: Practical sessions on Malaysian heritage and leisure.

Mass Communication Workshop: Covered media impact, public speaking, and cross-cultural communication skills.

Computer Workshop: Introduced basic digital tools for engineering documentation.

##### **Field Trips:**

Port Dickson: A beachside area visit focused on coastal infrastructure.

Genting Highlands: Offered a look into high-altitude development and tourism planning.

##### **Takeaways:**

Understood the significance of cultural preservation in modern urban settings.

Enhanced technical and communication skills through interdisciplinary teaching.

Developed better appreciation for integrating soft skills in technical careers.



## **Week 4:**

Application, Projects and Conclusion (27 July – 2 August 2025)

The final week was dedicated to applying what we had learned and concluding the experience with reflection and celebration.

### **Cultural Site Visits:**

Batu Caves + Central Market + Petaling Street: Explored spirituality, local crafts, and commercial spaces in the capital.

### **Key Activities:**

#### **Bridge Model Testing:**

Conducted under the guidance of Ir. Raja Anna and Mr. Nazrul.

Applied concepts from structural design and project management.

#### **Fitness & Physiotherapy Workshops:**

Encouraged awareness about student wellness and ergonomics.

#### **Business Workshop by Dr. Mohd Shahbani:**

Addressed entrepreneurial thinking and feasibility planning.

#### **Final Lectures & Closing Ceremony:**

Last sessions in engineering and project management.

Certificate distribution and student feedback were part of the concluding event.

### **Takeaways:**

Applied theoretical concepts through hands-on testing.

Developed interdisciplinary understanding bridging business and engineering.

Reflected on a month of diverse academic, cultural, and personal growth.

# ACADEMIC LEARNING OUTCOMES

## 1. Academic and Technical Competence

Through engaging lectures in subjects such as **Project Management for Civil Engineering (CVE5303)** and **Engineering Economics (EGR4201)**, students gained a clearer understanding of:

- The principles of **construction planning, execution, and monitoring**.
- **Interdisciplinary approaches** to solving engineering problems.
- Modern **tools and techniques** used in global project management environments.
- Integration of **sustainability and efficiency** into engineering decision-making.

Interactive teaching methods, case study discussions, and exposure to Malaysian infrastructure examples helped solidify theoretical concepts in a practical context.

## 2. Enhanced Communication and Presentation Skills

Workshops such as the **Mass Communication Workshop** and regular classroom interactions improved students' abilities to:

- Communicate ideas clearly and confidently in a multicultural setting.
- Present project findings and engage in academic discourse.
- Collaborate with peers from different backgrounds, enhancing teamwork dynamics.

These skills are essential for future professionals expected to operate in diverse work environments and global industries.

### 3. Intercultural Understanding and Global Awareness

Students developed a deeper understanding of Malaysian society, values, and traditions through:

- Language learning (Malay class),
- Cultural workshops (traditional music and games), and
- Local excursions to sites like **Malacca, Batu Caves, and Central Market.**

This promoted greater **empathy, respect for diversity**, and an appreciation for global interconnectedness — important attributes in today's internationalized workforce.

### 4. Practical Problem-Solving Abilities

Hands-on sessions like the **Bridge Model Testing Workshop** encouraged students to apply classroom knowledge in a team setting. This included:

- Material selection,
- Load distribution,
- Structural testing, and
- Team coordination under time constraints.

Such practical engagement nurtured **critical thinking, engineering judgement, and innovation.**

## 5. Broadened Career Perspective

Interacting with INTI faculty and observing Malaysia's infrastructure and urban management exposed students to **international academic standards and career opportunities**. Exposure to different civil engineering practices helped them visualize new pathways such as:

- Postgraduate study abroad,
- Careers in international project management, and
- Cross-disciplinary roles in sustainability, urban design, or policy.

## 6. Personal Growth and Independence

Living in a new country for a month enhanced students' **self-confidence, adaptability, and responsibility**. Managing daily routines, academic tasks, group work, and travel contributed to a deeper sense of:

- Time management and discipline,
- Self-awareness and reflection,
- Emotional resilience and openness to new experiences.

## KEY HIGHLIGHTS

The stay at INTI International University was a vibrant blend of academic excellence, cultural exploration, and personal growth. Several experiences during the four-week program stood out for their educational value, emotional impact, and memorable nature. It's difficult to include all the great experiences but here are some of the most notable highlights that define the uniqueness and richness of the program.

### 1. Iconic Visit to KLCC and the Petronas Twin Towers

One of the most unforgettable experiences was the visit to **Kuala Lumpur City Centre (KLCC)**, which included a stop at the world-famous **Petronas Twin Towers**—a symbol of Malaysia's architectural brilliance and urban growth. Standing at 452 meters, the towers offered a stunning view of Kuala Lumpur's skyline from the observation deck. This visit was not just a sightseeing opportunity, but a real-life example of how engineering, sustainability, and aesthetics can converge in modern infrastructure.

### 2. Coastal Adventure and Water Sports at Port Dickson

The **Port Dickson trip** was another major highlight where students enjoyed water sports, beach games, and coastal sightseeing. Activities like **banana boat rides, jetski rides and swimming** not only provided relaxation and fun but also reinforced the importance of team spirit, recreation, and the environmental importance of coastal management.

### 3. Balance Between Academic and Extracurricular Activities

One of the most appreciated aspects of the IEP was the **perfect equilibrium maintained between academic rigor and extracurricular engagement**. Mornings were typically dedicated to intensive lectures and workshops, while afternoons and weekends offered chances to explore Malaysia, participate in cultural programs, or relax. This balanced approach:

- Prevented burnout,
- Promoted creativity and cultural curiosity, and
- Encouraged active participation in every session, be it technical or recreational.

Sessions like **fitness classes, physiotherapy workshops, and traditional music lessons** showed that **INTI emphasizes holistic education** over textbook-centric learning.

## CHALLENGES FACED

While the program was immensely rewarding and fulfilling, it did come with its share of initial challenges, particularly for students stepping outside their home country for the first time. However, each of these challenges contributed significantly to personal growth, adaptability, and resilience, making the overall experience even more meaningful.

The first few days in Malaysia felt quite different from the familiar routine back in India. New surroundings, unfamiliar food, language differences, and changes in climate and daily structure initially created a sense of disorientation. Getting used to the campus layout, daily schedule, and interacting with local faculty and students required a bit of adjustment.

However, thanks to the **warm hospitality of INTI staff and coordinators**, along with support from fellow GTU participants, the transition became smoother by the end of the first week. What initially felt foreign started to become **comfortable and exciting**, and by the end of the program, the INTI campus had begun to feel like a second home—a place full of familiarity, friendships, and fond memories.

For many vegetarian students, adapting to local cuisine was one of the more practical challenges. While the cafeteria at INTI made commendable efforts to provide vegetarian options, local food joints and excursions often had limited vegetarian dishes available. Some participants found it difficult to find suitable meals outside the university premises.

Personally, I did not find this to be a major issue, as I was **open to trying new dishes and exploring unfamiliar cuisines**. This willingness to step out of my comfort zone allowed me to enjoy Malaysian culinary culture to a greater extent, and even appreciate the variety of flavors and cooking styles that were new to me.

The daily itinerary was quite full, combining academic lectures, workshops, travel, and cultural activities. Managing energy levels, ensuring punctuality, and staying mentally engaged throughout long days required effective time management and self-discipline. Initially, it was a bit overwhelming to shift from lecture halls to cultural trips and then back to hostel life, but over time, I learned to **prioritize rest, prepare in advance, and stay organized**, which helped me maintain enthusiasm and focus throughout the program.

Participating in classroom discussions with international faculty and understanding accents, terminology, and case studies from a non-Indian context was slightly challenging at first. However, this unfamiliarity encouraged me to **listen more attentively, take better notes**, and engage more actively in class—habits that will benefit me in any academic or professional setting in the future.

## CONCLUSION

The **International Experience Program (IEP) 2025** at **INTI International University, Malaysia**, was far more than an academic exchange — it was a life-changing journey that combined structured learning with personal transformation. Over the span of four weeks, I was exposed to diverse academic disciplines, real-world engineering practices, cultural richness, and international perspectives that significantly broadened my understanding as a civil engineering student.

What began as a step into the unknown quickly transformed into a journey of self-discovery, collaboration, and global learning. From exploring towering urban marvels like the **Petronas Twin Towers** to engaging in hands-on workshops, every experience contributed to my academic and personal growth. The seamless integration of **academics and extracurricular activities**, along with INTI's emphasis on **self-learning over rote examination**, truly nurtured independent thinking and adaptability.

While there were initial cultural and lifestyle adjustments, these challenges gradually became opportunities for learning and self-improvement. By the end of the program, INTI had begun to feel like home — a place of comfort, learning, and unforgettable memories.

This experience has not only enriched my academic foundation but also inspired me to think globally, communicate more effectively, and remain open to new ideas and cultures. I return from this program more confident, aware, and motivated to pursue excellence in both my professional career and personal life.

## ATTACHMENTS





