



CHARLES TELFAIR
I N S T I T U T E

"I am not a teacher, but an awakener."

Robert Frost (1874 – 1963)



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CTI Chronicles

Going beyond teaching

As the semester closes and our main partner, Curtin University, releases our students' outstanding academic results, *Chronicles* approached a couple of staff in search of the founding principles and beliefs that drive the Institute.



CTI's "success statistics" are well-known and have often been depicted in these columns. Suffice to say that they range from steady profits year after year, to high students' ratings,

motivated and capable staff, satisfied clients, and impressed visitors. What is not so well known are the reasons behind this success. During the month of October, a few senior staff members got

together to explore these – and came up with the following mix of values, perceptions, beliefs and behaviours which we believe could be of interest to our readers.

Not only a business

First and foremost, it is clear that those who've run CTI since its inception in 1999 have always held the view that this institution is simply not, and should not be, a money-making business. Yes, profits are important as CTI is after all a private, non-subsidized institution – but they are not, and should not be, the beginning and end of everything. Instead, as will be emphasized below, we believe strongly that if we succeed in offering quality, first and foremost, the rest will follow, profits included.

A value-driven organization

This second point is often emphasized in the corridors of our Institute. From Day One CTI had a strong set of values, ranging from *Customer Obsession to Professionalism, Entrepreneurship/Innovation, Teamwork, Self-development*. And yet, strangely enough,

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you won't find these values displayed on the walls of our corridors or in our student brochures. No – you will find instead that we ensure that they remain alive and well in every mind and heart of our staff members and students, and we do so by seldom missing an opportunity to share our values with whosoever wishes to listen.

Two powerful strategies

To support these values, two powerful strategies constantly interact with each other providing the 'sparks' that one witnesses from time to time at CTI. The first, as mentioned above is our devotion to Quality in all we do – whether it's with regard to our academic delivery, or the functioning of our equipment, or the delivery of the curriculum. The second is our emphasis on Innovation, or our ability to examine our current products, policies, procedures and practices and see how they can be constantly improved.

Not students but partners

A mindset against which most new staff struggle against when first joining CTI is that, contrary to what takes place in most academic institutions in this country, the students who attend our Institute are not pupils or customers; they are our partners. They are partners who we care about; they are partners whose learning and development during their time at CTI is at the forefront of our mind and driving our strategy. It is the students' experience and their prospects for employment that is the lynchpin around which all our activity is focused. This is a very far paradigm from the traditional autocratic or paternalistic attitude so prevalent elsewhere.

Not a job but a passion

Many amongst those who work and perform successfully at CTI share a different attitude towards their job. From Heads of Faculty to Cleaning Attendants, they share a passion for what they do, one which is evident in the way they perform their various tasks and shoulder their responsibilities. Very seldom do we witness the laid-back, laissez-faire attitude so prevalent amongst those who labour under the drudgery of endless routine and boredom.

Not certificates only but human development in total

Many are attracted and join CTI because it offers internationally-recognized qualifications – qualifications which many use as they seek new employment, apply for promotion, or decide to emigrate to Australia or Canada. Few realize that three years down the track, they will emerge from CTI both enriched and transformed. And they do so because university education dished out by first-world countries such as Australia, UK, or US is designed in such a way that its focus is not simply the Brains of the individual - but also his or her Heart and Body. The whole human being is involved and gets roped in.

Not a dead-end but a continuous process

Going beyond teaching is no more as clearly evidenced as when one realizes that completing a degree or a diploma is no longer the final step one used to take many years ago – but the very beginning. Through its academic partners, CTI is in a position to offer a splendid array of combinations that can lead to many different career paths as one embarks on what modern education has evolved into: a continuous process of development.

Not academic but job-related

And most importantly, going beyond teaching is tantamount to preparing future graduates to join the world of work – a task for which our Australian partners are particularly renowned. With their emphasis on the practical and applied

Going beyond teaching' is the theme chosen for our last issue of 2012 – a theme which reflects well CTI's obsession with providing value to its stakeholders through its incessant attempts at offering quality and innovation. This obsession manifests itself in all the facets of life at the Institute, from the provision of "the complex, rich and varied authentic learning experiences where academic knowledge, technical skills, critical thinking, collaborative learning and knowledge creation are high on the agenda" which our Director of Academic Affairs refers to on p.3 of this issue, to the concern we express when one of our PowerPoint projectors has a faulty bulb!

In keeping with this overall theme, we also highlight in this issue the increasing need for us to make our mark on the African continent and report on our efforts at establishing strong links with both industry and community.

The Editorial Team

nature of their courses, they enable their students worldwide to gain essential and practical skills. Similarly, with CTI's impressive stable of shareholders and successful partnerships with local industry, business and government, our alumni quickly discover that their studies have equipped them in more ways than one in coping with the requirements of a full-time career.

editorial team

Eric Charoux (*Editor*)
Raj Lutchmeah, Vikash Rowtho,
Kanya Santokhee
Rooben Narrainsawmy
(*Page layout*)

When we teach beyond the curriculum

It is often said that teaching or lecturing at CTI is a much harder task than experienced anywhere else here in Mauritius. We have certain exigencies that are unique and demanding – and are designed to take us beyond the ordinary teaching and lecturing. *Chronicles* met with Odylle Charoux, Director of Academic Affairs at CTI, and explored the tenet of this perception in some detail.

Q: Mrs Charoux, is it true that lecturing at CTI is more strenuous than anywhere else in this country? Why?

I agree fully. At CTI, teaching is student-centered, outcome-based, and influenced by the modern curriculum or benchmarks of our international academic partners and by our own belief that students must leave us ready to fit in the 21st century global workplace. We see our mission as helping our students acquire the right attitudes, values and skills to grow into self-directed life-long learners, excellent communicators with critical thinking ability.

This means that at CTI, we expect our lecturers to do much more than the mere transmission of subject matter or knowledge. They must expose their students to complex, rich and varied authentic learning experiences where academic

knowledge, technical skills, critical thinking, collaborative learning and knowledge creation are equally high on the agenda.

“ We see our mission as helping our students acquire the right attitudes, values and skills to grow into self-directed life-long learners, excellent communicators with critical thinking ability. ”

They must encourage students to take responsibility for their own learning while creating dynamic partnerships with peers and industry professionals. They must thus network and develop experiential projects, presentations, and debates in partnership with industry as well as actively mentor students on work placement.

Q: If we take what you are saying at face value, it implies that the calibre of your lecturing staff must be different?

Absolutely. CTI depends greatly on the quality of its academic staff to achieve its mission. Whenever the

Australian (first-world) standards: namely a Masters degree, evidence of teaching know-how (knowledge of pedagogy), the ability to communicate fluently in English and the relevant work experience in the field of their specialisation.

- **Genuine interest and passion for education - teaching, learning and mentoring and a caring attitude.** To bring the students on board, fill the numerous gaps often left by inadequate schooling experiences and keep them engaged in the learning process, lecturers must have the ability to really connect with students and generate an atmosphere of intellectual excitement. The willingness and ability to care deeply about one's own students; to empathize with them and go beyond, where and when necessary, the simple call of duty is what we attempt to assess during our recruitment process

Selection Committee appoints new staff, it looks for certain key characteristics that are known to be critical for success here at CTI. These are:

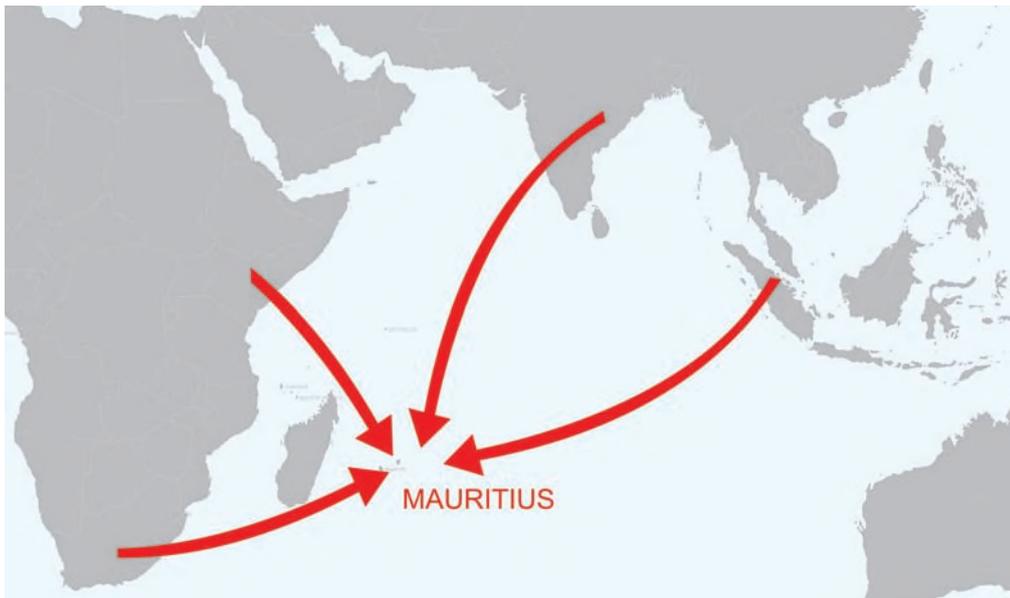
- **Sound academic and technical knowledge.** One needs to remember here that to be employed at CTI, candidates must first be approved by our academic partners. This means meeting



► Moderators from Curtin's faculty of Humanities hard at work assessing and moderating the work of our third-year Design students. From left to right: Pamela Gaunt, Jacque Shaw, Vikash Rowtho, Paul Carpenter and Thomas Yesudhasan

The internationalisation of tertiary education

CTI brings a breath of fresh air to the Mauritius Tertiary Education scene with its focus on employer engagement and making strategic connections, collegiality, collaboration and effective communication. Ever since its inception in 1999, together with its international academic partners, CTI took a leading role on this island by providing a rich learning environment for its students.



Newly-appointed Business Development Director at CTI, Prof Tony Eddison, who will be joining us in January, believes that Mauritius is not yet used to welcoming significant numbers of foreign students to its shores to study, but in many ways it is an ideal place to study - and people are quickly becoming aware of this fact.

"The international education scene will change dramatically in Mauritius over the next few years," argues Tony, "and we are seeing signs of this here already. With the fear that their international students numbers may soon tail off, a handful of first-world universities realizes that their future lies in the pursuit of new marketing opportunities elsewhere and are therefore increasingly setting up overseas branch campuses or antennas all over the world."

The costs involved can be significant for any overseas institution attempting to set up from scratch and there has been a series of high profile closures in recent years. In addition, even if it is true that from a delivery point of view, overseas courses can be just

as academically rigorous than at home, it is also true the student experience can never be the same as the home countries.

"CTI is aware of these difficulties," emphasizes Professor Eric Charoux, Executive Director. "We do not and can never pretend to offer to our students the same experience as they would get if they were to go to Australia to study for their Curtin or TAFE qualifications. But we are proud of the quality and the uniqueness of the experience that we can offer them here at CTI with its caring and customer-focused mentality."

Confirms Professor Raj Lutchmeah: "More than ever before at CTI, we strive to bring the cutting edge of internationalisation of higher education to our students through what we teach and how we teach it. Our increasing numbers of international students and partners confirm that we are succeeding in enabling our graduates to emerge with the right attitudes, skills and confidence that our local and international employers are now demanding."

Une pierre trois coups!

Faire d'une pierre deux coups ! Voilà le pari que CTI School of Education avait tenu quand, en mai 2011, il ouvrait sa crèche avec comme but, la formation des puéricultrices et en même temps le service d'une garderie pour les 0 à 3 ans. CTI vient tout juste de réaliser un troisième exploit : l'ouverture cette fois ci de la phase 2, soit une maternelle pour les 3 à 5 ans prévue pour janvier 2013.

« La phase une, » explique Odylle Charoux, Academic Director de l'Institut, « s'était avérée nécessaire avec la dispense du *Certificate et Diploma in Children Services* de notre partenaire Australien TAFE. Il nous fallait un moyen d'enseigner le côté pratique du cours, choses telles que la psychologie infantile, l'hygiène, la nutrition, le sens de l'observation et l'aisance relationnelle. Depuis le lancement du *Certificate in Children Services*, une centaine de 'carers' ont ainsi été formés. »

Avec un personnel adéquat et une philosophie très centrée autour de l'enfant qui place beaucoup d'emphase sur la sécurité, le développement des 'social skills', la créativité, l'autonomie et le respect du rythme de chaque enfant, la réputation de la crèche en tant que centre d'excellence n'a cessé de croître et le nombre de clients, d'augmenter. La crèche compte aujourd'hui une trentaine d'enfants et il y a déjà une liste d'attente pour 2013. Comme l'a dit si bien Valérie Olla dans son reportage de Octobre 2012 dans le magazine *Essentielle*, « le centre de formation de Charles Telfair Institute est un modèle à suivre. »

Basé sur ce succès, la direction de CTI a pris la décision de lancer dès 2013, la phase 2 de son école maternelle pour les 3 à 5 ans. *Chronicles* apprend aussi qu'en 2013, on assistera au lancement du *Bachelor in Early Childcare Development*, qui sera un 'top-up' au *Diploma in Children's Services*.

Nadine Fanchette, *Crèche Supervisor*, d'ajouter : « Un service 'd'After School' et de club vacances sera aussi proposé à partir de l'année prochaine et permettra aux parents d'y laisser leurs enfants jusqu'à 18 heures. »



L'équipe du School of Early Education and Care

Dr. Karlo Jouan

New head of Finance and Accounting

On the very next day after he was confirmed into his role as Head of Faculty of Accounting and Finance following a short and successful apprenticeship of three months, a beaming Dr. Karlo Jouan met with *Chronicles* to discuss his perceptions of his new faculty and vision for its future.

Q: Karlo, when CTI approached you as potential Head of Faculty of Accounting and Finance, you didn't hesitate to accept the challenge. Why? After all your background is in Economics!

I readily accepted the challenge. I've never been one to limit myself to a daily routine, praying that my comfort zone doesn't get disturbed. To me it's far more stimulating and there's a far greater sense of achievement when one views life as a continuous challenge and gets things done with passion.

Another important reason is the fact that I believe this promotion will send a strong signal to my younger colleagues about possible opportunities for career development at CTI.

And thirdly, I believe that my knowledge and experience to date will enable me to serve the Faculty adequately and fulfill its objectives.

Q: What is your vision for your new faculty? What would you like to do with it?

The very first thing to do is to maintain the pursuit of quality education we have delivered so far by ensuring that the support we provide to our students through both our academic and non-academic staff help them grow, think differently and eventually, work effectively.



“I strongly believe that this is the route we need to travel in the future as learning whilst partnering with industry represents a winning formula for everybody.”

Only the acquisition of genuine employability skills will provide CTI alumni with a competitive edge on other candidates once they join the labour market.

Q: These sound like big words – how do you plan to make all this happens?

I'll give you a good example. Recently our faculty got our ACCA students involved in some real world projects examining and suggesting changes to some internal admin policies and procedures here at CTI (see p.6: *How we train our*

future accountants). They did a marvelous job and learned a tremendous amount from this real-life instance. I strongly believe that this is the route we need to travel in the future as learning whilst partnering with industry represents a winning formula for everybody.

Q: What are your faculty's major challenges?

I can think of three such challenges:

- **Increasing our portfolio.** We need to increase the number and variety of courses offered at all levels

starting from certificate courses to Master's degree, as well as bring new training programme for our corporate clients.

- **Grow and survive.** Emerging competition from private and public institutions demands that we maintain a solid presence on the market place and continue to grow.
- **Research and more research.** Another challenge is to get faculty staff embarking on research. In the long term, we are hoping to shift our current orientation from a teaching university to that of a research one.

How we train our future accountants

At CTI, we believe in doing things differently and more efficiently. Eager to ensure that our Accounting students receive a better exposure than the traditional brainwashing, rote learning so evident in academia, the faculty of Accounting and Finance recently opened a fully-equipped Business Centre for its Accounting students.



“Students embarking on our ACCA programme,” explains Dr. Jouan, Head of Faculty, “are provided with exposure to real business assignments with the view of solving actual business problems. In so doing, they not only consolidate their professional accounting knowledge and skills, but enhance their ‘soft skills’ such as report writing, presentation skills, teamwork, etc.”

Students’ most recent assignment consisted of examining some of CTI’s own business plans and financial results, extracting the appropriate data, and designing specific accounting records for some departments/units. Our students also made an assessment of some of the existing business units and produced recommendations about future directions. On completing their research these students had to present their results and recommendations to CTI’s management in the presence of their peers and tutors.



CTI Accounting Students’ examining some of CTI’s business plan and financial results, in our ACCA Business Centre

“It was most interesting,” commented Dr. Jouan, “to notice how the students’ ability to communicate and manage their time increased in parallel to their technical expertise. If this novel approach continues to produce the goods, I believe that we would be on our way to changing the face of Accountancy training and create in the process a new breed of accountants.”

CTI student distinguishes himself

A unique and exciting online simulated trading competition designed and run by the GHF Group takes place annually. It is aimed at university students and allows them to experience trading using real-time prices from leading international finance and commodities futures markets.

The second edition of this prestigious world-wide competition, named ‘Trade Mogul’, took place over three weeks during April of this year and involved 1600 competitors from four different countries, namely Israel, Hungary, Romania and 700 participants from Mauritius. The four derivatives traded were Gold, Oil, Sugar and S&P 500.

Following his remarkable achievement, Ricardo said: “I found this whole competition very exciting and challenging. I could apply all the knowledge gained from my finance courses and the competition itself opened my eyes to a potentially very exciting career as a Trader. I would strongly encourage other students to participate in future editions.”

Chronicles has learnt that subsequently, Ricardo was offered and accepted a position as a Trader at GFC Futures Ltd, a joint venture between the GHF Group and MCB Capital Markets.

It is worth recalling that the first edition of this competition was also won by another CTI student, Constantino Mliilo, who still studies at our Institute.



Ricardo Jean Francois receiving his award from the representative of GHF Group.



Constantino Mliilo

This edition’s outstanding winner was Ricardo Jean-Francois, then a CTI/Curtin BCom Accounting & Finance student. He was ranked 1st in Mauritius and 2nd internationally.



MCB delegates for one of our 2012 programmes



Certificate in Management Development

Charles Telfair Institute's Corporate Training Department has experienced in 2012 a record year. In addition to its regular 'general' leadership development programme open to the public, it also ran not fewer than four customized programmes for its shareholders and clients.

These four customized programmes were run for:

- Mauritius Commercial Bank's *Certificate in Management Development* (Group 1 and 2)
- Harel Mallac's *Going the Extra Mile*
- Blanche, Birger's *Leading Through Innovation*

The **Certificate in Management Development** has been introduced to develop the business, management and personal skills of delegates. The programme focuses on those skills which are recognised as important for personal development or as preparation required for an eventual move to a managerial position.

The specificity of this programme lies in its unique combination of on- and off-the-job teaching techniques, interspaced with

KNOWLEDGE

1. Introductory Management
2. Leading Projects
3. Essential Accounting & Finance
4. Essential Marketing
5. Essential Economics
6. Essential Human Resources & Performance management
7. Organisational Behaviour

SKILLS

8. Discovering and Mastering Yourself
9. Leading and Building High Performance Teams
10. Effective Business Communication
11. Effective Interpersonal Communication
12. Effective Customer Care

CERTIFICATE IN MANAGEMENT DEVELOPMENT

lectures, case study analysis, group and individual presentations, group work and assignments. Also of great interest is the Outward-bound module, one which is designed to ensure that delegates transfer their learning into a real-life situation.

Diploma in Management and Leadership

The Diploma in Management and Leadership is the next step after the Certificate in Management Development. It aims at providing delegates with a more in-depth appreciation of the management and leadership theories and practices introduced at the Certificate level.



Team-building pour Harel Mallac

CTI a clôturé le samedi 17 novembre, un *Management Development Programme* conçu spécifiquement pour Harel Mallac. Le programme était composé d'une série de 'soft skills' modules tels que *Discovering and Mastering yourself, Effective Customer Care, Effective Interpersonal Communication, Effective Business Communication, et Leading and Building High Performance Teams.*

L'occasion fut un *Team Building* d'une journée qui pris place sur la plage de Butte à L'Herbe à Grand Gaube, un cadre rêveur choisi par les participants eux-mêmes.

« Cette journée a été marquée par une série d'activités qui ont mis l'accent sur le développement de l'esprit d'équipe, » explique Kanya Santokhee de notre département de Marketing, « et a permis aux employés d'Harel Mallac de se reconcentrer sur le fonctionnement de leur groupe et en même temps, prendre du recul sur leurs différentes responsabilités et occupations individuelles. »



L'équipe d'Harel Mallac ainsi que les animateurs de CTI

Qu'en pensent nos collaborateurs?

“ We have partnered with CTI since 2008 for various leadership development programmes. They made our needs their concern and produced deliverables that were up to our expectations. ”

Eddy M. Jolicoeur,
Group Head of Human Resources - MCB Ltd

“ The need to restructure our Group and upgrade the leadership skills of our managers became most obvious to us some two years back. CTI's Leadership Development programme emerged as one of the answers we were looking for. Our two groups of delegates gained a strong understanding of the managerial skills required and, overall, the team spirit was strengthened. We will most probably enroll another dozen or so candidates in June 2013. Great stuff, strongly recommended! ”

Jacques Harel,
CEO, Blanche, Birger

“ The response we have experienced this past year despite the on-going recession is phenomenal and a clear indication that our clients perceive management development as one of their top priorities. ”

Eric Charoux,
Programme Director

“ The Certificate in Management & Development programme was very inspirational, informative and applicable to daily work. Critical thinking and practical case studies help me to think outside the box. I have now embarked on the Diploma in Management and Leadership to discover new grounds and it's been worth it all along. ”

Jean Francois Decotter,
Sales & Marketing Manager - IBL

“ De nombreux employés de diverses compagnies viennent à CTI pour se développer et s'améliorer... Tous différents, avec des objectifs bien distincts... Mais il se regroupent tous lorsqu'il s'agit du partage, de l'ambiance et de l'investissement personnel pendant les cours. ”

Claire Burckel
Course Leader

Bennon Soobiah, Coach: “We need to ensure that our training sessions are fun and that our students are enjoying themselves.”



Bennon Soobiah

In March of this year, CTI appointed well-known football coach Bennon Soobiah as one of its part-time coaches. *Chronicles* met with him.



Our very first football training session

Q. Tell us about yourself

I have been a Physical Education teacher for the past 22 years. I have spent eight years at the St Andrews College and the rest at College du Saint Esprit. I have studied for a degree in PE and Sports Science at the University of Mauritius and I am a basketball referee at the international level.

Q. What inspired you to start coaching sports?

I used to be a football player and that experience made me realise at an early age that I wanted a career in Sports. But when I subsequently followed a football coaching course with Sir Bobby Robson, I discovered that I had what it took to become a good coach.

Q. Tell us more about the CTI football Club?

When the club was first set up, about 50 new members joined in, some just for fun and others to improve their skills and make it to CTI’s first team. Training sessions were held twice a week on Tuesdays and Thursdays afternoon on the football pitch. As time passed by, some players stopped but those who stayed on worked even harder to be part of the team. In addition to the training sessions and friendlies, a Facebook page was set up and that helped to develop the team spirit.

Q. How do you motivate your players?

By setting the rules and expectations from the beginning and giving them regular feedback about the progress they are making. The most important is to ensure training sessions are fun and that they are enjoying themselves.

Q. What has been your favourite sporting moment at CTI?

There wasn’t one specific moment. I get a lot of satisfaction when, during a game, I can see that the players are putting into practice what they’ve learnt during their training sessions.

Q. What advice would you give to anyone who wants to take up sports?

You need to be committed, disciplined and ready to make sacrifices. Most importantly though, you need to enjoy what you are doing

Q. What’s next?

Continue the good job and improve the teams’ performance. We hope to win the Universiade next year.



Universiade 2012

The Universiade is a national sporting and cultural festival which occurs annually under the aegis of the TEC. A multi-sport event organised for athletes from all Tertiary Education Institutions in Mauritius, it incorporates educational and cultural aspects into ten days of sports competitions, allowing university student-athletes from all over the island to celebrate in a true spirit of friendship and sportsmanship.

Universiade 2012 was held from 22 October to 1 November and nine sports discipline were chosen for this year's event: Football, Volleyball, Basketball, Badminton, Table tennis, Athletics, Rugby 7, Cricket and Tug of War. Over 1000 students from 24 institutions participated in the various events over the two weeks. At the Opening ceremony, the Hon. Devanan Ritoo, Sports Minister, announced that as Universiade was becoming increasingly popular, the organising committee had decided to include more activities in the future and invite teams from other islands in the Indian Ocean.

As an institution which believes that sports should be part and parcel of the students' life, CTI had to ensure that we were represented in the various activities. Over the two weeks, our students showed a true spirit of sportsmanship and did their best in the different events they participated in:

- The Football team took the fourth place out of 21 teams
- Bemy Joson and Brandon Monneron reached the quarter finals of the Badminton and Table Tennis Singles tournaments
- The Volleyball team also took the fourth place

Overall then, a satisfactory performance for a first time and we look forward to next year's event.



Our volleyball team



Our football team after their victory against Middlesex University



Our first pensioner!

This will happen to all of us, at one stage or another. The curtain falls, the sun sets – and the time comes to say goodbye and move on to one's next chapter! Exactly what happened on 31 August when Lecturer Shubash Jepakul became the CTI's very first retiree.

Being a young institution, CTI is not in the habit of retiring staff and when the time came to say goodbye to Shubash Jepakul after 17 years of service to DCDM BS/CTI, it was an event few wanted to miss as we all gathered into our staff dining room. Recalling the comments made after one of the very first Performance Appraisals held at CTI involving Shubash himself, our Executive Director mentioned: "I remember questioning him about his long-term tenure and he replied, to my surprise, that he had every intention of remaining at the then Business School. 'I hope to retire here,' were his exact words, 'provided I feel appreciated.' Shubash must have felt appreciated," concluded Professor Charoux, "as he stayed on for another twelve years!"

Goodbye, Shubash and thank you. American cartoonist Doug Larson once quipped that if people concentrated on the really important things in life, there'd be a shortage of fishing poles. CTI can only wish that you will find your own rod and enjoy it.



Our Executive Director on the right with Shubash Jepakul right next to him

Our future students

On Halloween day in October, our premises had the unexpected visit of our Creche occupants and some of their carers – much to the surprise and delight of our Directors.



**The Editorial Team
and Staff of CTI
wishes you a happy
and prosperous 2013**

Goodbye and thanks!

Raj Lutchmeah leaves us at the end of this year to spend more time with his family in the UK. Six years ago, Raj joined us as Strategic Director and Head of Management faculty. Under his leadership, the faculty grew to become CTI's largest.

We thank both staff members for their service and dedication and wish them well in their future career.

Letter's Corner



The Editor
CTI Chronicles
Telfair, Moka

Dear Sir

We note with regret that this year again, CTI is not organizing any end-of-year party for its students. We understand that UOM and UTM are doing it. Is there any reason as to why we are being left behind?

A group of unhappy students

Chronicles understands from Management that it would have no objections whatsoever to student parties and other such events provided two major conditions are always met:

- (1) The students themselves must take the lead in organizing and running such events
- (2) All laws about no smoking/alcohol must be respected.