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| **LESSON PLAN** **Semester: Summer** **Year: 2020****Grade Level: L-5** |
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| **1. Course Details** Law of Banking & Securities LAW 209 |
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| 2.Day, Time and Class Room  |  |
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| 3. Course Code  |  **LAW 209** |
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| 4.Course Title |  Law of Banking & Securities  |
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| 5. Course Synopsis |  This module examines all relevant aspects of law concerning the structure, operation and function of banks and securities in Bangladesh. Banking Law is concerned with the regulatory and private law aspects of banks and banking including Commercial Banks and Investment Banks as well as Financial Conglomerates (or complex groups) made up of banking, securities and insurance firms. Banks are among the most important financial institutions within any economy, nationally and internationally. |
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| 6.Course Outcomes  |  1.Students will possess knowledge and understanding of substantive and procedural law; 2.Students will possess the ability to perform legal analysis and reasoning, legal research, problem solving, and written and oral communication in the legal context |
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| 7.Learning Approaches |  1. Lectures 2. Flip Classes3. Practice-oriented learning4. Small Group Teaching5. Practical works6. Role playing7. Special Projects |
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| 8.Instructor |  **Name:** Md.Riaduzzaman**Email No.**riaduzzaman@daffodilvarsity.edu.bd**Contact No.**01739697697**Biography:** LLB(Hons) University of London, LLB(Hons) University of Dhaka, LLM University of Dhaka. |

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| 9.Possible Assessments  | 1. On-going Assessment

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| **ASSESSMENT** | **MARK** |
| Assignment  | 5 |
| Presentation | 8  |
| Attendance | 7 |
| **TOTAL** |  **20** |

1. Test

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| **ASSESSMENT** | **MARK** |
|  Quiz:1 | 15  |
|  Quiz:2 |  15 |
| Mid Term Exam: | 25 |
| Quiz:3 | 15 |
| Final Exam. | 40 |
| **TOTAL** |  **80** |

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| 10.Estimated Number of Students | Minimum 35 **students** and Maximum 42 **students** in a class |

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| **11.Course Syllabus**  |
| **SESSION** | **DURATION** | **COURSE CONTENT** |
| Session 1 | 90 minutes | Background of Money laundering |
| Session 2 | 90 minutes | Definitions |
| Session 3 | 90 minutes | Offences of money laundering & Punishment |
| Session 4 | 90 minutes | Investigation & trial of an offencesBail provisions |
| Session 5 | 90 minutes | Freezing, Attachment, Confiscation & Return of property |
| Session 6 | 90 minutes | Establishment & functions of the commission |
| Session 7 | 90 minutes | Meaning of securitiesStock ExchangeBroker |
| Session 8 | 90 minutes | Introduction of Banking legal provisions in BangladeshBusiness of Bank Company |
| Session 9 | 90 minutes | Prohibition of certain activities |
| Session 10 | 90 minutes | Acquisition of the Bank |
| Session 11 | 90minutes | Winding up of Bank company |
| Session 12 | 90 minutes | Directors responsibility |
| Session 13 | 90 minutes | Miscellaneous provisions  |
| Session 14 | 90 minutes | Establishment of the court of Artha Rin Adalat |
| Session 15 | 90 minutes | Power & jurisdiction of the court |
| Session 16 | 90 minutes | Rules & procedure of the court |
| Session 17 | 90 minutes | Auction Sale |
| Session 18 | 90 minutes | Exparte decree |
| Session 19 | 90 minutes | Execution |
| Session 20 | 90 minutes | Appeal, Revision & |
| Session 21 | 90 minutes | Miscellaneous |
| Session22 | 90 minutes | Definitions & Licensing of Financial institutions. |
| Session 23 | 90 minutes | Offences & Punishment |
| Session 24 | 90 minutes | Revision class |

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| **12. Learning Context** |
| **A. The Learners****(i) *What prior experiences, knowledge and skills do the learners bring with them to this learning experience?***They should be communicative, attentive and participative.**(ii) *How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners?*(Must include where applicable accommodations and/or modifications for learners identified as exceptional.)**MY choice of teaching method depends on what fits educational philosophy, classroom demographic, subject area(s) and school mission statement. Teaching theories primarily fall into two categories or “approaches” — teacher-centred and student-cantered. |
| **B. Learning Environment:** participative learning environment |
| **C. Resources/Materials:** PowerPoint slides, handouts, Books. |
| **13. Teaching/Learning Strategies:** Lecture  Class discussion  Recitation oral questions by teacher answered orally by students  Discussion groups conducted by selected student chairpersons  Lecture-demonstration by teacher  Presentation by a panel of instructors or students  |
| **A.INTRODUCTION*****How will I engage the learners?*(e.g., motivational strategy, hook, activation of learners’ prior knowledge, activities, procedures, compelling problem)**When we think of student engagement in learning activities, it is often convenient to understand engagement with an activity as being represented by good behaviour (i.e. behavioural engagement), positive feelings (i.e. emotional engagement), and, above all, student thinking (i.e. cognitive engagement). **B.MIDDLE:** **Teaching: *How is the lesson developed?*** **How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).**Students may be behaviourally and emotionally invested in a given activity without actually exerting the necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. a. Lesson objectives b. Procedures for delivering instruction c. Methods of assessing your student d. Student groupings e. Materials needed to carry out the lesson plan **C. Consolidation and/or Recapitulation Process*: How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*** Presentations by student panels from the class: class invited to participate  Student reports by individuals  Student-group reports by committees from the class  Debate (informal) on current issues by students from class  Small groups such as task oriented, discussion, Socratic  Textbook assignments  Reading assignments in journals, monographs, etc |

**14. Application: What *will learners do to demonstrate their learning?***

Assignment, Presentation, Quiz Test

***15. Student Counselling Time:***

Sunday -

Monday

Tuesday

Wednesday

Thursday

***16. What do I need to do to become more effective as a teacher in supporting student learning?***

Today's schools face enormous challenges. In response to an increasingly complex society and a rapidly changing technology-based economy, schools are being asked to educate the most diverse student body in our history to higher academic standards than ever before. This task is one that cannot be "teacher-proofed" through management systems, testing mandates, or curriculum packages.

**17. CONCLUSION:**

Everything that you need to study for the course is provided, although if you have extra time and access to additional reading, this is certainly not discouraged. Short notes setting out the issue and the approach will enrich you and your fellow students’ experience of the course. Please feel free to raise queries with your tutor and with your fellow students, if there are things that are not clear to you. Do this as soon as you find a problem, because waiting will hold you up as you work through the course. We hope that you will find the course instructive, useful and occasionally challenging.

**Key Readings List:**

*Book Recommended*

Standard Book:  *Akib Ali & Zahid Imtiaz. Compendium of Banking Laws*

Reference Book: The Banking Companies Act,1991

 The Artha Rin Adalat, 2003

 The Financial Institutions Act, 1993

 Money Laundering Prevention Act, 2012

 Bangladesh Securities Commission Act, 1993

 Securities & Exchange Ordinance, 1969

**Name of the Faculty:** Md.Riaduzzaman

**Date:** 6.1.2020