

Accountancy

Financial Accounting

Part II

Textbook for Class XI



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NCERT

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FOREWORD

The National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee

responsible for this book. We wish to thank the Chairperson of the advisory group in Social Sciences Professor Hari Vasudevan and the Chief Advisor for this book, Professor R.K. Grover, (Retd.) Director, School of Management Studies (IGNOU), New Delhi for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to the systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
20 December 2005

Director
National Council of Educational
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CONTENTS OF ACCOUNTANCY – FINANCIAL ACCOUNTING PART I

CHAPTER 1	INTRODUCTION TO ACCOUNTING	1
CHAPTER 2	THEORY BASE OF ACCOUNTING	23
CHAPTER 3	RECORDING OF TRANSACTIONS - I	46
CHAPTER 4	RECORDING OF TRANSACTIONS - II	99
CHAPTER 5	BANK RECONCILIATION STATEMENT	160
CHAPTER 6	TRIAL BALANCE AND RECTIFICATION OF ERRORS	191
CHAPTER 7	DEPRECIATION, PROVISIONS AND RESERVES	237
CHAPTER 8	BILL OF EXCHANGE	289

CONTENTS

	FOREWORD	iii
Chapter 9	Financial Statements - I	319
9.1	Stakeholders and their Information Requirements	319
9.2	Distinction between Capital and Revenue	321
9.3	Financial Statements	323
9.4	Trading and Profit and Loss Account	325
9.5	Operating Profit (EBIT)	339
9.6	Balance Sheet	341
9.7	Opening Entry	350
Chapter 10	Financial Statements - II	360
10.1	Need for Adjustments	360
10.2	Closing Stock	362
10.3	Outstanding Expenses	364
10.4	Prepaid Expenses	365
10.5	Accrued Income	367
10.6	Income Received in Advance	369
10.7	Depreciation	370
10.8	Bad Debts	371
10.9	Provision for Bad and Doubtful Debts	372
10.10	Provision for Discount on Debtors	375
10.11	Manager's Commission	377
10.12	Interest on Capital	380
Chapter 11	Accounts from Incomplete Records	425
11.1	Meaning of Incomplete Records	425
11.2	Reasons of Incompleteness and Its Limitations	426
11.3	Ascertainment of Profit or Loss	427
11.4	Preparing Trading and Profit and Loss Account and the Balance Sheet	432

Chapter 12	Applications of Computers in Accounting	463
12.1	Meaning and Elements of Computer System	463
12.2	Capabilities of Computer System	465
12.3	Limitations of a Computer System	466
12.4	Components of Computer	467
12.5	Evolution of Computerised Accounting	468
12.6	Features of Computerised Accounting System	471
12.7	Management Information System and Accounting Information System	473
Chapter 13	Computerised Accounting System	480
13.1	Concept of Computerised Accounting System	480
13.2	Comparison between Manual and Computerised Accounting	482
13.3	Advantages of Computerised Accounting System	483
13.4	Limitations of Computerised Accounting System	485
13.5	Sourcing of Accounting Software	486
13.6	Generic Considerations before Sourcing an Accounting Software	488
Appendix		492