

Accountancy

Company Accounts and Analysis of Financial Statements

Textbook for Class XII



12128



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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 November 2006

Director
National Council of Educational
Research and Training

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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Thanks are due to Savita Sinha *Professor* under whose guidance the textbook was first brought out in the year 2007 as a follow up of the National Curriculum Framework 2005. The textbook has been reworked and updated at appropriate point of time as per the provisions of the Companies Act 2013. The contribution of Post Graduate Teachers of Commerce is duly acknowledged for bringing out this updated version of textbook and developing content for embedded QR Codes in all Chapters of the textbook.

The contribution of APC Office, Administration, Publication Division and Secretariat of NCERT are also duly acknowledged for bringing out the updated textbook of accountancy.

NOTE

The recent accounting practices adopted in the presentation of corporate financial reporting as per the Companies Act 2013 has resulted in the updation of this textbook upto August 16, 2019.

NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement of this volume.

CONTENTS OF ACCOUNTANCY – NOT-FOR-PROFIT ORGANISATION

CHAPTER 1	ACCOUNTING FOR NOT-FOR-PROFIT ORGANISATION	1
CHAPTER 2	ACCOUNTING FOR PARTNERSHIP : BASIC CONCEPTS	64
CHAPTER 3	RECONSTITUTION OF A PARTNERSHIP FIRM – ADMISSION OF A PARTNER	115
CHAPTER 4	RECONSTITUTION OF A PARTNERSHIP FIRM – RETIREMENT/DEATH OF A PARTNER	176
CHAPTER 5	DISSOLUTION OF PARTNERSHIP FIRM	226

CONTENTS

	FOREWORD	iii
Chapter 1	Accounting for Share Capital	1
1.1	Features of a Company	1
1.2	Kinds of Companies	2
1.3	Share Capital of a Company	3
1.4	Nature and Classes of Shares	6
1.5	Issue of Shares	7
1.6	Accounting Treatment	9
1.7	Forfeiture of Shares	37
Chapter 2	Issue and Redemption of Debentures	75
2.1	Meaning of Debentures	75
2.2	Distinction between Shares and Debentures	76
2.3	Types of Debentures	76
2.4	Issue of Debentures	78
2.5	Over Subscription	85
2.6	Issue of Debentures for Consideration other than Cash	86
2.7	Issue of Debentures as a Collateral Security	93
2.8	Terms of Issue of Debentures	97
2.9	Interest on Debentures	104
2.10	Writing off Discount/Loss on Issue of Debentures	106
2.11	Redemption of Debentures	110
2.12	Redemption by Payment in Lump Sum	112
2.13	Redemption by Purchase in Open Market	130
2.14	Redemption by Conversion	133
Chapter 3	Financial Statements of a Company	144
3.1	Meaning of Financial Statements	144
3.2	Nature of Financial Statements	145
3.3	Objectives of Financial Statements	146
3.4	Types of Financial Statements	147
3.5	Uses and Importance of Financial Statements	164
3.6	Limitations of Financial Statements	165

Chapter 4	Analysis of Financial Statements	171
4.1	Meaning of Analysis of Financial Statements	171
4.2	Significance of Analysis of Financial Statements	172
4.3	Objectives of Analysis of Financial Statements	173
4.4	Tools of Analysis of Financial Statements	174
4.5	Comparative Statements	176
4.6	Common Size Statement	182
4.7	Limitations of Financial Analysis	187
Chapter 5	Accounting Ratios	194
5.1	Meaning of Accounting Ratios	194
5.2	Objectives of Ratio Analysis	195
5.3	Advantages of Ratio Analysis	195
5.4	Limitations of Ratio Analysis	197
5.5	Types of Ratios	198
5.6	Liquidity Ratios	200
5.7	Solvency Ratios	204
5.8	Activity (or Turnover) Ratio	213
5.9	Profitability Ratios	223
Chapter 6	Cash Flow Statement	241
6.1	Objectives of Cash Flow Statement	242
6.2	Benefits of Cash Flow Statement	242
6.3	Cash and Cash Equivalents	243
6.4	Cash Flows	243
6.5	Classification of Activities for the Preparation of Cash Flow Statement	243
6.6	Ascertaining Cash Flow from Operating Activities	248
6.7	Ascertainment of Cash Flow from Investing and Financing Activities	258
6.8	Preparation of Cash Flow Statement	261