

**A STUDY ON ACCOUNTING CURRICULUM OF HIGHER  
SECONDARY EDUCATION BOARD (HSEB)**

**A THESIS**

**Submitted to:**

**Office of Dean  
Faculty of Management  
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**In the Partial Fulfillment of the Requirement for the Master Degree  
of Business Studies (MBS)**

**Submitted by:**

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**April, 2010**

## **RECOMMENDATION**

**This is to certify that the thesis:**

*Submitted by*

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**A STUDY ON ACCOUNTING CURRICULUM OF HIGHER  
SECONDARY EDUCATION BOARD (HSEB)**

**It has been prepared, as approved by this Department in the prescribed  
format of Faculty of Management.**

**This thesis is forwarded for examination.**

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## VIVA-VOCE SHEET

We have conducted the viva-voce examination of the thesis presented by  
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And found the thesis to be original work of the student written according to the prescribed format. We recommend this thesis to be accepted as partial fulfillment of the requirement for Master Degree in Business Studies (M.B.S.).

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**Member (External Expert):** \_\_\_\_\_

**Member (Head of Department):** \_\_\_\_\_

**Date:** .....

## DECLARATION

I hereby declare that this thesis entitled “**A STUDY ON ACCOUNTING CURRICULUM OF HIGHER SECONDARY EDUCATION BOARD (HSEB)**” submitted to the Nepal Commerce Campus, Meen Bhawan Kathmandu Nepal, is my original work done in the form of partial fulfillment of the requirement for the Degree of Master of Business Studies (MBS) under the supervision of Prof. Dr. Bihari Binod Pokheral, Research Chief of Nepal Commerce Campus, Meenbhawan.

Date:

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## ABBREVIATIONS

BBS	=	Bachelor in Business Studies
BC	=	Before Christ
CBSE	=	Central Board of Secondary Education
Dr.	=	Doctor
Etc	=	Etcetera
Govt.	=	Government
Hr.Sr.	=	Higher Secondary
HSE	=	Higher Secondary Education
HSEB	=	Higher Secondary Education Board
i.e.	=	That is
NIMS	=	Nepal Institute of Management & Science
Number	=	Number
PCL	=	Proficiency Certificate Level
Pro.	=	Professor
SLC	=	School Leaving Certificate
TU	=	Tribhuvan University
UP	=	Uttar Pradesh (India)
VC	=	Vice Chairman
VDC	=	Village Development Council
Vs	=	Verses

## CHAPTER-ONE INTRODUCTION

### 1.1 Background

Business education has gone a tremendous change in the wake of liberalization and globalization. The school education programmed does not necessarily provide any kind of formal teaching in business and accountancy, till the tenth standard. With the fast changing economic scenario and business environment in the state of continuous flux, elementary business education along with accountancy as the language of business has carried out a place for itself at the higher secondary stage. Its syllabus content should give students a strong foundation in basic accounting principles and also keep them informed of changes in its methodology concerning particular aspect of the subject. On this background the focus of the course should be directed towards developing a basic understanding of the nature and purpose of the accounting information and its role in the conduct of business operations. This will help to develop logical reasoning, careful analysis and considered judgment among students.

It is a common experience of all of us that money must be spent carefully. If a person is careless in spending money a day will come when he will be left with no money. The same is to a business firm as well. As we know that profit increases the capital and loss reduces it. At this stage it should be understood that profit or loss is the result of cost of goods and sales. In actual practice if a business is to be run at profit it has to sell goods at such a price as will enable it to meet out not only expenses on account of cost of goods sold but also other numerous expenses like rent, salary, freight etc. Thus for making a profit either sale should be kept sufficiently high to meet out all expenses or expenses should be kept low so that they are met out of sales. In order to keep a close watch it is necessary that the proprietor of the business is

kept well informed of the behavior of these items. With a view to supply such information the art of accounting was developed.

Record keeping dates back to about 3600 BC and some accounting concept can be traced back to the early Greek and Roman periods. However the origin of the double entry book keeping was found sometimes in the 14<sup>th</sup> century. The first record of a complete system of double entry book keeping was found in the record of a medieval merchant of Genoa, Italy, originating about the year 1340. More recently, evidence has been found that double entry proceeded this date and possibly originated in several Italian trading centers gradually over periods of time.

The first published work describing the double entry book keeping system is the *Summa de Arithmetical, Geometrical, Proportional ET Proportionality* published by Luca Pacioli in 1494 in Venice. Pacioli was a Franciscan monk who spent most of his life as a teacher and scholar. He is considered the father of modern accounting because his **Method of Venice** became the model for subsequent text books during a period of two hundred years.

Apart from that some sorts of accounting records was also found in India in the early 17<sup>th</sup> century in the form of Bahi Khata, a red book containing the record of expenses and the incomes. However such Bahi Khata was based on Single entry system. (Sharma, 2002: 117).

## **1.2 Concept of Accounting**

We know that management means an appropriate arrangement of the various related aspects of a system in the way that enables the system to function smoothly. Management is the scientific and systematic phenomenon that helps an organizational system to determine its way of achieving the prefixed objectives. On the other hand accounting is the management of

financial transactions of an organization. In brief, it is the art of money management. Thus accounting is one of the most important aspects of management.

According to the American accounting Association,” Accounting is the process of identifying, measuring and communicating economic information to permit informed judgment and decisions by user of the information.”

In the words of Smith and Ashburne “Accounting is the science of recording and classifying the business transactions and events, primarily of a financial character and the art of making significant summarizes, analysis and interpretations of the transactions and events and communicating the results to persons who must make decisions or form judgments.”( **Agarwal: 2001: 89**)

It is very clear from the above definitions that accounting is a science that gives a principle and rules for recording and classifying all business transactions. It is the art, which is reflected in the process of preparation of accounting statement, its analysis and interpretations. Through such statements a business communicates with its owner and party concerned such as Government, debtors, creditors, investors, tax authorities and so on. Hence it is said that accounting is the language of business.

The science and art of accounting has grown a lot and assumed to have wider dimensions. Availability of specialized knowledge of different aspects of accounting has become almost a ‘must’ for every business concern. The entire job of accounting is often divided into three branches. Each one is important by itself and also as complimenting the other to serve the same purpose i.e. earning higher profit. These branches are:

## **1. Financial Accounting**

It deals with the maintenance of books of accounts. The main purpose of this branch of accounting is to ascertain the financial position of the business at the end of a certain period to find out whether the firm has earned profit or incurred loss.

## **2. Cost Accounting**

Cost accounting is the mechanism by means of which cost of products or services are ascertained and controlled. Its main purpose is to ascertain the cost of production of goods and cost of running different departments to enable the management to fix the selling price.

## **3. Management Accounting**

Management accounting covers various aspects such as cost accounting, budgetary control, inventory control, statistical methods, internal auditing and working capital management etc. The main purpose of this branch is to provide all the relevant information that may be required by the management to take decisions in respect of various aspects of business enterprises.

### **1.4 Focus of the Study**

Learning of accounting is a continuous process. The whole process can be broken into two parts. The first part is dealt at certain university and school level. The university level programmers and the school level programmers are designed to provide the future accountants with a general knowledge of accounting as a basis with which to start or in some case continue his career as accountant. The academic programmed emphasizes on the understanding of facts, law, theories and principles so far developed in accounting system and related areas. The second part is the life long learning process for accountants.

They learn at this stage at the organizational setting where they work and such learning is never ending.

This study intends to focus on the accounting curriculum of HSEB to prepare individuals to take accounting job as their career. For this it will provide them in-depth knowledge, skill and attitude necessary to be a good accountant not only at the intermediate level but through out their career. How successful an individual will be as an accountant depends on host of other factors and his responses to life long learning process in the academic level and in the organizational setting? However it is not possible for any academic programmed to guarantee the success of an individual as an accountant. In such context this study gives emphasis on the effectiveness of the account learning process in the class-room and implications of the same in the market place. This study has given a glance on the Accounting curriculum of HSEB and has compared it with PCL level curriculum under TU programmed. The study has also focused to measure the Board's strength in respect of its accounting curriculum at higher secondary level.

## **1.5 Statement of Problem**

The accounting job is a challenging task now days. Now the question has emerged whether the present accounting curriculum of HSEB is capable and effective to provide a strong base for developing such accounting expert who can accept and face the present complex accounting job. In order to find out a credible answer of above question this thesis is heading towards.

Above things are also the signs of the future trend of the commercial world as well. On the basis of all these it can be easily predicted that the business of the country is going to be dominated by joint ventures especially those with neighboring countries, and by small and medium scale enterprises. At the same

time the big multinational companies will tend to expand throughout the country. Service sector will also occupy the business area considerably. Nepalese business will be more export oriented regionally and globally and international business is going to be more important for Nepal.

Management education in Nepal must address these issues seriously. Due to growing demand for management education the number of academic institutions is increasing every year in Nepal this is good in sense that it will not only provide ample opportunities for students willing to study management but also increases competition among such institutions, thereby, forcing them to enhance the quality education. However, the outcome has not been as expected because most of the management schools face shortage of qualified and competent manpower. As management schools form a pool of limited number of persons who over engaged themselves in taking classes in different schools, this has affected the quality of teaching adversely leading to production of management students who are basically certificate holders rather than true performers in the market place. Another problem that management school faces is the shortage of teaching materials. As accounting is an important aspect of management, the teaching and learning of accounting in schools cannot be escaped from the above management learning shortcomings. This thesis addresses all the issues mentioned above.

This thesis deals with the following questions:

1. Is the Accounting Curriculum existed in HSEB effective in classroom teaching?
2. Can practice of the Accounting Curriculum of HSEB be sufficient to enable a candidate to start career as an Accountant?
3. Is the strength of Accounting Curriculum of HSEB satisfactory in comparison with the Accounting Curriculum of PCL level under TU programmed and CBSE of India?

## **1.6 Objectives of the Study**

The major objective of this study is to evaluate the existing curriculum of HSEB. The other specific objectives are:

1. To study and evaluate the effectiveness of the accounting curriculum exist in HSEB and its existing class-room teaching practices.
2. To analyze whether the accounting curriculum of HSEB is career-oriented or not?
3. To compare the strength of accounting curriculum of HSEB with the Accounting curriculum of Proficiency Certificate Level (PCL) under TU programmed and 10+2 level programmed of Central Board of Secondary Education (CBSE) of India.
4. To provide suggestions to the concern on the basis of the study findings.

## **1.7 Importance of the Study**

The educational environment during previous decade has passed through an irony. In one hand people have started increasing their expenditure on education and the number of students appearing for SLC exams have increased qualifying themselves for higher secondary level education but on the other hand lower standard of curriculum in PCL level under TU, lack of adequate academic institutions for higher secondary level in the rural area, Maoist insurgency, political instability, lower financial position of the people under poverty line and so on are the blazing reality of today that have taken the educational trend out of track. A large number of youths have been the victim of Maoist insurgency and that has badly derailed the academic environment of the nation. In this condition the HSEB is struggling hard to achieve its goal and also to make the things proper. At this time it has to perform its Excellencies in unfavorable educational environment. Also it has to stand straight on its

responsibility of providing education of International standard. Career-oriented education is the need of the hour and demand of the Nepalese society which is the most ignored aspect of the present educational system. Practical training and computer based education should go parallel so that even this level of education can provide a base for the student to start their career and earn for their living.

In such context this thesis has made a critical review of the current accounting pattern of the HSEB. Today the setting under which an accountant has to work is changing fast. So while developing accounting curriculum not only the exiting setting but also its future trends within and outside the nation need to be considered. So, a brief analysis has been done regarding the strength of the curriculum in comparison with international level. This thesis basically has been oriented toward exploring effective implementation of accounting syllabus in the class room teaching. An attempt has also been made for a critical evaluation of accounting curriculum in comparison with TU curriculum at PCL level.

## **CHAPTER-TWO**

### **REVIEW OF LITERATURE**

#### **2.1 Conceptual Review**

Curriculum is the medium through which educational goals are implemented. In all societies, curriculum has been shaped by their social, psychological, economic and philosophical foundations. As these foundations develop, evolve and change subject matter is also added modified or dropped. Indeed curriculum is the transformation process for accomplishing the desired outcomes and inculcating needed qualities in terms of skills, knowledge, values and attitude.

#### **2.2 Evolution of Higher Secondary Education Board**

Twelve years of school education is not a new phenomenon on the global scene. In Nepal, the Royal Higher Education Commission, 1983, first initiated discussions on this concept. While reviewing higher education, the commission realized that unless the flow of Proficiency Certificate Level (PCL) students to Tribhuvan University was controlled, the quality of higher education would not improve. The commission seemed to have considered the fact that it was too early for 16 years old students to complete school level and start to work. Therefore it was recommended that the existing 10 years of school education be expanded to 12 years by allowing grade 10 passers to continue receiving another two years of education within the school system.

The issue of phasing out PCL and merging it within school education was widely discussed among educationists at different forums in 1988. Based on this exercise, the government eventually decided to add another two years of education to the school system. The Higher Secondary education Act, 2046

was passed by the last session of the then Rastriya Panchayat in 1989, creating the Higher Secondary Education Board (HSEB).

But the purpose of introduction of HSE was not only prolonging school system to 12 years, the main idea was to reform the whole system of school education. It was a holistic reform exercise aimed at bringing about a radical education sector reconstruction including curriculum renewal, modernization of teaching-learning techniques, making student evaluation more scientific, reducing disparities, providing greater access and equity to disadvantaged sections (rural, female, poor etc.), making education more relevant as per the needs and aspirations of the people, raising the quality and effectiveness of education by improving competence of the teachers and educational administrators, catching up with international trends in school education, and improving teaching and evaluation in the school system.

The implementation of HSEB has been taken positively by educationists, parents, teachers and students. That is why, even without sufficient financial backing of the government, HSEB has been able to attract a very high percentage of SLC passers. Every year, a large number of new HSE schools are established with private initiatives.

The first thrust in collegiate education for business was the development of curriculum for undergraduate students. The original programmers attempted to attach an introduction to business or a paraprofessional educational foundation to a broad general education base. Over the years, the rapid growth in the number of subject areas in business, the tremendous interest in the vocational orientation of the then popular evening programmers, employers' interest in the specific skills and focus by the students on the employment opportunities led to an increase in the vocational orientation of the business education.

It is hard to realize that only in modern times, and primarily in the United States, has business been regarded as a proper subject of higher education. Business education today, however, occupies a prominent and significant place in the institutions of higher learning in many countries. For the last 50 years, the subject of higher education for business has been studied, discussed, evaluated and reflected upon quite intensively and widely. Views on different aspects of this subject have been expressed by people from various walks of life such as educators, business man, politicians, administrators, and students in variety of publications & conferences. Thus the volume of the literature has been growing.

### **2.3 Undergraduate Curriculum**

According to Pierson under graduate preparation should place greater emphasis on board background by stressing the foundation subjects and less attention to the functional specialties and the details of managerial performance. Students should get the foundation preparation they will need in their later career. The curriculum there fore, should include a number of subjects in the liberal art area. However, the student should be given every opportunity to transfer knowledge to applications in the business area. **(Pierson, 1959:115 )**

The under graduate curriculum suggested by Pierson is given below:

**Table-1**  
**Suggested under graduate curriculum – Pierson report**

Required subjects and Limited –choice Electives	Semester Hours
<u>General Foundation Subjects:</u>	
<u>Humanities</u> .....	18-21
English literature and composition .....	9
One or two other humanities (e.g., either in foreign language or in philosophy, etc.) .....	6
Advance elective in one of above .....	3 or 6
<u>Mathematics – Science</u> .....	21-24
College algebra – trigonometry – geometry.....	6
Calculus and finite mathematics .....	6
Laboratory Science (Physics, chemistry etc.).....	6
Advance elective in one of above.....	3 or 6
<u>Social Science (Excluding economics)</u> .....	21
History .....	6
Political Science .....	6
Behavioral science (Psychology, sociology etc.).....	6
Advance elective in one of above .....	3
<b>TOTAL SEMESTER HOURS OUTSIDE BUSINESS AND ECONOMICS</b>	<b>60-66</b>
<u>Business Foundation Subjects</u> .....	
Principles of Economics .....	
Economics of the firm (micro analysis).....	
Economics and money and income (macro analysis).....	27-30
Quantitative methods (Accounting – Statistics).....	6
Advance electives in quantitative methods .....	6
Political and legal factors in business.....	6
Organization and human behaviors.....	6
	0 to 3
<u>Functional Business Subjects</u> .....	3
Personal management .....	3
Production management .....	
Finance management.....	27
Marketing management.....	3
Business Policy and social responsibilities.....	3
Studies in major subjects (exclusive work in business foundation and functional subjects).....	3
<u>Elective</u> (No more than one in major subjects).....	6
<b>TOTAL SEMESTER HOURS IN BUSINESS AND ECONOMICS</b>	<b>9</b>
<b>TOTAL SEMESTER HOURS REQUIRED FOR GRADUATION</b>	<b>0-6</b>
	<b>54 – 63</b>
	<b>120</b>

Source: Pierson, 1959

It is divided into four parts:(1) general foundation subjects (humanities, mathematics-science, and social science), consisting of 66 semester hours (2) business foundations subjects consisting of 27-30 semester hours (3) functional business subjects consisting of 27 semester hours and (4) elective consisting of 0-6 semester hours. The total semester hours required for graduation are 120.

The broad objective of higher education for business, according to Dr. Pierson, should be “to help students develop the kind of work habits and mental tools which would be of continuing value throughout their business career.” Career preparation is a worthy objective of higher education as long as it does not block the individuals’ maximum intellectual growth. (**Pierson, 1959: 437**).

The purpose of a college or university is to make free the mind and help the individuals and lay a foundation for a life of self education. A business school is the part of the same great tradition and, accordingly, should be dedicated to opening up new areas of understanding in one of the most important phase of modern life. (**Ibid, pg. 506**).

Frank Pierson, however, has observed that the individual student can not hope to know the specific kinds of knowledge or particular skill. He will need for the different positions. He will hold over his working lifetime. There fore, business school needs to concentrate on helping students develop transferable capacities which can be used in many situations and many jobs. Chief attention needs to be placed on fostering qualities of clear analysis, imaginative reasoning, and balanced judgment. (**Ibid, pg. 506**)

“Broadly speaking, careers in business which need special college preparation that can be said to consist of three main components: technical;

skills generation, background qualities and what might be termed: strategic capacities.” (Pierson, 1959: 337). The first refers to the particular techniques which have to be mastered to achieve competence in any line of work. The second component refers to the background necessary to carry out joint responsibilities, such as knowledge and literature, ability to handle numerical relations, observance of accepted standards of behavior, and the like. The third component refers to the capacity for grasping relationships between jobs, activities, physical magnitudes and human beings in a business environment, and developing out of them a pattern of analysis and a specific course of action (Pierson,1959: 315).

Gordon and Howell have stated that it should be the primary objective of collegiate business education to prepare students for personally fruitful and socially useful careers in business and related types of activities. He further adds that there are three types of career objectives which business schools have in mind in planning their educational programmers.

The first objective stresses preparation for a career in business without regard to the kind of business or job, except that it assumes that eventually the future businessman will attain a position involving a significant amount of administrative responsibility. The stress here is on the fact that the student will become a manager or administrator although what it means is often not very clear.

The second objective also implies preparation for a life time career but puts the emphasis on imparting knowledge of subject matter in some particular areas of business, such as Accounting, Marketing, Production or Insurance. It emphasis the need for specialized knowledge and recognize the need of businesses for specialists.

The third objective is the training for the first job after graduation. The emphasis is on the narrow and short range vocational objective. The leading educators are of opinion that training for first job should enter only as an incidental by-product of training for the entire career. **(Gordon and Howell,1959: 215)**

Gordon and Howell have restated that collegiate business education should educate for the whole career and not primarily for the first job. It should be viewed the practice of business professionally in sense of relating it to what we have in the way of relevant systematic bodies of knowledge. It should emphasize the development of basic problem-solving and organizational skills and socially constructive attitudes rather than memory of facts or training in routine skills ( **Gordon, 1959: 415**).

Gordon and Howell also suggested that at least one half of the under graduate curriculum should be non professional. Their suggested undergraduate curriculum is very similar to that of Pierson's and is given below:

**Table-2**  
**Suggested Under Graduate Curriculum – Gordon and Howell Report**

SUBJECT	Semester Hours
<u>General Education:</u>	
Humanities and fine arts .....	24-27
English Language and literature .....	12 – 15
Humanities and fine arts elective .....	12
Natural science and mathematics.....	12-24
Mathematics .....	6-12
Natural sciences.....	6-12
Behavioral – Social sciences .....	24
Behavioral Science .....	6
Economics – elementary .....	6
Other social sciences .....	12
<b>TOTAL GENERAL EDUCATION COMPONENT</b>	<b>60 - 75</b>
<u>Business Studies</u>	
Organization theory and management principle .....	6
Market environment and functional management .....	9 - 15
Finance	
Marketing	
Industrial relation	
Human relation	
Production or production management	
Information and control system .....	9 - 12
Managerial accounting	
Statistical analysis and related topics	
Advanced economics .....	6
Aggregative economics	
Managerial economics	
Legal environment of business .....	3
Integrating the management view points .....	3
Business policy	
<b>TOTAL BUSINESS STUDIES.....</b>	<b>36 - 45</b>
<b>TOTAL SEMESTER HOURS .....</b>	<b>96 - 120</b>

Source: Robert A. Gordon and James E. Howell, Higher Education for Business (New York: Columbia University Press, 1959), pp. 173 and 209

However, both the Gordon and Howell and Pierson reports did not make any attempt to prescribe one curriculum for all the schools. They were of the opinion that careers in business are many and diverse and the roads that business schools should follow in the preparation of these careers should also be diverse. The primary need was a broad business and general education.

Professor Porter W. Henderson of North Texas State University conducted a study of the needs for higher education in business administration in Texas for the coordinating board of the Texas colleges and university system in 1968. He found that major employers in Texas indicated that:

- (1) Skills in communication should be effectively developing during the academic career.
- (2) Increased emphasis should be placed on the subject matter areas of mathematics, statistics, English, computer technology, behavioral science and psychology.

But to provide a well- rounded professional education, however, Professor Henderson is of the opinion that students should get an opportunity to develop:

- ) Their understanding of modern industrial culture,
- ) Their enhanced appreciation of industries evolution as well as an awareness of the social and economic forces shaping its futures dimensions,
- ) An ability to recognize and promote ethical and social values.
- ) An understanding of the major functional areas of business with some opportunity for specialization for a career in business

J Preparation for advanced study in order to assume an increasingly responsible role in management of institution, as well as fill the educational needs (**Porter, 1968: 217**).

After an analysis of the existing curriculum at the under graduate level, Frank Watson recommends a three part curriculum consisting:

- (1) General studies courses: such as introduction to business, verbal proficiency, mathematics, manual skills in business machines and type writing.
- (2) Business environmental courses: such as an introductory accounting, economics, human relations, management and marketing, business law and government, statistical methods and probability mathematics.
- (3) Areas of emphasis: which may be in the fields of public accounting, firm accounting, real estate, marketing, small business, secretarial science and management.

Mr. Watson, however, has admitted that his recommendations involved value judgment.

According to Pro Dr. Govind Ram Aggrawal “higher education for business in Nepal has been regarded as a dynamic open system of an inputs-transformation-outputs cycle directed toward the accomplishment of desired outcomes, the system has both general and task environments. The elements in the general environment are geo-political-legal, socio-cultural, and economic-technical forces. The elements in the task environment are students organization regulatory groups and knowledge and information, they provide functional, enabling and normative linkage to the system ( **Agrawal, 1973: 312**).

The desired output of the system is conceived to be the graduates, applied research, consultancy, and other services. The desired inputs have been conceived to be students, teachers, administrators, financial resources, physical facilities and information. The desired elements in the transformation have been conceived to be curriculum, teaching methods, teaching material and students' evaluation. The desired output- input-transformation objectives have been developed in the context of Nepal.

## **2.4 Desired Outputs**

The outputs must satisfy the objective for which the system exists. The main output of an education system is graduated with desired competencies; other outputs are applied research consultancy and other services.

Output objectives state the desired outcome from the functioning of the system. The desired output objective for higher education for business in Nepal may be specified as follows;

- (1) To develop human resources with skills desirable for the development process of Nepal.
- (2) To develop managers with orientation toward achievement and predisposition to assume responsible leadership roles at various levels of the organization in the Nepalese environment.
- (3) To develop entrepreneurs who can establish new organizations and stimulate already established ones to vigor and growth.
- (4) To develop a learning orientation among graduates which will persist throughout life long careers?
- (5) To develop problem and opportunity-finding capacities and predisposition together with a problem solving orientation in organizational and environmental context of uncertainty and ambiguity.

- (6) To develop decision-making, organizational, communication and interpersonal skills, together with character, intelligence, judgment, willingness to change and a sense of social responsibility for “getting the job done” efficiently and effectively
- (7) To increase, update and upgrade the competencies of practicing manager of Nepal by means of programmed for continuing education.
- (8) To conduct applied research, provide consultancy and other services, develop Nepal –based teaching materials and provide a forum articulation of opinions by means of seminars, conference and publications. (G.R. Aggrawal, 1973: 412).

## 2.5 Desired Input

The human inputs of the system refer to the students, teachers and administrators. The non-human inputs refer to financial research physical facilities and information and library sources. The desired inputs objectives for higher education business in Nepal may be specified as follows:

1. To attract people with managerial entrepreneurial and teaching potential.
2. To attract students who have demonstrated high levels of successful performance, preferably in both an academies and job rules.
3. To attract a student body from diverse geographical, ethnic, cultural, experience, and educational backgrounds.
4. To attract students from educationally under privileged ethnic groups in the country, including female students.
5. To attract competent teaching and administrative personnel who have both the capability and interest to plan and implement the programmers that are compatible with the desired output objectives.

6. To develop financial and physical resources bases from government, private, and other sources to provide supports to the system.
7. To develop knowledge and information inputs which are relevant and meaningful in developing programmers that led to desirable output objectives.

## **2.6 Desired Transformation**

Transformation refers to education through curriculum, teaching methods, teaching materials and evaluation for transforming desired inputs into desired outputs. The desired transformation objectives for higher education for business in Nepal may be specified as follows:

- (1) To develop professional and career oriented programmers that are relevant to the lives of the students and to the development needs of the nation.
- (2) To develop programmers those attract desired inputs and lead to desired output objectives.
- (3) To develop programmed that lead to efficient and effective utilization of scarce resources and are practicable from the implementation viewpoint.
- (4) To avoid unnecessary proliferation of courses and duplication of efforts by talking and integrative approach to curriculum design and by spelling out behavior objective for the courses.
- (5) To emphasize not only the acquisition and comprehension of knowledge but also it's practical application, analysis, synthesis, and evaluation, to utilize developing nation-oriented teaching materials.

An effective teaching-learning process requires a clear conception of the desired learning outcomes in terms of students' performance. Behavioral objectives should, therefore, be stated for every course. Behavioral objectives are statements which describe what students will be able to do after completing a prescribed unit of instruction. The desired inputs- transformation-outputs objectives of the system should be continuously evaluated and restated (**G.R. A ggrawal: 1973: 56**).

## **2.7 Changing Conceptions of Curriculum**

Daniel Tanner and Laured N. Tanner states “The influence of progressive education during the first half of the twentieth century brought about a profound change in the conception of curriculum. The need for a radically new conception of curriculum was the inevitable result of a number of forces – changes in the conception of knowledge , particularly scientific knowledge , change in the knowledge of learning process as the result of the child study movement , a the need to link formal school studies with the life of the learner and the changing demands of the larger social scene. Nevertheless, in the process of rejecting traditional conceptions of curriculum, progressive educators were far from universal agreements as to how curriculum should be defined. Moreover, traditional conceptions of curriculum have remained influential to this day.

Daniel Tanner and Laured N. Tanner states further “the curriculum principle of verity characterized junior high schools. In the more progressive schools pupils changed curricula and dropped courses freely. This created a concern on the part of many teachers and the principals that the curriculum for some, at least, was comprised of mere fragments. A related question was how long a course was to run to be profitable. The curriculum was frankly exploratory but it was uncertain if the material could be recognized into

courses as short as two months or even two weeks with promise of satisfactory results. The values of some subjects could be realized only if courses continued longer than most students were likely to remain in school. Yet continuity was needed if education was to have an integrating rather than a disintegrating effect. Thus curriculum development was also based on a second principle, that of continuity in learning.

Most educators subscribed to the principle that the junior high school programmed should become increasingly differentiated as the pupil continued in school. At the beginning there would be common or general education consisting of what all citizens should know. This will gradually decrease as pupils were spun off into differentiated curricula in accord with different aims. This reopened the question of what is a common, interesting education. It also posed the question of whether it was not undemocratic to segregate pupil on the basis of future vocations at the age of twelve or thirteen. It was also feared that those pupils who should have extended education would be attracted into trade courses by short-term goals. Still, it was difficult in some schools to transfer into a new programmed under the practice of curriculum tracking. And democracy demanded an open ended educational system that permitted all individuals to proceed with their education as far as their capabilities, interest, and ambitions carried them. This was most likely to happen when education was of a broad nature for as long as possible. Even when academic, industrial, and commercial curricula were housed in the same junior high school, education consisted of narrow training, pupil were not likely to be exposed in any significant degree of knowledge that ought to be common to all (**Daniel Tanner,1975: 221**).

## **2.8 Curriculum as the Cumulative Tradition of Organized Knowledge**

During the early years of twentieth century, most educators held to the traditional concept of curriculum as the body of subjects or subject matters set out by teachers for students to cover. Many traditionalists found such a definition far too broad, for it allowed room for any new subject to be added and any established subject to be deleted from the curriculum. Holding that there are permanent or essential subjects or bodies of knowledge, these traditionalists contended that any conception of curriculum without revealing what the body of subjects or subject matters should consist of is meaningless. Adding to the confusion, such terms as course of study and syllabus were also being used synonymously with curriculum **(Daniel Tanner: 1975: 213)**.

Vernon E. Anderson, University of Maryland puts his view in this way-“The basic reason for curriculum study is the improvement of pupils’ experiences. Unless pupils have better intellectual experience, creative experiences, experiences in being successful, in using their reasoning powers, in gaining skills, in understanding and coping with their world, in understanding them, in living with others, in examining values, there is no curriculum improvement. That has always been true and still is true today.” **(Daniel Tanner: 1975: 415)**.

He further says “But the secondary school curriculum is changing, probably even at a faster pace than the elementary school curriculum. I am speaking about the promising kinds of development that are basic ideas behind many of the new curriculum programmers. These are forward-looking concepts, surprisingly progressive in nature. Let us look first at what these promising developments are and then turn to some of the problems in putting these ideas to work.”

He states further “before I begin this task, let me make clear to u that I believe significant curriculum development s include both content and method. I see no clear –cut distinction between the two, for the method is to a large extent inherent in the nature of the content. One can not intelligently discuss the development of a skill in a class room without specifying whether it is reading, typing, or welding. Furthermore, as a curriculum specialist I prefer to define curriculum in terms of the experiences that a student has with content, with people, with event, with ideas and with media (**Daniel Tanner: 1975: 214**).

## **2.9 Distinctive Structure of Curriculum**

The core curriculum replaces the subject curriculum in general education with the purpose of creating a universe of inquiry, discourse, and understanding among youngsters of different background and aspirations who, as citizens of free society, are obliged to share certain common responsibilities and the problems. The core is also intended to make the curriculum relevant to the learners’ personal life. The core curriculum is organized according to the problems and needs of the students that demand personal and social understanding and action. Consequently, the division of subject matter that are characteristic of the subject curriculum are dissolved, since the problem are not confined to singular disciplines, or subjects or subject fields that constitutes the separate bodies of organized knowledge.

There are essentially two types of core. In the first type the core faculty preplans the problem areas and learning activities, whereas in the second type the problems and the activities are developed cooperatively by the students and teachers. The first type may be referred to as the preplanned core, where as the second type may be called the open core.

### **2.9.1 The Preplanned Core**

Under this type of core, the faculty is responsible for preplanning the content, resources, and activities that are organized around key societal problem areas and issues-arranged in an articulated sequence through the various grade levels. These problems are encompassing significant personal-social concerns common to all youngsters. Although the problem areas, resource materials, and learning activities are preplanned by the core faculty, in many core programmers of this type the students are provided some latitude in selecting from a number of problem areas and are encouraged to add, modify, or even eliminate certain problem areas .

It has been noted that the core curriculum places considerable emphasis upon the deliberate study of the moral content of the culture – especially as this content bears upon the resolution of the social issues that divide the problem and thereby prevent effective social action. Problems for investigation may relate to a wide range of concerns such as racial conflict, ecology, the energy crisis, the population explosion, world food supply, censorship in the mass media, propaganda analysis, academic freedom, personal and public health, the aged consumer economics, war and peace, drugs and narcotics and many others.

Since there are no standard textbooks or prepackaged curriculum materials available commercially, the faculty works in teams to develop resource units for each problem area. The resource unit is a comprehensive guide for the core teachers and students, including a statement of objective and rationale, a description of the problem area and its scope including related topics, an identification of specific problems and issues for investigation including key concepts, skills and generalization, suggested

learning activities and projects, a description of teaching-learning resources and materials.

Because the problem areas transcend the traditional subject divisions and encompass a wide range of pupil activities, extensive library resources are required and core teacher must be able to draw upon community resources. Team teaching arrangement enables the core faculty to share their particular talents and expertise.

### **2.9.2 The Open Core**

The second type of core is based on teacher-pupil planned activities without a formal structure of preplanned problems and learning activities. In other words, there is no preplanned curriculum and the students and their teachers cooperatively formulate the problem areas to be studied during the school year, this allows the pupil to have considerable freedom and responsibility for curriculum determination. Nevertheless, the typical practice is to have the youngster assess the proposed problems in terms of a number of criteria.

Because the rationale of the open core is to make the curriculum highly relevant to the lives of the pupils, the problems are almost completely centered on the concerns of adolescents rather than on the demands of adult society. Possible gaps in content, scope, and sequence of studies are willingly sacrificed in an effort to make the curriculum relevant to pupil problems needs and interests. Obviously, a grate deal of teacher–pupil planning is required and the teacher must be highly resourceful. The absence of predetermined curriculum requires a very reach collection of library and other resource materials geared to pupil interests. Relatively few schools employ the open-core approach. **(Daniel Tanner: 1975, page 114)**

## CHAPTER-THREE METHODOLOGY

### **3.1. Sources of Data**

The data for this research were collected from two different sources: the primary and the secondary sources.

### **3.2 The Primary Sources**

The researcher collected the primary data from four different Senior Secondary Schools in Kathmandu valley where the accounting curriculum specified by the Higher Secondary Education Board is practiced. The researcher distributed the tools to the target population of this research to obtain their responses as Primary data which were later analyzed and interpreted to achieve the aim of the research. The names of the research population have been mentioned in the appendix -3.

### **3.3 Tools for the Primary Data Collection**

The researcher prepared some tools to distribute to the target population to obtain the primary data. Two sets of questionnaire were distributed to the specified number of students to fill up them to find out the way how they have used their knowledge of accountancy in their career. The tools applied to collect the required data for this research have been mentioned in the appendix-4 and 5 of this research. They are:

1. Response sheet-I
2. Response sheet-II

## 1. Response sheet -I:

It contained 20 questions based on the curriculum prescribed for the 11<sup>th</sup> grader by the Higher Secondary Education Board. Each question included four alternatives (possible answers) and was distributed to the 12<sup>th</sup> grader students for their response. They were asked to give a tick mark to the best possible answer. The response sheet -I was prepared to meet the first objective of the research i.e. to find out the effectiveness of the accounting curriculum existed in HSEB in class room teaching.

## 2. Response sheet-II:

The response sheet- II contained 8 transactions of both credit and cash nature. It also included the purchase return and sales return transactions. All the receipts and payments were to be done by the bank cheques. It also included 5 credit vouchers and 3 cash/bank vouchers of a business concern situated in Kathmandu valley that deals in different products. Entries of the transactions were to be passed in the voucher provided according to the nature of the transactions. Eight vouchers were provided for eight transactions. The entry of each transaction was to be passed in each voucher. It was prepared to meet the second objective of the research i.e. to analyze whether the accounting curriculum of HSEB is career- oriented.

### 3.4 The Secondary Sources

The researcher depended on some secondary sources to complete the research. The major secondary sources of this research are the syllabus of accountancy practiced in the grade XI namely **Higher Secondary School Curriculum, Management, Class XI**; the curriculum of the accountancy for Proficiency Certificate Level practiced under the Department of Management, TU and the syllabus of accountancy practiced under CBSE board, India.

### **3.5 The Sample Population**

The students studying in grade XI and XII in the specified Higher Secondary Schools were the sample population for this research. The total number of sample population was eighty. The researcher's aim was to find out the proficiency of the students who has completed the course of accountancy practiced in grade XI under HSEB Programmed. The researcher, therefore, had chosen the students studying in grade XII who had recently gone through the syllabus of accountancy in their previous academic year and the students studying in grade XI who had recently studied about the passing the journal entries of the different types of transactions. The names of the sample population have been mentioned in the appendix -3 of this research.

### **3.6 The Process of Data Collection**

The researcher himself visited the field to collect the data. The researcher visited the selected Senior Secondary Schools in Kathmandu valley where the accounting curriculum specified by the Higher Secondary Education Board is practiced. Those schools/colleges were as follows:

1. Capital Hill Academy, Teku, Kathmandu.
2. Shahid Smarak College, Kirtipur, Kathmandu
3. Shree Mahalaxmi Higher Secondary School, Lubhoo, Lalitpur
4. NIMS college, Lagankhel, Lalitpur.

The researcher, first of all, managed the specified students to sit in a classroom. He managed to sit only two students on a bench including both the boys and the girls. He gave a brief introduction about the tools. The researcher then distributed each sort of tools to different target population in different period of time to obtain their responses. He had given the specified period of time to attempt the specified number of questions. For the collection of the

data from the teachers and the accountants the researcher went to them one by one and requested them to perform their skill and knowledge by writing the information sought in the tools.

### **3.7 Limitations of the Methodology**

1. The population of this research consists of 80 students of four different schools of Kathmandu Valley (20 students including 10 girls and 10 boys from each school).
2. Thus, the research was limited only to 80 students and 4 different schools of Kathmandu and Lalitpur districts.
3. The evaluation of the effective class room teaching was done on the basis of the primary data only.
4. Only two types of tool i.e. Response Sheet-I and response sheet-II were given to the sample population to collect the data. The responses were performed in the same response sheets.
5. Questions in the response sheets were based on only financial accounting syllabus of 11<sup>th</sup> class. It did not include questions from Government Accounting System.
6. Strength of the HSEB accounting curriculum was evaluated comparing it with PCL accounting curriculum of (TU) and CBSE accounting curriculum of India.
7. Comparison of curriculum was based on the Secondary data and only descriptive study was done. Hence no tools were formulated in this respect.
8. Items not attempted by the specified population were taken as incorrect response and were marked accordingly.
9. Mahalaxmi Hr. Sr. School and the NIMS College were taken as the village and city oriented schools respectively. Similarly, Shahid Smarak

College and Capital Hill Academy were taken as municipality and metropolitan oriented schools respectively.

10. Response sheet-I focuses to find out effectiveness of class room teaching only.
11. Response sheet-II focuses to find out only usefulness of accounting curriculum in building up career.
12. the data were analyzed in the following aspects only:
  - ) Male vs. female ( School-wise analysis)
  - ) city vs. Village school (Area-wise analysis)
  - ) Metropolitan vs. municipality school (Area-wise analysis)

## **CHAPTER–FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 Data Presentation and Analysis**

This chapter deals with the presentation, analysis and interpretations of the data. In order to achieve the objective of the study, the responses of the specified population were marked and the correct as well as incorrect responses were systematically tabulated. Two types of response sheets were prepared to obtain the responses of the target group. Later, these responses were systematized and summarized in terms of the name of population and their correct and incorrect responses in each item of the response sheets. The responses are tabulated and discussed separately, male vs. female (school wise), city vs. village school, and metropolitan vs. municipality school, as shown below:

#### **4.2 Analysis and Interpretation of the Data Based on the Response Sheet- I**

The response sheet-I (See Appendix-4) was distributed to the specified population of this research studying in Shree Mahalaxmi Higher Secondary School, Lubhoo, Lalitpur and NIMS College, Lagankhel, Lalitpur. The former school is situated in the village area while the later is situated in the city area. The purpose of this response sheet aimed at determining the effectiveness of practicing accounting curriculum of HSEB, Nepal in the class-room. Items indicate the number of the question given to the specified population to perform their response and each correct response has been awarded 1 mark to the corresponding items and the population. Zero (0) in the box indicates that the attendants have been fail to give correct response for the particular item.

#### 4.2.1 Gender-wise analysis of Responses collected from Shree Mahalaxmi Higher Secondary school, Lubhoo, Lalitpur: Male vs. Female

Following table summarizes the correct responses given in each item by the number of the male and the female population along with the percentage of total responses. Each item has been analyzed and interpreted under the table.

**Table-3**  
**Gender Wise Data Presentation – Shree Mahalaxmi School**

Item no.	No of correct response			% of correct responses		Total % of correct responses
	Girls	boys	total	Girls	Boys	
1	7	5	12	70	50	60
2	8	4	12	80	40	60
3	2	5	7	20	50	35
4	9	3	12	90	30	60
5	2	3	5	20	30	25
6	10	7	17	100	70	85
7	7	4	11	70	40	55
8	10	6	16	100	60	80
9	0	2	2	0	20	10
10	10	8	18	100	80	90
11	5	8	13	50	80	65
12	9	8	17	90	80	85
13	8	10	18	80	100	90
14	10	10	20	100	100	100
15	4	2	6	40	20	30
16	6	2	8	60	20	40
17	10	10	20	100	100	100
18	10	8	18	100	80	90
19	10	10	20	100	100	100
20	3	4	7	30	40	35

Source: Field Survey, 2007

## **Explanation:**

### **Item: 1**

This item was attempted by all the specified population under research. Only 12 attendants, out of twenty, have given the correct answer. Even among the 12, the seven are the girls and five are the boys. It seems that the numbers of girls are more proficient than the number of boys in attempting item one. The purpose of item number one was to find out whether the students are familiar with the objective of the study of accounting in the specified level. In total 60% of the population was able to perform correctly and 40% seemed to be unfamiliar with the objective of the course that they are studying at present.

### **Item: 2**

The purpose of this item was to determine whether the specified population has the knowledge about the area which financial accounting deals with. While observing their response, 12 students were found to be correct in their response. Out of 12 correct responses, eight girls and four boys gave the correct response. 60% of the population gave correct response for this item and 40 % was wrong in their remarks. Thus, it seems that a large number of populations have got proficient enough in determining the area and aspects of financial accounting. According to the table above, the numbers of girls are more proficient than the number of boys in attempting the item two.

### **Item: 3**

This item aimed at testing the concept of some accounting terminologies such as revenue, expense, income, loss, bad debts etcetera. According to the table above 7 students could give the correct answer. Out of 9 correct responses, 2 responses were of girls and rests of the 5 were of the boys. Thus,

only 35% of the population gave correct response for this item and 65% was unaware with the concept of these accounting terminologies. Boys were found possessing better proficiency in attempting the item three. According to the data 13 respondents gave wrong answer to this item.

**Item: 4**

This item was attempted only by 12 respondents correctly. The item focused to find out whether the specified population possesses the knowledge of the different types of discounts given at the time of financial transactions. The table indicates that among the correct responses, 9 respondents were girls and 3 respondents were boys. Thus, 60% of the total respondents could attempt this item correctly. It means 40% of the total specified populations were unknown to the different types of discounts. Thus it is clear that large number of respondents could not give correct response.

**Item: 5**

With this item, the researcher wanted to find out whether the specified population understood the meaning of direct expense or not. He also wanted to know whether they can make difference it with indirect expenses. According to the table only 5 responses were found to be correct. These correct responses were given by 2 girls and 3 boys. Thus very small number of correct responses was given to this item. Only 25% correct responses were obtained and the rest 75% of the responses were wrong. There fore, it seems that a large number of specified populations had no idea of direct and indirect expenses.

**Item: 6**

The purpose of this item was to assess the concept of accounting equation of the specified population. Their responses revealed that 17 respondents out of twenty are correct in their remarks. Out of them 10 were

girls and 7 were boys. Thus 85% of total respondents gave right answer and the rest 15% were wrong in their responses. Thus, according to the above table, a large number of specified populations have better concept of the accounting equation. However 15% of them were unfamiliar with the concept of accounting equation which is the most basic and initial concept of financial accounting.

**Item: 7**

This item was prepared to test the respondents' knowledge about the types and the rules of account which is to be applied at the time of passing the journal entries of the transactions. This is again a very basic and vital initial concept of financial accounting. According to the above table 11 respondents were found to be proficient in answering this item. Among them 7 are the girls and 4 are the boys. Thus, this item witnessed 55% correct and the rest 45% wrong responses. It seems girls were more proficient in attempting this item.

**Item: 8**

The purpose of this item is to focus on the respondents' concept about the contra entry. The researcher wanted to know through this item whether the specified population knew the effect of contra entry in the bank column and the cash column of the Cash Book. The table above revealed that 16 respondents were able to give correct response and the rest 4 were failed to respond correctly. The correct response came from 10 girls and 6 boys. Here, the girls seem to be more proficient than the boys in responding the item number eight. Thus, according to the table 80% of the total attendants were responded correctly and 20% of them failed in attempting the same.

**Item: 9**

The purpose of the item number nine was to confirm whether the specified populations knew the objective of preparing Trail Balance.

According to the table, only 2 attendants were found to be proficient in responding correctly. The correct responses came from the boys. Not a single girl could give the correct answer to this item. Thus, only 10 % of the specified populations are correct in their response and the rest 90% failed to respond correctly. As per the conceptual importance of this item 90 % wrong response can not be taken to be normal.

**Item: 10**

Through this item the researcher intended to find out the respondents' concept of trial balance and the nature of items to be kept on the either side of this accounting tool. It also intended to test their concept whether Incomes and Liabilities are of debit nature or credit nature. The table indicated that 18 out of the total specified populations gave correct response. Among them, 10 were the girls and the 8 were the boys. Thus, according to the table above, 90 per cent of the total respondents are proficient enough to give the correct response and only 10 per cent of them possessed inaccurate knowledge about the concept of this item.

**Item: 11**

Through this item the researcher wanted to find out whether the specified populations have any idea about the errors that take place in trial balance. The item provided the different stages in which the errors could take place that would have an effect on the agreement of trial balance. The correct response from their part would indicate their knowledge about the various stages of errors affecting trial balance. According to the table 13 respondents are correct in their answer that included 5 girls and 8 boys. It means that 65 % of the total specified population has good knowledge of this item. Thus, a large number of respondents, i.e. 35%, were not proficient enough to give correct answer which referred that they have no idea about the various stages of the errors effecting the agreement of trial balance.

**Item: 12**

The purpose of the item number 12 was to identify whether the respondents understood the term “overdraft” and the place where it stands. According to the table above, 17 students out of 20 have given the correct response. Among them 9 were girls and 8 were boys. Thus, 85% of the specified population gave the correct response and 15% were unable to give the correct answer.

**Item: 13**

The item number 13 was attempted by all the respondents. The purpose of this item was to know whether the respondents have clear concept of depreciation and the methods of charging depreciation. Out of all the 20 respondents, 18 respondents were found to have given correct response. Among them 8 were the girls and 10 were the boys. The boys here seemed to be more proficient than the girls in responding this item. Thus, 90% of the

specified population gave the correct answer. Thus, most of the respondents were proficient enough to give correct answer.

**Item: 14**

The purpose of this item was to test the knowledge of the specified population about the different type of expenditure and assets and their place to stand in the accounting tools. According to the table, 20 specified populations were proficient to give correct response. Among them 10 were girls and 10 were boys. This showed that all the boys and the girls were equally proficient in giving correct response. Thus, 100 % of the total respondents gave the correct response.

**Item: 15**

This item was included to identify whether the specified population possesses the knowledge of Reserve and the purpose for which it is kept. Out of twenty specified populations, 6 of them could give correct response and 14 of them could not give correct response. Among them 4 respondents were the girls and 2 were the boys. Here the girls seemed to be more proficient than the boys in responding this item. Thus, according to the table, only 30 % of the total specified population gave the correct response.

**Item: 16**

The purpose of this item was to assess the respondents' concept of the term "provision" and the purpose for which it is kept. According to the table, only 8 respondents out of twenty were found to be proficient in responding this item. Among them 6 were the girls and the 2 were the boys. It was found that girls were more proficient in responding this item. Thus, the table revealed that only 40% of the total specified populations were proficient to respond correctly.

**Item: 17**

Through this item the researcher intended to know the respondents' concept of trading account and the purpose for which it is prepared. The table indicated that all 20 specified populations gave correct response. It seems boys and girls were equally proficient in responding the item number 17. Thus, according to the table above, 100 per cent of the total respondents are proficient enough to give the correct response.

**Item: 18**

The purpose of the item number 18 was to find out whether the specified population knew the principle objectives of the preparation of trial balance. According to the table above 18 respondents out of 20 gave correct response. Among them 10 respondents were the girls and the 8 were the boys. Only two respondents could not give the correct answer. Thus according to the table 90% of the total specified population gave the correct answer. And only 10% of them could not respond correctly. Thus it seemed that most of the respondents had better knowledge about the main purpose of the preparation of balance sheet.

**Item: 19**

Item number 19 aimed at testing the respondents' knowledge about the bank reconciliation statement particularly the purpose for which it is prepared. According to the table, all 20 respondents were proficient to give correct answer. Thus, the table revealed that 100% of the total specified population gave the correct response. There for, it seems they possess better knowledge about the purpose of the preparation of the bank reconciliation statement.

**Item: 20**

The purpose of this item was to confirm whether the respondents knew the source of formation of General Reserve i.e. whether they knew from what part of amount is kept as General Reserve, profit, liabilities, loan or income.

From the table it is observed that the respondents were proficient enough to give correct answer. Among them 3 were the girls and 4 were the boys. Thus, according to the table, 35% of the specified populations gave the correct response and 70% of them failed to respond correctly.

#### **4.2.2 Gender-wise analysis of Responses collected from NIMS College, Lagankhel, and Lalitpur: Male vs. Female.**

The following table summarizes the correct responses in digits and percentage. The number of male and the number of female who attempted the particular item correctly are presented here. The percentage of the correct responses of female students have been compared and contrasted with that of the male students. The explanation of the performance of the students in each item has been presented below the table.

**Table-4**  
**Gender Wise Data Presentation –NIMS College**

Item number	Number of correct response			% of correct responses		Total % of correct responses
	Girls	Boys	Total	Girls	Boys	
1	4	8	12	40	80	60
2	9	7	16	90	70	80
3	7	7	14	70	70	70
4	6	3	9	60	30	45
5	3	4	7	30	40	35
6	7	8	15	70	80	75
7	8	8	16	80	80	80
8	7	9	16	70	90	80
9	7	6	13	70	60	65
10	10	8	18	100	80	90
11	5	8	13	50	80	65
12	8	9	17	80	90	85
13	8	10	18	80	100	90
14	9	9	18	90	90	90
15	5	8	13	50	80	65
16	4	0	4	40	0	20
17	8	9	17	80	90	85
18	8	9	17	80	90	85
19	10	9	19	100	90	95
20	0	0	0	0	0	0
Average				66.5	69.5	68

Source: Field Survey, 2007

**Explanation:**

**Item: 1**

This item was attempted by all the specified population of the research. Only eleven attendants, Out of twenty, have given the correct responses. Even among the eleven the four are the girls and seven are the boys. It seems that the number of boys is more proficient than the girls in attempting this item. This item aimed at finding out whether the students are familiar with the objective of teaching accounting in the specified level. In total 60% of the

population was able to perform correctly and 40% was seemed to be unfamiliar with the objective of the course that they are studying at present.

**Item: 2**

The purpose of this item was to determine whether the specified population has the knowledge about the area which financial accounting deals with. While observing their response, 16 students were found to be correct in their response. Out of 16 correct responses, nine girls and seven boys gave the correct response. 80% of the population gave correct response for this item and 20 % was wrong in their remarks. Thus, it seems that a large number of populations are proficient enough in determining the area and aspects of financial accounting. According the table above the number of girls is more proficient than the number of boys in attempting the item two.

**Item: 3**

This item aimed at testing the concept of some accounting terminologies such as revenue, expense, income, loss, bad debts etcetera. According to the table above 14 students could give the correct answer. Out of 14 correct responses, 7 responses were of girls and rests of the seven were of the boys. Thus, 70% of the population gave correct response for this item and 30% was unaware with the concept of these accounting terminologies. Boys and girls were found possessing equal proficiency in attempting the item three. According to the data equal number of respondents gave wrong answer to this item.

**Item: 4**

This item was attempted only by 9 respondents correctly. The item focused to find out whether the specified population possesses the knowledge of the different types of discounts given at the time of financial transactions. The table indicates that among the correct responses, 6 respondents were girls

and 3 respondents were boys. Thus, only 45% of the total respondents could attempt this item correctly. It means 55% of the total specified populations were unknown to the different types of discounts. Thus, it is clear that large number of respondents could not give correct response.

**Item: 5**

With this item, the researcher wanted to find out whether the specified population understood the meaning of direct expense or not. He also wanted to know whether they can make difference it with indirect expenses. According to the table only 7 responses were found to be correct. These correct responses were given by 3 girls and 4 boys. Thus very small number of correct responses was given to this item. Only 35% correct responses were obtained and the rest 65% of the responses were wrong. There fore, it seems that a large number of specified populations had no idea of direct and indirect expenses.

**Item: 6**

The purpose of this item was to assess the concept of accounting equation of the specified population. Their responses revealed that 15 respondents out of twenty are correct in their remarks. Out of them 7 were girls and 8 were boys. Thus 75% of total respondents gave right answer and the rest 25% were wrong in their responses. Thus, according to the above table, a large number of specified populations have better concept of the accounting equation. How ever 25% of them were unfamiliar with the concept of accounting equation which is the most basic and initial concept of financial accounting.

**Item: 7**

This item was prepared to test the respondents' knowledge about the types and the rules of account which is to be applied at the time of passing the

journal entries of the transactions. This is again a very basic and vital initial concept of financial accounting. According to the above table 16 respondents were found to be proficient in answering this item. Equal number of boys and girls respondents gave correct response. Thus, this item witnessed 80% correct and the rest 20% wrong responses. It seems girls and boys are equally proficient in attempting this item.

**Item: 8**

The purpose of this item is to focus on the respondents' concept about the contra entry. The researcher wanted to know through this item whether the specified population knew the effect of contra entry in the bank column and the cash column of the Cash Book. The table above revealed that 16 respondents were able to give correct response and the rest 4 were failed to respond correctly. The correct response came from 7 girls and 9 boys. Here, the boys seem to be more proficient than the girls in responding the item number eight. Thus, according to the table 80% of the total attendants were responded correctly and 20% of them failed in attempting the same.

**Item: 9**

The purpose of the item number nine was to confirm whether the specified populations know the objective of preparing Trail Balance. According to the table, 13 attendants were found to be proficient in responding correctly. Among the correct response, 7 responses came from the girls and the 6 responses came from the boys. Thus, 65% of the specified populations are correct in their response and the rest 35% failed to respond correctly. As per the conceptual importance of this item 35% wrong response can not be taken to be normal.

**Item: 10**

Through this item the researcher intended to find out the respondents' concept of trial balance and the nature of items to be kept on the either side of this accounting tool. It also tests their concept whether Incomes and Liabilities are of debit nature or credit nature. The table indicated that 18 out of the total specified populations gave correct response. Among them, 10 were the girls and the 8 were the boys. Thus, according to the table above, 90 per cent of the total respondents are proficient enough to give the correct response and only 10 per cent of them possessed inaccurate knowledge about the concept of this item.

**Item: 11**

This item aimed at finding out whether the specified populations have any idea about the errors that take place in trial balance. The item provided the different stages in which the errors could take place that would have an effect on the agreement of trial balance. The correct response form their part would indicate their knowledge about the various stages of errors affecting trial balance. According to the table 11 respondents are correct in their answer that included 5 girls and 6 boys. It means that 55 % of the total specified population has good knowledge of this item. Thus, a large number of respondents, i.e. 45%, were not proficient enough to give correct answer which referred that they have no idea about the various stages of the errors effecting the agreement of trial balance.

**Item: 12**

The purpose of the item number 12 was to identify whether the respondents understood the term "overdraft" and the place where it stands. According to the table above 17 students, out of 20, have given the correct

response. Among them 8 were girls and 9 were boys. Thus, 85% of the specified population gave the correct response and 15% were unable to give the correct answer.

**Item: 13**

The item number 13 was attempted by all the respondents. The purpose of this item was to know whether the respondents have clear concept of depreciation and the methods of charging depreciation. Out of all the 20 respondents, 18 respondents were found to have given correct response. Among them 8 were the girls and 10 were the boys. The boys here seemed to be more proficient than the girls in responding this item. Thus, 90% of the specified population gave the correct answer. Thus, most of the respondents were proficient enough to give correct answer.

**Item: 14**

The purpose of this item was to test the knowledge of the specified population about the different type of expenditure and assets and their place to stand in the accounting tools. According to the table, 18 specified populations were proficient to give correct response. Among them 9 were girls and 9 were boys. This showed that the boys and the girls both were equally proficient in giving correct response. Thus, 90 % of the total respondents gave the correct response.

**Item: 15**

This item was included to identify whether the specified population possesses the knowledge of Reserve and the purpose for which it is kept. Out of twenty specified populations, 13 of them could give correct response and 7 of them could not give correct response. Among them 5 respondents were the girls and 8 were the boys. Here the boys seemed to be more proficient than the girls in responding this item. Thus, according to the table, 65 % of the total specified population gave the correct response.

**Item: 16**

The purpose of this item was to assess the respondents' concept of the term "provision" and the purpose for which it is kept. According to the table, only four respondents out of twenty were found to be proficient in responding this item. It was found that only girls could give the correct response. Not a single boy was found to have given correct response. Thus, the table revealed that only 20% of the total specified populations were proficient to respond correctly.

**Item: 17**

Through this item the researcher intended to know the respondents' concept of trading account and the purpose for which it is prepared. The table indicated that 17 out of the total specified populations gave correct response. Among them 8 were the girls and the 9 were the boys. Thus, according to the table above, 85 per cent of the total respondents are proficient enough to give the correct response and only 15 per cent of them possessed inaccurate knowledge about the concept of this item.

**Item: 18**

The purpose of the item number 18 was to find out whether the specified population knew the principle objectives of the preparation of trial balance. According to the table above 17 respondents out of 20 gave correct response. Among them 8 respondents were the girls and the 9 were the boys. Only three respondents could not give the correct answer. Thus according to the table 85% of the total specified population gave the correct answer. And only 15% of them could not respond correctly. Thus it seemed that most of the respondents had better knowledge about the main purpose of the preparation of balance sheet.

**Item: 19**

Item number 19 aimed at testing the respondents' knowledge about the bank reconciliation statement particularly the purpose for which it is prepared. According to the table, 19 respondents were proficient to give correct answer. Out of them, 10 respondents were the girls and the 9 respondents were the boys. Only one respondent could not give the correct answer. Thus, the table revealed that 95% of the total specified population gave the correct response and only 5% of them could not answer correctly. This means that most of the specified population had better knowledge about the purpose of the preparation of the bank reconciliation statement.

**Item: 20**

Purpose of the item number 20 was to know whether the respondents knew the source of formation of General Reserve i.e. whether they knew what part of amount is kept as General Reserve, profit, liabilities, loan or income. According to the table, no one was proficient enough to give correct answer. It seems that neither girls nor boys had any idea about the correct concept of this

item. Thus, according to the table, 100% specified population failed to give correct response.

#### **4.2.3 Area-wise analysis of the responses obtained from NIMS College and Mahalaxmi School: City vs. Village school**

In table below the data are presented on the basis of the performance shown by the target population of research in terms of city and village area separately. The correct responses given by the city population including girls and boys are presented in the separate column of the table and the same is done for the population studying in the village school. NIMS College situated at the center of the Lagankhel, Lalitpur has been graded as city school and Shree Mahalaxmi Higher Secondary School situated in Lubhoo V.D.C. and has been graded as village school. The responses are presented in percentage and explanation for each item is presented just below the table.

**Table-5**  
**Area-wise analysis: City vs. Village school**

Item	NIMS College (city school)			Mahalaxmi (village school)		
	Total % of correct response			Total % of correct response		
	Girls	Boys	Total	Girls	Boys	Total
1	40	80	60	70	50	60
2	90	70	80	80	40	60
3	70	70	70	20	50	35
4	60	30	45	90	30	60
5	30	40	35	20	30	25
6	70	80	75	100	70	85
7	80	80	80	70	40	55
8	70	90	80	100	60	80
9	70	60	65	0	20	10
10	100	80	90	100	80	90
11	50	80	65	50	80	65
12	80	90	85	90	80	85
13	80	100	90	80	100	90
14	90	90	90	100	100	100
15	50	80	65	40	20	30
16	40	0	20	60	20	40
17	80	90	85	100	100	100
18	80	90	85	100	80	90
19	100	90	95	100	100	100
20	0	0	0	30	40	35
average	66.5	69.5	68	70	59.5	64.75

Source: Field Survey, 2007

The area wise analysis of the table above revealed that 68% correct response were achieved from the NIMS College (city school) where as 64% correct response were achieved from Mahalaxmi school (village school). It indicates that the respondents of the city school are more proficient than the respondents of the village school. Further, 66.5% girl respondents gave correct answer from the city school where as 70% girl respondents were found to have

answered correctly from the village school. There fore, it seems that the girls of the village school were more proficient than the girls of the city school. Similarly, 69.5% of the boys from the city school were correct in their response where as only 59.5% boys from the village were found to have given correct answer. Thus, according to their performance on response sheet-II, boys of the city school were found to have better knowledge than the boys of the village school.

While observing the item wise response of the city students and the village students, it was found that 100% students of the village school correctly attempted item number 14, 17 and 19 but the response on the same items from the city students were 90%, 85% and 95% respectively. Thus, though the differences were insignificant, the response from the village students found to be better than that on the students of the city school. Similarly, the girl students of the village gave 100% correct response on the item number 6,8,10,14,17,18 where as the girl students of city school gave slightly poor performance on these items. However, item number 10 and 19 were attempted by all the city students. Also, all the male students, both from the city and the village, were found to have attempted the item number 13. Thus, it was found that they share equal knowledge for this item. Bellow 50% correct response were obtained for the item number 3,5,9,15,16,20 from the city students where as the same level of correct response were achieved from the village students for the item number 4,5,16,20. It was also found that none of the city students could correctly attempt item number 20. Similarly all the girl students from village school failed to attempt correctly the item number 9.

### **4.3 Analysis and Interpretation of the Data on the Basis of the Response Sheet-II**

The Response Sheet- II (See Appendix-5) was distributed to the population of this research studying in Shahid Smarak College, Kiritpur, Kathmandu and Capital Hill Academy College, Teku, Kathmandu. The former is situated in the village area while the later is situated in the city area. The purpose of this response sheet was to find out how and to what extent the curriculum of accounting practiced under the HSEB is useful in building up the career as a professional accountant.

In order to find out the practical applicability of accounting, 20 students were randomly selected to conduct the test each from Shahid Smarak College and Capital Hill Academy. Among them 10 were the girls and 10 were the boys. They were given the response sheet II that contained 8 transactions of both credit and cash nature. It also included the purchase return and sales return transactions. All the receipts and payments were to be done by the bank cheques. The response sheet II also included 5 credit vouchers and 3 cash/bank voucher of Himal Metal Industries, a business concern situated in Tathali, Bhaktapur that deals in furniture products. Entries of the transactions were to be passed in the voucher provided according to the nature of the transactions. Eight vouchers were provided for eight transactions. The entry of each transaction was to be passed in each voucher. After a brief explanation to the students about the response sheet, it was distributed to them to perform their response.

### 4.3.1 Gender-wise analysis of Responses collected from Shahid Smarak College, Kirtipur, Kathmandu: Male Vs. Female

The following table summarizes the correct responses in digits and percentage. The number of male and the number of female who attempted the particular item correctly are presented here. The percentage of the correct responses of female students have been compared and contrasted with that of the male students. The explanation of the performance of the students in each item has been presented below the table.

**Table-6**  
**Gender-wise Data Presentation: Shahid Smarak College**

Item no.	No. of correct response			% of correct responses		Total % of correct responses
	Girls	boys	Total	Girls	Boys	
1	9	5	14	90	50	70
2	10	6	16	100	60	80
3	9	3	12	90	30	60
4	6	3	9	60	30	45
5	0	0	0	0	0	0
6	10	7	17	100	70	85
7	0	0	0	0	0	0
8	0	2	2	0	20	10
average	6	3	9	55	32	43.75

Source: Field Survey, 2007

#### **Item: 1**

Purpose of the item number one was to find out whether the specified population possessed the knowledge of passing the journal entries of a credit transaction in the journal voucher of Himel Metal Industries. The researcher intended to assess the professional proficiency of the respondents as an Accountant. According to the table, 14 students were found to be proficient

enough to give correct response on this item. Among them 9 were the girls and 5 were the boys. It means 90% girls and 50% boys correctly responded to this item. It seems that the girls were more proficient than the boys in their response. Six respondents could not give the correct answer. Thus, as per the table 70% of the total specified population gave the correct answer. It means that they have the knowledge of passing the journal entries in the voucher of a business concern.

**Item: 2**

The purpose of this item was to assess whether the specified population could make the difference between the order received for supply from the party concern and the actual worth of goods supplied by the Himal Metal Industries. It also intended to find out whether the respondent could pass the journal entries of such transaction practically in the voucher of the enterprise. Their responses revealed that 16 respondents out of 20, gave the correct answer where as 4 respondents were found to be incorrect in their response. Thus according to the table, 80% of the specified population responded correctly where as 20% of them were wrong in their response. All the girl respondents attempted the item correctly where as only 6 boys could give correct answer. So that the girls were found to be more proficient then the boys respondents while attempting this item. The table indicated that 100% of the girls and 60% of the boys gave the correct response. It means 20 % of the respondents still could not make difference between the order received for supply from the party concerned and the actual worth of goods supplied.

**Item: 3**

Through the item number 3, the researcher intended to find out the concept of the respondents about the return of the goods previously sold to any party on credit which is also known as Sales Return or Return Inward. The item aimed at testing whether the respondents could pass correct journal entries in the voucher of the company. According to the table, out of the total 20 respondents, 12 of them were found to be the proficient enough to attempt the item correctly. Among them 9 were the girls and 3 were the boys. It means 90% of the girls and 30% of the boy respondents gave correct answer. Thus, the table indicated that 60% of the total specified population gave correct response and 30% of them were unaware of the concept of Sales Return or Return Inward.

**Item: 4**

Item number 4 aimed at testing the knowledge of passing the journal entries in the voucher of the company for the goods purchased on credit from a goods supplier namely ABC Traders. According to the table, only 9 respondents were proficient enough to give correct answer. Among them 6 respondents were the girls and 3 were the boys. It means 60% of girl and 30% of the boy respondents attempted the item correctly. In this item too the girls were found to be more proficient than the boys in their response. Thus, as per the table 45% of the total respondents gave the correct response and 55% of them failed to perform correctly. It seems 55% of the specified population had better knowledge of credit purchase transaction, where as 55% of them, including both boys and girls, did not have any idea of this item.

**Item: 5**

Item number 5 was included in order to find out whether the specified population had sufficient knowledge of passing journal entries when goods purchased previously from a supplier on credit, are returned back to the same supplier because of the goods being obsolete. This item intended to check their practical applicability of passing journal entries of such sort of transaction. According to the table, no any respondents including both the boys and the girls were found to be proficient in their attempt it means 100% respondents were failed to give correct response. Thus, all the respondents were found to be unaware about the concept of Purchase Return or Return Outward.

**Item: 6**

This item was prepared to test the knowledge of the specified populations about the passing of journal entries for making payment of different sorts of expenses by cheque. It intended to test their practical knowledge of passing the entries of such transactions in the voucher of the given company. As per the table above, only 17 respondents, out of 20, could attempt this item correctly and only 3 respondents failed to give correct response. Out of the 17 correct responses, 10 were of the girls and 6 were of the boys. It means 100% girl respondents attempted this item correctly where as only 70% of boys respondents gave correct response. The girls' respondents were found to be more proficient than the boys on attempt of this item as well. Thus, 85% of the total specified populations were found to be proficient enough to respond correctly and the rest 15% of them were found to be unable to pass journal entries of such sorts of transactions.

**Item: 7**

The purpose of item number 7 was to assess the knowledge of the specified population relating to the payment made by cheque against the goods purchased on credit. It also aimed to find out whether they were able to determine the actual amount of the payment to be made by cheque in case of Purchase Return and whether they could pass the journal entries of such transaction in the Bank Voucher of the company. According to the table, no any respondents including both the boys and the girls were found to be proficient in their attempt it means 100% respondents were failed to give correct response. It seems that all the respondents were unaware about this concept. They did not have any knowledge about the way of determining the actual amount in such case.

**Item: 8**

The purpose of this item was to find out whether the specified population could pass the journal entry of cheque payment made by the debtor in the voucher of the company. It also intended to assess whether they could determine the actual due amount of cheque to be received from the debtor in case of Sales Return.

According to the table, only 2 boy respondents could give correct response to this item. All the girl respondents were failed to attempt this item correctly. Thus, only 10% respondents gave correct answer and the remaining 80% were failed to perform correctly. It seems that very few of them were proficient enough to determine the actual amount in such type of transactions.

### 4.3.2 Gender-wise analysis of Responses collected from Capital Hill Academy, Teku, Kathmandu: Male Vs. Female.

The following table summarizes the correct responses in digits and percentage. The number of male and the number of female who attempted the particular item correctly are presented here. The percentage of the correct responses of female students have been compared and contrasted with that of the male students. The explanation of the performance of the students in each item has been presented below the table.

**Table -7**  
**Gender Wise Data Presentation: Capital Hill Academy**

Item no.	No. of correct response			% of correct responses		Total % of correct responses
	Girls	Boys	Total	Girls	Boys	
1	9	10	19	90	100	95
2	6	6	12	60	60	60
3	7	7	14	70	70	70
4	7	8	15	70	80	75
5	6	7	13	60	70	65
6	5	6	11	50	60	55
7	2	1	3	20	10	15
8	0	0	0	0	0	0
average	5	6	11	50	60	54.375

Source: Field Survey, 2007

**Item: 1**

Purpose of the item number one was to find out whether the specified population possessed the knowledge of passing the journal entries of a credit transaction in the journal voucher of Paramount Himalayan Trade Links. The researcher intended to assess the professional proficiency of the respondents as an Accountant. As per above table, 19 students were found to be proficient enough to give correct response on this item. Among them 9 were the girls and 10 were the boys. Only one respondent could not give the correct answer. Thus, as per the table 95% of the total specified population gave the correct answer. It means 90% girls and 100% correctly responded to this item. It seems the girls and the boys both were almost equal proficient in their response. It means that they have the knowledge of passing the journal entries in the voucher of a business concern.

**Item: 2**

The purpose of this item was to assess whether the specified population could make the difference between the order received for supply from the party concern and the actual worth of goods supplied by the Paramount Himalayan Trade Links. It also intended to find out whether the respondent could pass the journal entries of such transaction practically in the voucher of the enterprise. Their responses revealed that 12 respondents out of 20, gave the correct answer where as 8 respondents were found to be incorrect in their response. Thus according to the table, 60% of the specified population responded correctly where as 40% of them were wrong in their response. Both boys and the girls' respondents were found to be equal proficient in their response while answering this item. The table indicated that 60% out of the total girls and the same percentage of the boys gave the correct response. It means 40 % of the respondents still could not make difference between the

order received for supply from the party concerned and the actual worth of goods supplied.

### **Item: 3**

Through the item number 3, the researcher intended to find out the concept of the respondents about the return of the goods previously sold to any party on credit which is also known as Sales Return or Return Inward. The item aimed at testing whether the respondents could pass correct journal entries in the voucher of the company. According to the table, out of the total 20 respondents, 14 of them were found to be the proficient enough to attempt the item correctly. Among them 7 were the girls and 7 were the boys. It means equal number of boys and girls gave the correct response and the same number of respondents from both sides could not attempt the item correctly. Thus, the table indicated that 70% of the total specified population gave correct response and 30% of them were unaware of the concept of Sales Return or Return Inward.

### **Item: 4**

Item number 4 aimed at testing the knowledge of passing the journal entries in the voucher of the company for the goods purchased on credit from a goods supplier namely ABC Traders. According to the table, 15 respondents were proficient enough to give correct answer. Among them 7 respondents were the girls and 8 were the boys. Thus, 75% of the total respondents gave the correct response and 25% of them failed to perform correctly. It seems though most of the specified population had better knowledge of credit purchase transaction, 25% of them, including both boys and girls, did not have any idea of this item.

**Item: 5**

Item number 5 was included in order to find out whether the specified population had sufficient knowledge of passing journal entries when goods purchased previously from a supplier on credit, are returned back to the same supplier because of the goods being obsolete. This item intended to check their practical applicability of passing journal entries of such sort of transaction. According to the table, 13 specified populations correctly responded to this item. Among them 6 respondents were the girls and 7 were the boys. Thus, 65% of the total specified population was proficient enough to give correct answer and 35% of them failed to perform correctly. It means 35% of the respondents were unaware about the concept of Purchase Return or Return Outward.

**Item: 6**

This item was prepared to test the knowledge of the specified populations about the passing of journal entries for making payment of different sorts of expenses by cheque. It intended to test their practical knowledge of passing the entries of such transactions in the voucher of the given company. As per the table above, only 11 respondents, out of 20, could attempt this item correctly and 9 respondents failed to give correct response. Out of the 11 correct responses, 5 were the girls and 6 were the boys. Thus, 55% of the total specified populations were found to be proficient enough to respond correctly and the rest 45% of them were unable to pass journal entries of such sorts of transactions.

**Item: 7**

The purpose of item number 7 was to assess the knowledge of the specified population relating to the payment made by cheque against the goods purchased on credit. It also aimed to find out whether they were able to determine the actual amount of the payment to be made by cheque in case of Purchase Return and whether they could pass the journal entries of such transaction in the Bank Voucher of the company. According to the table, only 3 respondents were proficient enough to give correct answer. Only 2 girls and 1 boy responded correctly. Thus only 15% of the total specified population attempted the item correctly and 85% of them failed to perform it with accurate answer. It seems that most of the respondents were unaware about this concept. They did not have any knowledge about the way of determining the actual amount in such case.

**Item: 8**

The purpose of this item was to find out whether the specified population could pass the journal entry of cheque payment made by the debtor in the voucher of the company. It also intended to assess whether they could determine the actual due amount of cheque to be received from the debtor in case of Sales Return.

According to the table, all the specified population failed to give correct answer of this item. No any girl or boy could respond correctly. Thus, 0% correct response obtained to this item. It seems that no one of them were proficient enough to determine the actual amount in such type of transactions.

### 4.3.3 Area-wise analysis of the responses obtained from Capital Hill Academy and Shahid Smarak College: Metropolitan vs. Municipality School

In table below the data are presented on the basis of the performance shown by the target population of research in terms of municipality and metropolitan school separately. The correct responses given by the metropolitan school population including girls and boys are presented in the separate column of the table and the same is done for the population studying in the municipality school. Capital Hill Academy (metropolitan school), situated at Teku, Kathmandu and Shahid Smarak College (municipality school), is situated at Kiritipur. The responses are presented in percentage and explanation as per average achievement is presented just below the table.

**Table-8**  
**Area Wise Analysis: Metropolitan vs. Municipality School**

Item No.	Total % of correct response			Total % of correct response		
	Capital hill (metropolitan school)			Shahid Smarak(municipality school)		
	Girls	Boys	Total	Girls	Boys	Total
1	90	100	95	90	50	70
2	60	60	60	100	60	80
3	70	70	70	90	30	60
4	70	80	75	60	30	45
5	60	70	65	0	0	0
6	50	60	55	100	70	85
7	20	10	15	0	0	0
8	0	0	0	0	20	10
average	52.5	56.25	54.375	55	32.5	43.75

Source: Field Survey, 2007

## **Explanation:**

While comparing the area-wise achievement of the response sheet-II, it was found that Average correct response obtained from the respondents of Capital Hill Academy (metropolitan school) and Shahid Smarak (municipality school) was 54.375 % and 43.75% respectively. It means the response obtained from the metropolitan students was better than that of the municipality students. According to the table, 52.5% was the average correct response of the metropolitan girls where as 55% average correct response came from the municipality girls which indicated that the municipality school girls were more proficient than the metropolitan school girls. Further, the above table indicated that 56.25% of the metropolitan boys performed correctly where as only 32.5% of the municipality boys could attempt the test correctly. Thus, it was found that the boys students of the metropolitan school were far better than their counterparts in the municipality.

### **4.4 The Comparison of Accounting Curriculum of HSEB, Nepal with the Accounting Curriculum of CBSE, India**

In order to measure the strength of the Accounting curriculum of HSEB, the researcher compared it with the accounting curriculum of CBSE, India and the accounting curriculum of PCL, TU. The achievement of comparison will evaluate whether the existing curriculum of HSEB is matching the international standard. It will also suggest the area in which the curriculum needs to give emphasis.

#### **4.4.1 CBSE, India: Historical Background**

A trail of developments marks the significant changes that took place over the years in shaping up the Board to its present status. UP Board of High School and Intermediate Education was the first Board set up in 1921. It has

under its jurisdiction Rajputana, Central India and Gwalior. In response to the representation made by the Government of United Provinces, the then Government of India suggested to set up a joint Board in 1929 for all the areas which was named as the ‘ Board of High School and Intermediate Education, Rajputana. This included Ajmer, Merwara, Central India and Gwalior.

The Board witnessed rapid growth and expansion at the level of Secondary education resulting in improved quality and standard of education in institutions. But with the advent of State Universities and State Boards in various parts of the country the jurisdiction of the Board was confined only to Ajmer, Bhopal and Madhya Pradesh later. As a result of this, in 1952, the constitution of the Board was amended wherein its jurisdiction was extended to part-C and Part-D territories and the Board was given its present name ‘Central Board of Secondary Education’. It was in the year 1962 finally that the Board was reconstituted. The main objectives were those of: serving the educational institutions more effectively, to be responsive to the educational needs of those students whose parents were employed in the Central Government and had frequently transferable jobs.

The jurisdiction of the Board is extensive and stretches beyond the national geographical boundaries. As a result of the reconstitution, the erstwhile ‘Delhi Board of Secondary Education’ was merged with the Central Board and thus all the educational institutions recognized by the Delhi Board also became a part of the Central Board. Subsequently, all the schools located in the Union Territory of Chandigarh. Andaman and Nicobar Island, Arunachal Pradesh, the state of Sikkim , and now Jharkhand, Uttaranchal and Chhattisgarh have also got affiliation with the Board. From 309 schools in 1962 the Board today has 8979 schools on 31-03-2007 including 141 schools in 21 countries. There are 897 Kendriya Vidyalayas, 1761 Government

Schools, 5827 Independent Schools, 480 Jawahar Novodaya Vidyalayas and 14 Central Tibetan Schools.

In order to execute its functions effectively Regional Offices have been set up by the Board in different parts of the country to be more responsive to the affiliated schools. The Board has regional offices in Allahabad, Ajmer, Chennai, Guwahati, Panchkula and Delhi. Schools located outside India are looked after by regional office Delhi. The headquarters constantly monitor the activities of the Regional Offices. Although sufficient powers have been vested with the Regional Offices, issues involving policy matters are, however, referred to the head office. Matters pertaining to day-to-day administration, liaison with schools, pre and post examination arrangements are all dealt with by the respective regional offices.

CBSE is a self-financing body which meets the recurring and non-recurring expenditure without any grant-in-aid either from the central government or from any other source. All the financial requirements of the Board are met from the annual examination charges and affiliation fee.

#### **4.4.2 Major Activities and Objectives of CBSE, India**

The Central Board of Secondary Education was set up to achieve certain interlinked objectives:

- ) To prescribe conditions of examinations and conduct public examination at the end of Class X and XII. To grant qualifying certificates to successful candidates of the affiliated schools.
- ) To fulfill the educational requirements of those students whose parents were employed in transferable jobs?
- ) To prescribe and update the course of instructions of examinations.

- ) To affiliate institutions for the purpose of examination and raise the academic standards of the country.

The prime focus of the Board is on:

- ) Innovations in teaching-learning methodologies by devising students friendly and students centered paradigms.
- ) Reforms in examinations and evaluation practices.
- ) Skill learning by adding job-oriented and job-linked inputs.
- ) Regularly updating the pedagogical skills of the teachers and administrators by conducting in service training programmers, workshops etc.

The accounting curriculum of CBSE found to have the following objectives:

1. To familiarize the students with accounting as an information accounting system.
2. To develop an understanding about recording of transactions through accounting equation approach.
3. To develop the skill of using accounting equation in processing business transactions.
4. To acquaint the students with basic concepts of data base management in the context of accounting information system.
5. To enable the students to analyze and understand the financial statements.
6. To familiarize students with the fundamentals of computerized system of accounting.

## **4.5 Comparison and Contrast: Accounting Curriculum of HSEB, Nepal and CBSE, India**

The researcher has compared the accounting curriculum of HSEB with the accounting curriculum of CBSE and has presented it separately class-wise. Similarities between these curriculums have been ignored and the differences have been taken out for review. The researcher has highlighted the chapters that have not been included in either side. After that the importance and relevance of the topic has been discussed.

### **4.5.1 Class XI<sup>th</sup> Curriculum**

The XI<sup>th</sup> class accounting curriculum of CBSE was found to be divided into two parts i.e. Financial Accounting-I and Financial Accounting-II. The first part included 6 units with 84 periods and 60% of total marks. The second part included 3 units with 84 periods and 40% marks. Most of the units contained were found similar to that of HSEB except two chapters. These are:

1. Bills of Exchange.
2. Computers in Accounting

And also two chapters which were found to be included in the curriculum of HSEB were not available in the curriculum of CBSE. These are:

1. Accounting for incomplete records.
2. Government Accounting

Thus, there are mainly 4 topics that make difference between these two academic boards in XI class. The meaning and relevance of these chapters are discussed below.

#### **4.5.1.1 Bills of Exchange**

A bill of exchange is an instrument in writing containing an unconditional order signed by the maker directing to pay a certain sum of money only to the order of a certain person or the bearer of the instrument. In modern commercial age there are very few cash transactions, most of the business transactions are on credit. The trade has expanded with the progress of science. So the business man is in a position to enter many more transactions than his actual capital. The business man purchases goods and makes payment in future and similarly he sells goods and receives payment in future. The problem of future payment can be easily solved with the help of credit instruments like bills of exchange. Advantages of the bills of exchange can be summarized as follows:

1. It is helpful in increasing the business as a businessman can purchase goods on credit by accepting a bill of exchange.
2. It is helpful in saving money because the functions of money are performed by the bills of exchange.
3. Even the largest foreign payments are possible with the help of bills of exchange.
4. It can be produced in the court of law as a legal document in case of the non-payment.
5. It is a negotiable instrument so it can easily be indorsed.
6. If businessman needs money immediately he can get it discounted with the bank.

The above mentioned advantages indicate the importance of this accounting tool in the context of the financial transactions. Though the term “Bills of Exchange” or “Discounting of Bills” are sufficiently found in the books

written as per the curriculum of HSEB, but nowhere any definition of this term were found to have been given.

#### **4.5.1.2 Computer in Accounting**

The CBSE has included the practical knowledge of computer skill in context of accounting works in its curriculum. The curriculum text found to have stated “computerized accounting is becoming more and more popular with increased awareness about use of computers in business. Keeping this in view, the students are exposed to basic knowledge about computers and its use in accounting at Class XI. Students will also be given an opportunity to understand further about computerized accounting in Class XII.” ([www.cbse.edu.in](http://www.cbse.edu.in)). Thus, the board seems to be all set for providing the practical computer knowledge of accounting.

## **Role of computer in accounting:**

A computer can process almost every type of information required by a business house. Its area of operations are increasing day by day, however, its applications in the following areas are most popular:

- ) Inventory control
- ) Input output analysis
- ) Budgetary control and standard costing
- ) Sales accounting
- ) Quality control
- ) Purchase accounting
- ) Machine capacity utilization
- ) Market research
- ) Programmed implementation
- ) Copying details (say, date, number, particulars, quantity, rate, amount etc.) from one record to another.
- ) Various ledgers (such as Sales Ledger, Purchase Ledger, Store and Stock Ledger, Cash Ledger etc.)

In class XI, it has included the following concept of computer:

- ) Meaning, capabilities and components of computer system.
- ) Database concepts for Accounting.
- ) Retrieval of accounting information-basic queries.

HSEB was not found to have included practical knowledge of computer in its curriculum.

### **4.5.1.3 Accounting for Incomplete Records**

An account from incomplete records is also known as the accounts kept under Single Entry System. It is applied to a style of book-keeping under which only the Personal Accounts of the debtors and creditors of the businessman are kept. The usual subsidiary books are sometimes kept in just the same way as in Double Entry System, but the posting are made there from of such entries only as relate to Personal Accounts. In fact single entry system is not ant particular system of Book-Keeping, but rather the Double Entry System in an incomplete form. It is an incomplete, unscientific and unsystematic system of accounting where recordings stand scattered. The small businessmen, who do not have the knowledge of keeping a systematic record of the business transactions, usually follow the single entry system. The preparation of final account in this system is difficult. This chapter provides knowledge of the way to convert the Single Entry system into Double Entry System.

This topic were found to have been included in the curriculum of HSEB but the same is absent from the curriculum of CBSE.

### **4.5.1.4 Government Accounting**

The accounting system maintained in Government offices in Nepal is known as Government Accounting. It systematically and scientifically records the revenues and expenditures of all government offices including ministries, departments and operating level offices under them. It provides all informations, data, and statistics necessary for decision making, formulation of future plan, budgets and policies. Government accounting is mainly concerned with keeping records of government revenues and their proper utilization in

different developmental and administrative works. However Government Accounting system is applicable only in Nepal.

It is useless outside this country. So, naturally it could not be included in the curriculum of CBSE. But as this accounting system is applicable here, it is must to give knowledge of this accounting system to the students. Hence it has been included in the accounting curriculum of HSEB.

#### **4.5.2 Class XIIth Curriculum**

Class XII curriculum of CBSE was found to be divided into 2 parts. First part was Partnership and Company accounts that included 5 units with 124 periods and 60 marks. The second part was Analysis of Financial Statements that included 3 units with 84 periods and 40% mark. The second part has an alternative. Computerized Accounting was found to have been kept in choice of the second part. Out of the 40% marks for the second part, 20% marks was for Project work/Practical work on Computerized Accounting. Rests of the units contained were found similar to that of HSEB except two chapters. These are:

1. Partnership Accounts
2. Computerized Accounting

And also one chapter which was found to be included in the curriculum of HSEB was not available in the curriculum of CBSE. That is:

1. Cost Accounting

Thus, there are mainly 3 topics that make difference between these two academic boards in XII class. The meaning and relevance of theses chapters are discussed bellow.

#### **4.5.2.1 Partnership Accounts**

Here it is to be noted that while including any topic in the curriculum at the higher secondary level, the curriculum of the bachelor level should also be taken into consideration. The topics should be included in the curriculum as per their extent of relevance in the present context of practical applications. Now a days most of the business enterprises being established are of Partnership nature. There fore the knowledge of maintaining partnership accounts has increased relevantly. But, in Nepal, this topic was found to have been included only in the accounting curriculum of BBS third year where the whole subject of accounting is optional. Thus, any student not opting Accounting in the third year will remain unaware of the partnership account forever. So it seems to be relevant to include the partnership account in the class XII curriculum of HSEB. For that if necessary, Cost Accounting may be removed from the curriculum as it is a compulsory topic under BBS first year programmed.

#### **4.5.2.2 Computerized Accounting**

It was found that the curriculum of CBSE had given a significant emphasis on the computerized accounting knowledge. It was found to have included the most relevant computerized accounting concepts such as Data base Design for Accounting, Application of computers on Financial Accounting, Practical Accounting work through computer etcetera. It is not irrelevant to say that computerized accounting has been the synonyms of the accounting knowledge of an accountant in the business field. But the Accounting Curriculum of the HSEB seems to be unaware in this context. The absence of computerized accounting has put down the strength of the HSEB curriculum.

### **4.5.2.3 Cost Accounting**

Goreden Shillinglaw has defined cost accounting as the body of concepts, methods and procedures used to measure, analyze or estimate the costs profitability and performances of individual products, departments and other segments of a company's operations for either internal or external use or both and to report on these questions to the interested parties. Cost accounting is one of the most relevant concepts in this present industrial age. It is an inevitable phenomenon for a manufacturing concern. This chapter has been included in the curriculum of HSEB but the same is not in the curriculum of CBSE.

## **4.6 The Comparison of HSEB, Nepal Accounting Curriculum with the Accounting Curriculum of PCL (TU)**

The accounting curriculum of proficiency certificate level of Trubhuvan University includes two years programmed: First year and the Second Year. The first year accounting curriculum contains the basic financial accounting concepts. The topics included under the financial accounting concept are similar to that of HSEB curriculum. The second year accounting curriculum contains Company Accounts, Cost Accounts and others. Government Accounting which is only applicable in Nepal has also been included. The accounting curriculum of proficiency certificate level of Trubhuvan University was not so much relevant in the present context previously. The educationists opined to cancel it but the university preferred to modify the curriculum and it has been made almost similar to the curriculum of HSEB which is going to be practiced from coming academic session in schools and colleges.

## **4.7 Findings of the Study**

The researcher has listed out some findings on the basis of the data analysis and interpretation.

### **4.7.1 School-wise Findings**

The findings concluded during the analysis and interpretation of the data has been listed below as per the school.

### **4.7.2 Findings from Mahalaxmi School**

The following findings are listed out on the basis of the analysis and interpretation of the data obtained from Shree Mahalaxmi Higher Secondary School, Lubhoo, Lalitpur.

- ) Item 14, 17, 19 were correctly attempted by all the specified population. Thus 100% population gave correct response to this item. These items aimed at finding out the knowledge of assets, trading account and bank reconciliation statement in the specified population of this research and from their responses it is concluded that all the specified population of this particular school are proficient enough in this aspect of accounting.
- ) Item number 6,8,10,12,13,18 was correctly attempted by 80% to 90% of respondents. That means majority of the respondents have better knowledge of Accounting Equation, Contra Entry, Trial balance, Bank Overdraft, Depreciation and Balance sheet.
- ) Only 10% to 40% of respondents could correctly respond item number 5, 9, 15, 16 and 20. It indicates that very few respondents possess the knowledge of Trial balance, Reserve and Provision.

- J Only 9% of respondents could correctly respond item number 9. It confirms that majority of the students were unaware of the objective of the preparation of Trial Balance.
- J All the girls responded correctly to the item numbers 6, 8, 10, 14, 17, 18 and 19. Thus 100% correct response came from girls on this item. Thus, all the female students were found possessing confidential knowledge of Accounting Equation, contra Entry, incomes and liabilities, Trading Account and Bank Reconciliation Statement etc.
- J Item numbers 13, 14, 17, 19 were attempted by all the boys' respondents. Thus 100% correct response came on this item number from boys. It indicates that all of them were possessing confidential knowledge about Depreciation, Trading Account and Bank Reconciliation Statement.

#### **4.7.3 Findings from NIMS College**

The following findings are listed out on the basis of the analysis and interpretation of the data obtained from NIMS College, Jagankhel, Lalitpur.

- J Item number 20 was not attempted correctly by any students which indicates that none of them possess any knowledge about General Reserve.
- J Items number 19 were attempted by 95% number of students. Item numbers 2, 3, 6, 7, 8, 10, 12, 13, 14, 17, 18, 19 were found to be correctly attempted by 70 per cent or above respondents. It indicates that majority of them possess confidential knowledge of Bank Reconciliation Statement, area of Financial Accounting, income, Accounting Equation, Rules of Account, Contra Entry, Trial Balance, Bank Overdraft, Balance Sheet, Reserve, Trading Account, Objective of Balance Sheet and Bank Reconciliation Statement.

- J Similarly 1, 9, 11, 20 item numbers were attempted correctly by 50 per cent or more respondents and 4,5,20 item numbers were attempted correctly by below 50 per cent of respondents. Thus, the knowledge of the respondents about objective of accounting, discounts, types of expenses etc. is not satisfactory.
- J Item number 10 and 19 was correctly attempted by 100% of girls' respondent. Similarly 90 % and 80% of girl respondents correctly attempted the item numbers 2, 14, and 7, 12,13,17,18 respectively. Thus, they possess excellent knowledge of Trial Balance, Bank Reconciliation Statement, area of financial account, rules of account, Bank Overdraft, Depreciation etc.
- J None of the girl could correctly attempt item number 20 which indicates that none of them have any idea of General Reserve.
- J Item number 1,2,3,6,7,8,10,11,12,13,14,15,16,17,18,19 were correctly responded by 70% or above boys respondents. Thus, it is clear that majority of the male students possess confidential knowledge of Objective of Accounting, Income, Accounting Equation, Rules of Account, Contra Entry, Trial Balance, Depreciation, Reserve, Trading Account, Objective of Balance Sheet and Bank Reconciliation Statement.
- J Item 13 was correctly attempted by all the boys that mean 100% male students possess knowledge of Depreciation.
- J No any boy could attempt correctly item number 16 and 20. It indicates all the male respondents were unaware of provision and reserve.
- J Item 20 was not attempted correctly either by boys or girls thus, both of them seems to be unaware of the term Reserve.

#### **4.7.4 Findings from Shahid Smarak, Kirtipur, Kathmandu**

The following findings are listed out on the basis of the analysis and interpretation of the data obtained from Shahid Smarak, Kirtipur, Kathmandu

1. In average 43.75% of the total specified population were found proficient enough to respond correctly. The figure of average correct response is not satisfactory.
2. Item 6 was correctly attempted by maximum number of respondents. In total 85% correct response was achieved for this item. 100% girl respondents attempted it correctly. Similarly 70% and 80% correct response came for the item number 1 and 2 respectively. It means most of the students had excellent knowledge of passing entries for Credit Sales and payment made by bank cheque.
3. Item number 4 and 8 was attempted correctly only by 45% and 10% respondents correctly. That means a large number of students did not possess better knowledge of passing journal entries for Credit Purchase and due received by bank cheque.
4. No any respondents could attempt the item number 5 and 7. Boys and girls both were found to be failed in attempt of these items. It seems that they are fully unknown about the term Purchase Return and determination of due amount.
5. The average correct response of the girls and the boys respondents was 55% and 32.5% respectively. Thus the girls were found to be more proficient than the boys on the basis of their response.

#### **4.7.5 Findings from Capital Hill Academy, Teku, Kathmandu**

The following findings are listed out on the basis of the analysis and interpretation of the data obtained from Capital Hill Academy, Teku, Kathmandu.

1. In average 54.375% of the total specified population were found proficient enough to respond correctly. Though the figure of average correct response is not excellent but it can be taken to be satisfactory.
2. Item one was correctly attempted by maximum number of respondents. In total 95% correct response was achieved for this item. 100% boy respondents attempted it correctly. Similarly 70% correct response came for the item number 3. it means most of the students had excellent knowledge of passing entries for Credit Sales and Sales Return.
3. Item number 4 and 5 was attempted correctly by 75% and 65% respondents correctly. That means a large number of students possessed better knowledge of passing journal entries for Credit Purchase and Purchase Return.
4. Only 15% respondents could correctly attempted item number 7 that included only 2 girls and one boy. And neither any boy nor no any girl could attempt item number 8. as the specified populations failed to attempt both the item number 7 and 8, it means they did not know how to find out the due amount and pass the journal entries in case of Purchase Return and Sales Return.
5. The average correct response of the girls and the boys respondents was 52.5% and 56.25% respectively that put the boys in the better position than the girls for their response even though the difference is insignificant.

#### **4.7.6 Findings from Capital Hill Academy, Teku and Shahid Smark at Kirtipur: Metropolitan vs. Municipality School**

The following findings are listed out on the basis of the analysis and interpretation of the data obtained from Hill Academy, Teku and Shahid Smark at Kirtipur: Metropolitan city school vs. Municipality school

1. Average correct response obtained from the respondents of Capital Hill Academy (metropolitan school) and Shahid Smarak (municipality school) was 54.375 % and 43.75% respectively. It means the response obtained from the Metropolitan school students was better than that of the municipality school.
2. Average correct response of the girl students from Capital Hill Academy was 52.5% and the same from the Shahid Smarak was 55%. Thus it was found that the girls of the municipality school were better than the metropolitan school girls.
3. But while analyzing as per the individual items it was found that item number 8, 7, 5 got 0% correct response and item number 2 and 6 got 100% correct response of the girls from municipality school students where as the girl students from the metropolitan school gave mix response for those items. Thus, the female students possess better knowledge of passing entries for Purchase Return and payment received by cheques.
4. Average correct response of the boy students from Capital Hill Academy was 56.25% and the same from the Shahid Smark was 32.5%. It means that the metropolitan boys were far better than the municipality school boys in their response.
5. One striking fact was that neither the metropolitan students and nor the municipality school students could correctly and confidentially respond item number 7 and 8. Only 15% students from Capital Hill Academy

could correctly attempt item number 7 where as 100% students from the Shahid Smarak failed to attempt correctly the same item. Thus, they have no knowledge of determining the due amount after the purchase return and passing the journal entry of the same.

6. Similarly, 100% students from the metropolitan city school failed to give correct answer for the item number 8, where as only 20% of the municipality school students could correctly attempt the same. It indicates that they don't know how to find out the due amount after Sales Return and pass journal entry of the same.
7. No any municipality school student either boy or girl could correctly attempt item number 5 and 7 that indicated their ignorance about the entries of purchase return transaction and the actual worth of goods retained.

#### **4.7.7 Findings from Measuring the Strength of HSEB in Comparison with Secondary Education Programmed of CBSE and Proficiency Certificate Level Programmed of TU.**

The following findings are listed out on the basis of the analysis and interpretation of the data obtained from measuring the strength of HSEB in comparison with secondary education programmed of CBSE and proficiency certificate level programmed of TU.

1. Absence of computerized accounting has lowered the strength of HSEB curriculum in the comparison of CBSE.
2. Partnership accounts were not found to be included in the HSEB curriculum which seems to be relevant in the present context.
3. Cost Accounting and Government Accounting were not found in the curriculum of CBSE.

4. No marks have been allotted in the accounting curriculum for the practical/project works under HSEB.
5. Proficiency Certificate Level of TU programmed has included the curriculum similar to the HSEB and no provision of practical/project work seems to exist there as well.
6. Final account of partnership accounts was found to have included in PCL curriculum.
7. In comparison of TU curriculum, the HSEB curriculum was found to be similar but in comparison of CBSE curriculum it was not satisfactory.

## **CHAPTER-FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

As per the responses the specified population was not found fully perfect. The test achievement showed that 68% students of NIMS College understand the class-room teaching of the prescribed accounting curriculum. Data of the Mahalaximi School for the same was 64.5%. Though the result seems to be satisfactory, there are sufficient spaces for improvement. The average correct response obtained from the female respondents of NIMS College was 66.5% and the same of the Mahalaxmi School was 70%. This has proved that the female respondents of the village school more skillful in grabbing the class-room teachings. At the same time only 59% average correct response of male respondents from the Mahalaxmi School found to be 10% less than the average 69% correct response obtained from the male respondents of the NIMS College. This clearly shows that the male students of the village school are not capable enough to grab the class-room teaching.

Similarly, as per the test achievement of the response sheet-II, 54% of the city students were found to be capable in professional accounting work in comparison of 43% of the average village students. As per the result achievement, 55% of average female students of village school can use the accounting knowledge professionally where as 52.5% of the city schools were found to be successful in the same. At the same time only 32.5% of the male students of the village school were found to be professionally trained which is almost 24% less than the city school achievement. Thus the average result indicates that city school is much ahead in training the students professionally.

The curriculum of the proficiency certificate level of Tribhuvan University was found to be similar to that of the HSEB curriculum however the current curriculum of the PCL was found to have been implemented from the academic year 2064. The curriculum of Central Board of Secondary Education (CBSE), of India was found to have given more emphasis on the computerized accounting which has been included in the class 11 and 12. But the same is missing in the curriculum of HSEB. Similarly, CBSE was also found to have included one of the most relevant chapters of partnership accounts and Bills of Exchange. However, Cost Accounting has not been included the curriculum of CBSE.

## **5.2 Conclusion**

Curriculum of any academic board should include the most relevant chapters in a way that can be taught easily. The curriculum should be designed considering the previous knowledge of the students and further knowledge to be given of a particular chapter. The curriculum should also suggest about the sorts of teaching material and hands out that can be used while teaching in the class-room. Though HSEB found to have made a better effort of passing accounting knowledge to the students, the test achievement can not be taken as satisfactory. It should ensure for a better quality education and educational environment particularly in the rural areas. It seems that teachers are not able to impart their knowledge to the students perfectly. The HSEB should ensure that trained teachers should be appointed in the schools. A lot of effort still needs to make the curriculum career oriented. Partnership Accounts and Bills of Exchange can be included in the curriculum to make it the more relevant. It also should make the computerized accounting compulsory. Inclusion of these topics will make it as per international standard. The students are to be interacted with professional accountants and businessmen. Teachers are equipped with the instructional materials from the board. Teachers' guide and

some hands out for the teachers are to be prepared by the specialists to help the teachers in their class room teaching.

### **5.3 Recommendations**

1. The score of the village students is lower than the students studying in the city area and hence the students in the village area should be taught with great emphasis.
2. The boy students of the village should be encouraged to enhance their study and the teachers too should pay much attention to them.
3. Least number of students, both of the city and village, attempted correctly the entries of bank transactions. So, teachers should teach about such transactions with lots of examples.
4. Students should be taught Purchase Return and Sales Return concepts properly.
5. Though the effectiveness of class-room teaching was found to be satisfactory both in city and village, attempts should be made to improve it further.
6. As per the findings of the research, the curriculum can not be taken as career oriented. Extra materials should be added in the curriculum to meet this objective.
7. In comparison of TU curriculum, the HSEB curriculum was found to be similar but in comparison of CBSE curriculum it is not satisfactory. Some changes seem to be required in the curriculum of HSEB to enhance its strength. For example, it should include Partnership Accounts in its curriculum which is relevant in present context.
8. While teaching in the classroom the teacher should check the students' pre-knowledge about the particular topic before it is started to make the learning effective.

9. The teacher needs to link the previous knowledge of the students to the present lesson to make teaching learning easier and long-lasting.
10. The students are to be interacted with the professional accountants and entrepreneurs to provide them first hand experience and also to make their learning strong and confidential.
11. The students are to provide opportunities to visit business firms to observe business activities and accounting records maintained to confirm the practicability of their learning.
12. The teachers need to prepare a lesson plan for each chapter before they go to teach in the class room.
13. The students are to be provided hands out, some extra study materials at the end of every chapter.

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## APPENDIX-1

### TABLE USED IN REVIEW OF LITERATURE

#### 1.1 Suggested under graduate curriculum – Pierson Report

**Table-A**

Required subjects and Limited –choice Electives	Semester Hours
<u>General Foundation Subjects:</u>	
<u>Humanities</u> .....	18-21
English literature and composition .....	9
One or two other humanities (e.g., either in foreign language or in philosophy, etc.) .....	6
Advance elective in one of above .....	3 or 6
<u>Mathematics – Science</u> .....	21-24
College algebra – trigonometry – geometry.....	6
Calculus and finite mathematics .....	6
Laboratory Science (Physics, chemistry etc. ).....	6
Advance elective in one of above.....	3 or 6
<u>Social Science (Excluding economics)</u> .....	21
History .....	6
Political Science .....	6
Behavioral science (Psychology, sociology etc. ).....	6
Advance elective in one of above .....	3
<b>TOTAL SEMESTER HOURS OUTSIDE BUSINESS AND ECONOMICS</b>	<b>60-66</b>
<u>Business Foundation Subjects</u> .....	27-30
Principles of Economics .....	6
Economics of the firm (micro analysis).....	6
Economics and money and income (macro analysis).....	6
Quantitative methods (Accounting – Statistics).....	6
Advance electives in quantitative methods .....	0 to 3
Political and legal factors in business.....	3
Organization and human behaviors.....	3
<u>Functional Business Subjects</u> .....	
Personal management .....	27
Production management .....	3
Finance management.....	3
Marketing management.....	3
Business Policy and social responsibilities.....	3
Studies in major subjects (exclusive work in business foundation and functional subjects).....	6
<u>Elective</u> (No more than one in major subjects).....	9
<b>TOTAL SEMESTER HOURS IN BUSINESS AND ECONOMICS</b>	<b>0-6</b>
<b>TOTAL SEMESTER HOURS REQUIRED FOR GRADUATION</b>	<b>54 - 63</b>
	<b>120</b>

## 1.2 Suggested under graduate curriculum: Gorden and Howell Report

**Table-B**

SUBJECT	Semester Hours
<u>General Education:</u>	
Humanities and fine arts .....	24-27
English Language and literature .....	12 – 15
Humanities and fine arts elective .....	12
Natural science and mathematics.....	12-24
Mathematics .....	6-12
Natural sciences.....	6-12
Behavioral – Social sciences .....	24
Behavioral Science .....	6
Economics – elementary .....	6
Other social sciences .....	12
<b>TOTAL GENERAL EDUCATION COMPONENT</b>	<b>60 - 75</b>
<u>Business Studies</u>	
Organization theory and management principle .....	
Market environment and functional management .....	6
Finance	9 - 15
Marketing	
Industrial relation	
Human relation	
Production or production management	
Information and control system .....	
Managerial accounting	9 - 12
Statistical analysis and related topics	
Advanced economics .....	6
Aggregative economics	
Managerial economics	
Legal environment of business .....	
Integrating the management view points .....	3
Business policy	3
<b>TOTAL BUSINESS STUDIES.....</b>	
<b>TOTAL SEMESTER HOURS .....</b>	
	36 - 45
	96 - 120

Source: Robert A. Gordon and James E. Howell, Higher Education for Business (Now York: Columbia University Press, 1959), pp. 173 and 209

## APPENDIX-2

### TABLE USED IN ANALYSIS AND INTERPRETATION

#### 2.1 Gender-wise analysis of Responses collected from Shree Mahalaxmi Higher Secondary school, Lubhoo, Lalitpur: Male vs. Female.

TABLE: 1

Item no.	No of correct response			% of correct responses		Total % of correct responses
	Girls	boys	total	Girls	Boys	
1	7	5	12	70	50	60
2	8	4	12	80	40	60
3	2	5	7	20	50	35
4	9	3	12	90	30	60
5	2	3	5	20	30	25
6	10	7	17	100	70	85
7	7	4	11	70	40	55
8	10	6	16	100	60	80
9	0	2	2	0	20	10
10	10	8	18	100	80	90
11	5	8	13	50	80	65
12	9	8	17	90	80	85
13	8	10	18	80	100	90
14	10	10	20	100	100	100
15	4	2	6	40	20	30
16	6	2	8	60	20	40
17	10	10	20	100	100	100
18	10	8	18	100	80	90
19	10	10	20	100	100	100
20	3	4	7	30	40	35

**2.2 Gender-wise analysis of Responses collected from NIMS College, Lagankhel, Lalitpur: Male Vs. Female.**

**TABLE – 2**

Item number	Number of correct response			% of correct responses		Total % of correct responses
	Girls	Boys	Total	Girls	Boys	
1	4	8	12	40	80	60
2	9	7	16	90	70	80
3	7	7	14	70	70	70
4	6	3	9	60	30	45
5	3	4	7	30	40	35
6	7	8	15	70	80	75
7	8	8	16	80	80	80
8	7	9	16	70	90	80
9	7	6	13	70	60	65
10	10	8	18	100	80	90
11	5	8	13	50	80	65
12	8	9	17	80	90	85
13	8	10	18	80	100	90
14	9	9	18	90	90	90
15	5	8	13	50	80	65
16	4	0	4	40	0	20
17	8	9	17	80	90	85
18	8	9	17	80	90	85
19	10	9	19	100	90	95
20	0	0	0	0	0	0
Average				66.5	69.5	68

**2.3 Area-wise analysis of the responses obtained from NIMS College and Mahalaxmi School: City vs. Village school.**

**TABLE – 3**

**Area-wise analysis: City vs. Village school**

Item	Nims college(city school)			Mahalaxmi (village school)		
	Total % of correct response			Total % of correct response		
	girls	Boys	total	girls	boys	total
1	40	80	60	70	50	60
2	90	70	80	80	40	60
3	70	70	70	20	50	35
4	60	30	45	90	30	60
5	30	40	35	20	30	25
6	70	80	75	100	70	85
7	80	80	80	70	40	55
8	70	90	80	100	60	80
9	70	60	65	0	20	10
10	100	80	90	100	80	90
11	50	80	65	50	80	65
12	80	90	85	90	80	85
13	80	100	90	80	100	90
14	90	90	90	100	100	100
15	50	80	65	40	20	30
16	40	0	20	60	20	40
17	80	90	85	100	100	100
18	80	90	85	100	80	90
19	100	90	95	100	100	100
20	0	0	0	30	40	35
average	66.5	69.5	68	70	59.5	64.75

**2.4 Gender-wise analysis of Responses collected from Shahid Smarak College, Kirtipur, Kathmandu: Male Vs. Female.**

**TABLE-4**

Item number	No of correct response			% of correct responses		Total % of correct responses
	Girls	boys	Total	Girls	Boys	
1	9	5	14	90	50	70
2	10	6	16	100	60	80
3	9	3	12	90	30	60
4	6	3	9	60	30	45
5	0	0	0	0	0	0
6	10	7	17	100	70	85
7	0	0	0	0	0	0
8	0	2	2	0	20	10
average	6	3	9	55	32	43.75

**2.5 Gender-wise analysis of Responses collected from Capital Hill Academy College, Teku, Kathmandu: Male Vs. Female.**

**TABLE -5**

Item number	No of correct response			% of correct responses		Total % of correct responses
	Girls	boys	Total	Girls	Boys	
1	9	10	19	90	100	95
2	6	6	12	60	60	60
3	7	7	14	70	70	70
4	7	8	15	70	80	75
5	6	7	13	60	70	65
6	5	6	11	50	60	55
7	2	1	3	20	10	15
8	0	0	0	0	0	0
Average	5	6	11	50	60	54.375

**2.6 Area-wise analysis of the responses obtained from Capital Hill Academy and Shahid Smarak College: Metropolitan vs. Municipality school.**

**Table-6**

Item	Total % of correct response			Total % of correct response		
	Capital Hill (Metropolitan)			Shahid Smarak(Municipality)		
	girls	Boys	total	girls	boys	total
1	90	100	95	90	50	70
2	60	60	60	100	60	80
3	70	70	70	90	30	60
4	70	80	75	60	30	45
5	60	70	65	0	0	0
6	50	60	55	100	70	85
7	20	10	15	0	0	0
8	0	0	0	0	20	10
average	52.5	56.25	54.375	55	32.5	43.75

**Appendex-3**  
**Names of the sample population: school - wise.**

	Capital Hill Academy, Taku, Kathmandu	Shahid Smarak School, Kiritpur	NIMS College, Lagankhel	Mahalaxmi H.S. School, Lubhoo
S.N.	Name of the students	Name of the students	Name of the students	Name of the students
1	Sajina Bista	Bhagawati Bhattarai	Sonu Singh	Sunita Shrestha
2	Pratima Singh	Sabina Bhushal	Gyanuka Rana	Sushma Shrestha
3	Ranu Shrestha	Bimala Paudel	Abhilasha Paudel	Rama Maharjan
4	Alina Ranjit	Sarita Rai	Rashmi Maharjan	Ambika Devi Shrestha
5	Shusma Ranjit	Srijana Panthi	Ramila Gautam	Sarmila Maharjan
6	Iskrina shrestha	Rewati KC	Archana Shakya	Ganga Laxmi Shrestha
7	Kalpna Paudel	Gita Thakuri	Sarita Rai	Rabina shrestha
8	Soni Budhathoki	Sabrina Basnet	Saloni Maharjan	Beena Younghang limbu
9	Srijana Regmi	Rajani Tandukar	Ramita Berta	Nil Kumari Maharjan
10	Binita Rijal	Shanti Gurung	Shusila Thapa	Sarla Shrestha
11	Santosh KC	Mukunda Shrestha	Badal Shrestha	Mahendra Maharjan
12	Sankalpa Adhikari	Deepak Chaudhari	Bijay Lama	Ram Shrestha
13	Rameshwor Sapkota	Binod Marharjan	Anil Shahi	Subas Raut
14	Avinash Ghimire	Nitesh Maharjan	Bipendra Maharjan	Dharma Maharjan
15	Yunish Shrestha	Krishna Khanal	Rakesh Maharjan	Raju shrestha
16	Rabi Chapagain	Kiran K.Yadav	Kapil Magar	Dinesh Nepali
17	Achyut Sapkota	Prashant Poudel	Saroj Gautam	Birat shrestha
18	Bikash Balami	Dhan B. Karki	Arjun Neupane	Phiroj Pariyarl
19	Sunil Thapa	Suresh Bista	Arjun Neupane	Tank Prasad Neupane
20	Sailen Sakya	Harry	Roshan Nepal	Saroj Maharjan

# APPENDIX-4

## TOOLS FOR DATA COLLECTIONS

### RESPONSE SHEET –I

Name and address of college:

Student's Name:

Grade:

Roll Number:

Remarks

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*Give Tick Marks on the best Possible Answer:*

1. **Objective of accounting is to:**
  - a. Maintain records of financial transactions.
  - b. Calculate profit or loss.
  - c. Depict financial position of the business.
  - d. All of them.
2. **Financial accounting deals with:**
  - a. the maintenance of the books of account
  - b. computation of cost of products or services
  - c. preparation of budget
  - d. non of them
3. **difference between Revenue and Expense is known as:**
  - a. expenditure
  - b. income
  - c. loss
  - d. bad debts
4. **.....is allowed if the customers make payment in time**
  - a. cash discount
  - b. trade discount
  - c. both a & b
  - d. discount on shares
5. **Expenses incurred for acquiring the goods and making them fit for sale is:**
  - a. indirect expenses
  - b. capital expenditure
  - c. direct expenses
  - d. only b & c
6. **According to accounting equation Assets are always equal to:**
  - a. outstanding expenses
  - b. long term loan
  - c. owner's equity
  - d. revenue
7. **Rules of Nominal account says:**
  - a. debit what comes in and credit what goes out
  - b. debit all the losses & expenses and credit all the incomes & gains
  - c. debit the receiver and credit the giver

- d. debit the expenses and credit the Suspense Account
- 8. While preparing three column cash book, entries for cash deposited into bank are passed on the debit side as well as on the credit side of the cash book. Such entries are called:**
- a. combined entry
  - b. contra entry
  - c. double sided entry
  - d. bank entry
- 9. A trial balance is a statement of debit and credit totals, extracted from the ledger with a view to test the:**
- a. arithmetical accuracy of the books
  - b. financial position of the business
  - c. standard of the accounting principle
  - d. non of them
- 10. Incomes and Liabilities are kept on the .....side of trial balance:**
- a. debit side
  - b. credit side
  - c. both sides
  - d. only b & c
- 11. Disagreement of Trial Balance surely indicates the presence of some errors in:**
- a. Journal entries
  - b. Ledger posting
  - c. Trial balance
  - d. All of them
- 12. Bank overdraft stands on the:**
- a. Debit side of Trading Account
  - b. Credit side of profit and loss account
  - c. Assets side of Balance sheet
  - d. Liability side of Balance sheet
- 13. Same amount of depreciation is charged during the life time of the assets under:**
- a. Straight line depreciation method
  - b. Diminishing balance method
  - c. Machine hour rate method
  - d. Annuity method
- 14. Payment of Rs. 75000 for machinery purchased is taken to balance sheet assets side because it is:**
- a. Revenue expenditure
  - b. Capital expenditure
  - c. Fixed asset
  - d. Differed expenditure
- 15. Reserve is a sum kept apart for:**
- a. an unknown liability
  - b. a known liability
  - c. short term liability
  - d. outstanding expenses

- 16. Amount set aside as a charge against profit to meet a loss which may arise on the realization of certain assets is known as:**
- a. Goodwill
  - b. Reserve
  - c. Provision
  - d. Loss on assets
- 17. Trading Account is prepared to find out:**
- a. cost of the goods sold
  - b. net profit
  - c. net sales
  - d. gross profit
- 18. The principal objective of balance sheet is to know:**
- a. total capital of the business
  - b. total long term debt of the business
  - c. goodwill of the business
  - d. financial position of the business
- 19. Bank reconciliation Statement is prepared in order to :**
- a. find out total bank loan
  - b. know the cash deposited into bank
  - c. reconcile the balances of cash book and pass book
  - d. know total bank payment till the date
- 20. General Reserve stands on the liability side of Balance sheet because it is a part of:**
- a. profit
  - b. liability
  - c. loan
  - d. income received in advance

## APPENDIX-5

### RESPONSE SHEET- II

Name and address of college:

Student's Name:

Grade:

Remarks:

Roll Number:

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Journalize the following transactions in the books of Paramount Himalayan Trade Links.

1. Goods sold to Mr. Lal worth Rs. 7000 on credit.
2. Received an order of Rs.25000 from Bhola Ram for supply of goods. Only goods worth Rs.20000 were supplied to him against the order on credit.
3. Mr. Lal returned goods worth Rs.2000.
4. Purchased goods worth Rs.10000 from ABC Traders.
5. Goods returned to ABC Traders worth Rs. 2000 as they were obsolete.
6. Rent Rs. 5000 and salary to staff Rs.8000 were paid by bank cheques.
7. Cheques issued to ABC Traders for the payment due to them.
8. Mr. Lal paid the amount due by cheques.