

## Assignment of 11th class 03.01.2026

**Instructions: Dear students, we are sending you homework. You have to solve this work in your notebook in a neat and clean way. You have to submit this work after the opening of school to your subject teacher.**

### 1. JANUARY 3, 2026 ECONOMICS +1

Dear students

Read all the key details of chapter carefully and at the end there is quiz related to topic. It is mandatory to solve all quiz questions.

Chapter - Producer's Equilibrium

Meaning

Producer's equilibrium refers to the level of output at which a producer maximizes profit or minimizes loss, given the cost of production and revenue.

Conditions of Producer's Equilibrium

Producer can attain equilibrium under two approaches:

1. Total Revenue – Total Cost (TR–TC) Approach

Producer is in equilibrium when:

Difference between TR and TC is maximum, i.e.

Profit = TR – TC is maximum

OR Loss is minimum

Necessary Conditions

TR – TC is maximum

After equilibrium output, profit falls or loss increases

Cases

Profit Maximisation: When  $TR > TC$

Loss Minimisation: When  $TR < TC$  but loss is minimum

Graphical idea: Vertical gap between TR and TC is maximum.

2. Marginal Revenue – Marginal Cost (MR–MC) Approach

Producer is in equilibrium when:

$MR = MC$

MC cuts MR from below

(MC should be rising at equilibrium output)

Special Cases under MR–MC Approach

(a) Perfect Competition

$MR = AR = \text{Price (constant)}$

Equilibrium:  $MC = MR$

Important formulas:

Total Revenue (TR) = Price  $\times$  Quantity

Total Cost (TC) = Fixed Cost + Variable Cost

Marginal Revenue (MR) = Change in TR due to one more unit

Marginal Cost (MC) = Change in TC due to one more unit

Producer's equilibrium is always related to output level

$MR = MC$  is necessary but not sufficient

Second condition (MC rising) is compulsory

Applicable to both short run and long run

Important

Producer's equilibrium is the level of output at which a producer maximizes profit or minimizes loss, where MR equals MC and MC is rising.

Students you have to use the following link to start the quiz. After completion of quiz you will get the certificate of participation and grade marks. You have to save it for further assessment in future.

<https://docs.google.com/forms/d/1C7eye6mWRvj66UQQ5pw6HFedWxIvJCyMPp26qpuMFh0/edit>

2. English

Dear Students,  
Greetings!

The Directorate General of Recruiting, Indian Army, is organizing a nationwide Quiz Competition for students of Classes IX to XII as part of the broader "Join Indian Army" campaign. This initiative aims to inspire young minds across the country and present the Indian Army as a modern, future-ready, and aspirational career choice.

The competition will be highly beneficial for students, as it will introduce them to the wide range of career opportunities available in the Indian Army.

Schools may register for the competition through the following website:

<https://www.indianarmyquiz.in/>

All the students are requested to play this quiz and share certificate on  
[davhrpaman@gmail.com](mailto:davhrpaman@gmail.com).

With Best Wishes  
Team DAV HRP

3. 11th Political Science

Instructions

1. Solve all the questions on sheets.
2. write answers according to marks mention above the question

Questions

1. Write any four features of the Indian constitution(4)
2. Explain in detail the need for the constitution.(4)
3. Name the main countries from where institutions and features are taken for the Indian constitution. (4)
4. Write the composition of the constituent assembly of India.(4)

ink for quiz:

<https://www.proprofs.com/quiz-school/ugc/story.php?title=ndu1ndgynwhfw3>

4. Class: XI      Subject: Mathematics      Chapter: 1 – Sets (NCERT Based)

Let  $A = \{1, 2, 3\}$  and  $B = \{3, 4, 5\}$ . Find      (i)  $A \cup B$       (ii)  $A \cap B$

Hint: Union → all elements    Intersection → common elements

Answer:  $A \cup B = \{1, 2, 3, 4, 5\}$   $A \cap B = \{3\}$

Q1 Write the following sets in roster form:

- The set of all positive integers less than 7
- The set of all letters in the word "MATHEMATICS"

Q2. Write the following sets in set-builder form:

- $A = \{1, 4, 9, 16, 25\}$
- $B = \{2, 4, 6, 8, 10\}$

Q3. If  $A = \{a, b, c\}$  and  $B = \{a, b, c, d, e\}$ , state whether:

- $A \subseteq B$
- $B \subseteq A$

Q4. How many subsets does the set  $\{1, 2, 3, 4\}$  have?

Hint: Use the formula  $(2^n)$ .

Q5. Let  $A = \{1, 2, 3, 4, 5\}$  and  $B = \{4, 5, 6, 7\}$ .

Find:

- (a)  $A \cup B$
- (b)  $A \cap B$
- (c)  $A - B$

Math quiz <https://www.proprofs.com/quiz-school/ugc/story.php?title=ndulntkyoawhn6>

## 5. Assignment for 11<sup>th</sup> history 03.01.2026

Instructions for Students-

The quiz will be based only on the prescribed chapter covered in class.

Students must read the chapter thoroughly before participating.

Students should read carefully to the question before answering.

I am sending you assignment of 2 questions. You have to solve this work in your notebook in a neat and clean way. You have to submit this work after the opening of school to me.

While moving narratives can be transmitted orally, science requires written texts that generations of scholars can read and build upon. Perhaps the greatest legacy of Mesopotamia to the world is its scholarly tradition of time reckoning and mathematics. Dating around 1800 BCE are tablets with multiplication and division tables, square- and square-root tables, and tables of compound interest. The square root of 2 was given as:

$$1 + 24/60 + 51/602 + 10/603$$

If you work this out, you will find that the answer is 1.41421296, only slightly different from the correct answer, 1.41421356. Students had to solve problems such as the following: a field of area such and such is covered one finger deep in water; find out the volume of water. The division of the year into 12 months according to the revolution of the moon around the earth, the division of the month into four weeks, the day into 24 hours, and the hour into 60 minutes – all that we take for granted in our daily lives – has come to us from the Mesopotamians. These time divisions were adopted by the successors of Alexander and from there transmitted to the Roman world, then to the world of Islam, and then to medieval Europe (see Theme 5 for how this happened). Whenever solar and lunar eclipses were observed, their occurrence was noted according to year, month and day. So too there were records about the observed positions of stars and constellations in the night sky.

From 5000 BCE, settlements had begun to develop in southern Mesopotamia. The earliest cities emerged from some of these settlements. These were of various kinds: those that gradually developed around temples; those that developed as centres of trade; and imperial cities. It is cities of the first two kinds that will be discussed here. Early settlers (their origins are unknown) began to build and rebuild temples at selected spots in their villages. The earliest known temple was a small shrine made of unbaked bricks. Temples were the residences of various gods: of the Moon God of Ur, or of Inanna the Goddess of Love and War. Constructed in brick, temples became larger over time, with several rooms around open courtyards. Some of the early ones were possibly not unlike the ordinary house for the temple was the house of a god. But temples always had their outer walls going in and out at regular intervals, which no ordinary building ever had. The god was the focus of worship: to him or her people brought grain, curd and fish (the floors of some early temples had thick layers of fish bones). The god was also the theoretical owner of the agricultural fields, the fisheries, and the herds of the local community. In time, the processing of produce (for example, oil pressing, grain grinding, spinning, and the weaving of woollen cloth) was also done in the temple. Organiser of production at a level above the household, employer of merchants and keeper of written records of distributions and allotments of grain, plough animals, bread, beer, fish, etc., the temple

gradually developed its activities and became the main urban institution. But there was also another factor on the scene.

1. “While moving narratives can be transmitted orally, science requires written texts that generations of scholars can read and build upon.” Explain the statement in eight points with the reference of The Legacy of Writing.
2. “From 5000 BCE, settlements had begun to develop in southern Mesopotamia.” Explain the statement in eight points with the reference of Urbanisation in Southern Mesopotamia: Temples and Kings.
3. Link of quiz  
<https://wayground.com/join?gc=03998310>

#### 6. ਜਮਾਤ ਗਿਆਰਵੀਂ

ਇਹ ਅਖਾਣ ਪੱਕੀ ਕਾਪੀ ਉੱਤੇ ਲਿਖੇ ਅਤੇ ਯਾਦ ਕਰੋ। ਇਹ ਕੰਮ 20 ਨੰਬਰ ਦੀ ਅਸੈਸਮੈਂਟ ਦਾ ਹਿੱਸਾ ਮੰਨਿਆ ਜਾਵੇਗਾ। ਛੁੱਟੀਆਂ ਤੋਂ ਬਾਅਦ ਜਮਾਂ ਕਰਵਾਉਣਾ ਹੈ। ਅਖਾਣ -

1. ਜੋ ਰਾਤੀ ਜਾਗਣ ਕਾਲੀਆਂ ਸੋਈ ਖਾਣ ਸੁਖਾਲੀਆਂ (ਰੱਜ ਕੇ ਕੀਤੀ ਮਿਹਨਤ ਨਾਲ ਹੀ ਸੁੱਖ ਦੇ ਸਾਧਨ ਪੈਦਾ ਹੁੰਦੇ ਹਨ)

ਸਖਤ ਮਿਹਨਤ ਨਾਲ ਹੀ ਜੀਵਨ ਵਿੱਚ ਸੁੱਖ ਅਤੇ ਸਫਲਤਾ ਦੀ ਪ੍ਰਾਪਤੀ ਹੁੰਦੀ ਹੈ। ਸਿਆਣਿਆ ਨੇ ਠੀਕ ਹੀ ਕਿਹਾ ਹੈ ਜੋ ਰਾਤੀ ਜਾਗਣ ਕਾਲੀਆਂ ਸੋਈ ਖਾਣ ਸੁਖਾਲੀਆਂ

2. ਠੁਠਾ ਛੁੱਟ ਕੇ ਛੰਨਾ ਮਿਲਿਆ ਹਾਲਤ (ਚੰਗੀ ਹੋ ਜਾਣੀ) ਮੋਹਣ ਦੀ ਨੌਕਰੀ ਕੱਚੀ ਸੀ। ਇਸ ਨਾਲ ਉਸਦਾ ਮੁਸ਼ਕਲ ਨਾਲ ਗੁਜ਼ਾਰਾ ਚਲਦਾ ਸੀ। ਮੰਦਾ ਹੋਣ ਕਰ ਉਸਨੂੰ ਇਸ ਨੌਕਰੀ ਤੋਂ ਵੀ ਜਵਾਬ ਮਿਲ ਗਿਆ ਉਸਨੇ ਕਰਿਆਨੇ ਦੀ ਦੁਕਾਨ ਪਾ ਲਈ ਤੇ ਇਹ ਦੁਕਾਨ ਕਾਫੀ ਚੱਲਣ ਲੱਗ ਪਈ। ਦਿਨਾਂ ਵਿੱਚ ਸੀ ਉਸ ਦੀ ਹਾਲਤ ਬਦਲ ਗਈ।

ਉਸ ਨਾਲ ਤਾਂ ਠੁਠਾ ਛੁੱਟ ਕੇ ਛੰਨਾ ਮਿਲਿਆ ਵਾਲੀ ਗੱਲ ਹੋਈ।

3. ਡਾਢੇ ਨਾਲ ਭਿਆਲੀ ਉਹ ਮੰਗੇ ਹਿੱਸਾ ਉਹ ਕੱਢੇ ਗਾਲੀ (ਸਖਤ ਬੰਦੇ ਨਾਲ ਭਿਆਲੀ ਘਾਟੇ ਵਾਲੀ ਹੀ ਰਹਿੰਦੀ ਹੈ)

ਮਨਿੰਦਰ ਤਾਂ ਸਖਤ ਸੁਭਾਅ ਦਾ ਹੈ ਉਸ ਨਾਲ ਸਾਂਝ ਦਾ ਤਾਂ ਮੈਨੂੰ ਘਾਟਾ ਹੀ ਰਹੇਗਾ। ਠੀਕ ਹੀ ਤਾਂ ਕਹਿੰਦੇ ਹਨ ਡਾਢੇ ਨਾਲ ਭਿਆਲੀ ਉਹ ਮੰਗੇ ਹਿੱਸਾ ਉਹ ਕੱਢੇ ਗਾਲੀ।

4. ਢਿੱਡ ਭਰਿਆ ਕੰਮ ਸਰਿਆ (ਜਦ ਕੋਈ ਆਪਣੇ ਖਾਣ ਪੀਣ ਨਾਲ ਹੀ ਮਤਲਬ ਰੱਖੇ ਜਾਂ ਜਦ ਕੋਈ ਆਪਣੀ ਲੋੜ ਦਾ ਹੀ ਖਿਆਲ ਰੱਖੇ)

ਮਨਦੀਪ ਤੋਂ ਆਪਣਾ ਕੰਮ ਕਰਵਾ ਕੇ ਸੰਦੀਪ ਨੇ ਉਸ ਤੋਂ ਇਸ ਤਰ੍ਹਾਂ ਕਿਨਾਰਾ ਕਰ ਲਿਆ ਜਿਵੇਂ ਉਹ ਉਸਨੂੰ ਜਾਣਦਾ ਹੀ ਨਾ ਹੋਵੇ ਉਸ ਦਾ ਤਾਂ ਢਿੱਡ ਭਰਿਆ ਕੰਮ ਸਰਿਆ ਵਾਲਾ ਹਿਸਾਬ ਹੈ।

5. ਤੌੜੀ ਉਬਲੇਗੀ ਤਾਂ ਆਪਣੇ ਹੀ ਕੰਢੇ ਸਾੜੇਗੀ (ਸੜਨ ਕੁੜਨ ਵਾਲਾ ਵਿਅਕਤੀ ਆਪਣਾ ਹੀ ਨੁਕਸਾਨ ਕਰਦਾ ਹੈ) ਸੜਨ ਕੁੜਨ ਨਾਲ ਤਾਂ ਤੁਸੀਂ ਆਪਣਾ ਹੀ ਨੁਕਸਾਨ ਕਰੋਗੇ। ਕਿਸੇ ਦਾ ਕੁਝ ਨਹੀਂ ਜਾਣਾ। ਠੀਕ ਹੀ ਤਾਂ ਕਹਿੰਦੇ ਹਨ ਕਿ ਤੌੜੀ ਉਬਲੇਗੀ ਤਾਂ ਆਪਣੇ ਹੀ ਕੰਡੇ ਸਾੜੇਗੀ।