

CBSE CLASS X
Social Science (087)

ANSWER KEY

AI-generated question paper

Code: NNO5NE Questions: 34 Maximum Marks: 71 Generated: 2026-06-26 10:40

SELECTIONS USED

Subject	Social Science
Lessons	5 Print Culture and the Modern World
Level of understanding	Exam-ready
Question selection	CBSE board paper, whole lesson (~80 marks across Sections A-E)
Model	claude-sonnet-4-6

Composition — Difficulty: 12 straightforward · 15 medium · 7 deep | Types: 13 MCQ · 6 Very short · 5 Short · 4 Assertion–reason · 3 Long · 3 Case-based | Sections: A 17Q/17m · B 6Q/12m · C 5Q/15m · D 3Q/15m · E 3Q/12m

Q1. straightforward exam-ready [1]

Who brought the knowledge of woodblock printing from China to Italy, thereby helping introduce the technology to Europe?

Options:

- (A) Johann Gutenberg
- (B) Martin Luther
- (C) Marco Polo
- (D) Erasmus

- A Johann Gutenberg
- B Martin Luther
- C Marco Polo
- D Erasmus

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Model Answer**(C) Marco Polo**

Marco Polo returned to Italy in 1295 after exploration in China and brought back the knowledge of woodblock printing, introducing the technology to Europe.

Source: *Print Comes to Europe*, Chapter 5

Explanation

The passage directly states: "Marco Polo brought this knowledge back with him" after returning from China in 1295. Gutenberg *invented* the printing press; Luther and Erasmus were Reformation-era figures — none of them introduced woodblock printing from China.

Q2. straightforward exam-ready

[1]

Johann Gutenberg developed the first-known printing press in Europe. In which city did he set up this press?

Options:

- (A) Rome
- (B) Mainz
- (C) Wittenberg
- (D) Strasbourg

- A Rome
- B Paris
- C Wittenberg
- D Strasbourg

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Model Answer

(B) Mainz

Gutenberg perfected his printing press by 1448 and set it up in **Mainz**, where he printed the first book — the Bible.

Source: Chapter 5, Section 2.1 – Gutenberg and the Printing Press

Explanation

The options include Strasbourg, which is a distractor — Gutenberg did spend time there earlier in his life.

However, he **perfected his press and established it in Mainz by 1448**. Note that the given options in the question list **(B) as Paris**, not Mainz, which contradicts the source. Based on the source passage and historical fact, the correct answer is **Mainz**. If the exam lists Mainz as an option, choose it; if not, flag the error — none of the printed options (Rome, Paris, Wittenberg, Strasbourg) is correct per the textbook.

Q3. straightforward exam-ready

[1]

Which of the following correctly identifies the first book printed by Johann Gutenberg?

Options:

- (A) The Koran
- (B) The Bible
- (C) The Diamond Sutra
- (D) The Ramcharitmanas

- A The Koran
- B The Bible
- C The Diamond Sutra
- D The Ramcharitmanas

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Model Answer

(B) The Bible — Johann Gutenberg printed the Bible around 1448 using his new printing press with movable type, making it the first book printed by him.

Explanation

The textbook (Chapter 5) identifies Gutenberg's first printed book as the Bible. The Diamond Sutra is the oldest *Japanese* printed book (AD 868). Students must not confuse the two. In MCQs, recall the exact fact: Gutenberg → Bible; oldest printed book in Japan → Diamond Sutra.

Q4. straightforward exam-ready

[1]

Martin Luther posted his '95 Theses' in 1517 and his ideas were widely circulated through print. Which major religious upheaval in Europe did the mass circulation of Luther's printed ideas directly contribute to?

Options:

- (A) The Crusades
- (B) The Counter-Reformation
- (C) The Protestant Reformation
- (D) The Inquisition

- A The Crusades
- B The Counter-Reformation
- C The Protestant Reformation
- D The Inquisition

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Model Answer**(C) The Protestant Reformation**

Martin Luther's 95 Theses, reproduced in vast numbers through print, challenged the Roman Catholic Church and directly led to a division within it, giving rise to the Protestant Reformation.

Source: Chapter 5, Section 3.2 — Religious Debates and the Fear of Print

Explanation

The passage explicitly states: "*This led to a division within the Church and to the beginning of the Protestant Reformation.*" The Crusades and the Inquisition predate Luther; the Counter-Reformation was the *Catholic Church's response* to the Protestant Reformation, not what Luther's ideas directly caused. Always pick the option directly supported by the source text.

Q5. straightforward exam-ready

[1]

The Roman Catholic Church began maintaining an Index of Prohibited Books from which year?

Options:

- (A) 1517
- (B) 1558
- (C) 1610
- (D) 1678

- A 1517
- B 1558
- C 1610
- D 1678

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Model Answer

(B) 1558 — The Roman Catholic Church began maintaining an Index of Prohibited Books from **1558**.

Explanation

The passage in section 3.3 explicitly states: "*The Roman Church...began to maintain an Index of Prohibited Books from 1558.*" Note that 1517 is the year Luther wrote his Ninety-Five Theses — a common distractor. Do not confuse the two dates.

Q6. straightforward exam-ready

[1]

The printing press first arrived in India through which group of people?

Options:

- (A) British East India Company traders
- (B) Dutch Protestant missionaries
- (C) Portuguese missionaries in Goa
- (D) French Jesuit priests in Bengal

- A British East India Company traders
- B Dutch Protestant missionaries
- C Portuguese missionaries in Goa
- D French Jesuit priests in Bengal

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Model Answer

(C) Portuguese missionaries in Goa

The printing press first came to India with Portuguese missionaries in Goa in the mid-sixteenth century.

Explanation

The passage from section 6.2 clearly states: "*The printing press first came to Goa with Portuguese missionaries in the mid-sixteenth century.*" Dutch Protestant missionaries (B) came later; the English East India Company (A) imported presses only from the late 17th century. Option (D) is a fabricated distractor — there is no mention of French Jesuit priests in Bengal.

Q7. medium exam-ready

[1]

Which of the following pairs is correctly matched?

Options:

- (A) Rashsundari Debi – Gulamgiri
- (B) Jyotiba Phule – Amar Jiban
- (C) James Augustus Hickey – Bengal Gazette
- (D) Gangadhar Bhattacharya – Kesari

- A Rashsundari Debi – Gulamgiri
- B Jyotiba Phule – Amar Jiban
- C James Augustus Hickey – Bengal Gazette
- D Gangadhar Bhattacharya – Kesari

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Model Answer

(C) James Augustus Hickey – Bengal Gazette

Explanation

James Augustus Hickey started the *Bengal Gazette* in 1780, the first newspaper in India. *Amar Jiban* was written by Rashsundari Debi; *Gulamgiri* was written by Jyotiba Phule; *Kesari* was associated with Bal Gangadhar Tilak, not Gangadhar Bhattacharya.

Q8. straightforward exam-ready

[1]

The Vernacular Press Act of 1878 was modelled on which country's press laws?

Options:

- (A) French Press Laws
- (B) Irish Press Laws
- (C) German Press Laws
- (D) American Press Laws

- A French Press Laws
- B Irish Press Laws
- C German Press Laws
- D American Press Laws

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Model Answer

(B) Irish Press Laws

The Vernacular Press Act of 1878 was modelled on the **Irish Press Laws**. It gave the government extensive rights to censor reports and editorials in the vernacular press.

Explanation

The answer is directly stated in the source passage: "In 1878, the Vernacular Press Act was passed, modelled on the Irish Press Laws." This is a commonly tested factual detail — students often confuse it with French Press Laws. Remember: **Irish**, not French.

Q9. straightforward exam-ready

[1]

Which of the following technological developments in the nineteenth century made it possible to print up to six colours at a time?

Options:

- (A) The power-driven cylindrical press
- (B) The offset press
- (C) The electrically operated press
- (D) The Gutenberg screw press

- A The power-driven cylindrical press
- B The offset press
- C The electrically operated press
- D The Gutenberg screw press

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Model Answer

(B) The offset press

The offset press, developed in the late nineteenth century, could print up to six colours at a time.

Explanation

The passage clearly states: "In the late nineteenth century, the offset press was developed which could print up to six colours at a time." Students must not confuse this with the power-driven cylindrical press (which printed 8,000 sheets per hour) or the electrically operated press (which accelerated printing from the twentieth century).

Q10. medium exam-ready

[1]

Which of the following best describes the 'ukiyo' art form popular in late eighteenth-century Japan?

Options:

- (A) Illustrations of Buddhist scriptures for temples
- (B) Printed maps used by government officials
- (C) Depictions of ordinary human, especially urban, experiences
- (D) Woodcut portraits of emperors and shoguns

- A Illustrations of Buddhist scriptures for temples
- B Printed maps used by government officials
- C Depictions of ordinary human, especially urban, experiences
- D Woodcut portraits of emperors and shoguns

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Model Answer

(C) Depictions of ordinary human, especially urban, experiences

Ukiyo, associated with artist Kitagawa Utamaro, means 'pictures of the floating world' — depictions of ordinary human experiences, especially urban ones.

Source: *Print in Japan, Chapter 5*

Explanation

The passage explicitly defines ukiyo as "depiction of ordinary human experiences, especially urban ones," linked to Kitagawa Utamaro. Options A, B, and D are not supported by the text. For MCQs, always pick the option that directly matches the textbook definition.

Q11. straightforward exam-ready

[1]

In nineteenth-century France, low-priced small books printed on poor quality paper and bound in cheap blue covers were known as:

Options:

- (A) Penny chapbooks
- (B) Bibliothèque Bleue
- (C) Shilling Series
- (D) Almanacs

- A Penny chapbooks
- B Bibliothèque Bleue
- C Shilling Series
- D Almanacs

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Model Answer

(B) Bibliothèque Bleue

In nineteenth-century France, low-priced small books printed on poor quality paper and bound in cheap blue covers were known as the **Bibliothèque Bleue**.

Explanation

The passage directly states: *"In France, were the 'Bibliothèque Bleue', which were low-priced small books printed on poor quality paper, and bound in cheap blue covers."* Penny chapbooks were the English equivalent; Shilling Series was a 1920s English publication; Almanacs were annual calendars. Only (B) matches the description exactly.

Q12. straightforward exam-ready

[1]

B.R. Ambedkar in Maharashtra and E.V. Ramaswamy Naicker (Periyar) in Madras used print primarily to address which social issue?

Options:

- (A) Women's education
 - (B) Caste discrimination
 - (C) Factory workers' wages
 - (D) Religious conversion by missionaries
- A Women's education
B Caste discrimination
C Factory workers' wages
D Religious conversion by missionaries

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Model Answer

(B) Caste discrimination

B.R. Ambedkar in Maharashtra and Periyar in Madras wrote powerfully on caste, and their writings were read by people all over India.

Source: Chapter 5, Section 8.2 — *Print and the Poor People*

Explanation

The passage explicitly states: "B.R. Ambedkar in Maharashtra and E.V. Ramaswamy Naicker in Madras... wrote powerfully on caste and their writings were read by people all over India." For MCQs, quote or closely paraphrase the source. No other option is supported by the passage in relation to these two leaders.

Q13. medium exam-ready

[1]

Balgangadhar Tilak used his newspaper *Kesari* to openly criticise British policies and support nationalist causes. Under which legislation was he prosecuted in 1908?

Options:

- (A) The Rowlatt Act
- (B) The Vernacular Press Act
- (C) The Defence of India Act
- (D) The Sedition Act (Section 124A, IPC)

- A The Rowlatt Act
- B The Vernacular Press Act
- C The Defence of India Act
- D The Sedition Act

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Model Answer**(D) The Sedition Act (Section 124A, IPC)**

Tilak wrote sympathetically about the Punjab revolutionaries in *Kesari*, leading to his imprisonment in 1908 under the Sedition Act.

Source: Print and Censorship, Chapter 5

Explanation

The passage states Tilak "wrote with great sympathy about them in his *Kesari*. This led to his imprisonment in 1908." The Sedition Act (Section 124A, IPC) was the law used against nationalist editors and writers who criticised British rule. The Rowlatt Act (1919) and Defence of India Act came later; the Vernacular Press Act (1878) targeted press seizure, not personal imprisonment.

Q14. medium exam-ready

[1]

Assertion (A): In the early years of print in Europe, luxury editions of books were still handwritten on vellum, and elites looked down on printed books.

Reason (R): Print was associated with the masses and commercial trade, while manuscripts were seen as objects of prestige, produced by skilled scribes and sometimes embellished by hand — qualities that gave them higher status among the elite.

Options:

- (A) Both A and R are true, and R is the correct explanation of A.
- (B) Both A and R are true, but R is NOT the correct explanation of A.
- (C) A is true but R is false.
- (D) A is false but R is true.

A Both A and R are true, and R is the correct explanation of A.

B Both A and R are true, but R is NOT the correct explanation of A.

C A is true but R is false.

D A is false but R is true.

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Model Answer

(A) Both A and R are true, and R is the correct explanation of A.

Elites preferred hand-illuminated, unique manuscripts as prestigious objects, while printed books were seen as mass-produced commercial items — this directly explains why luxury editions remained handwritten.

Source: Chapter 5, Section 2.1 – Gutenberg and the Printing Press

Explanation

The textbook states that elites preferred the lack of uniformity in hand-illuminated books because each copy was unique. Printed books, produced in large numbers at lower cost, were associated with mass readership and commercial trade. The Assertion is clearly true, and the Reason correctly and directly explains *why* elites looked down on printed books — making Option A the right choice. Avoid Option B; R is not just a separate true fact, it causally explains A.

Q15. medium exam-ready

[1]

Assertion (A): The colonial government under the East India Company initially directed its censorship measures against Englishmen in India rather than Indian publishers.

Reason (R): The Company feared that criticism by Englishmen in India could be used by its critics back in England to attack its trade monopoly.

Options:

(A) Both A and R are true, and R is the correct explanation of A.

(B) Both A and R are true, but R is NOT the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

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D A is false but R is true.

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Model Answer

(A) Both A and R are true, and R is the correct explanation of A.

The passage clearly states the Company feared that criticism by Englishmen might be used by its critics in England to attack its trade monopoly — directly explaining why censorship targeted Englishmen first.

Source: Print Culture and the Modern World, Section 9 (Print and Censorship)

Explanation

The source passage explicitly links both statements: the early censorship targeted Englishmen critical of Company misrule **because** the Company feared such criticism would be weaponised by opponents in England against its trade monopoly. Since R directly and logically explains A, option (A) is correct. Look for the word "because/worried" connecting the two ideas in the passage.

Q16. deep exam-ready

[1]

Assertion (A): Oral culture and print culture remained entirely separate and distinct from each other after the introduction of the printing press in Europe.

Reason (R): Since literacy rates were very low in most European countries till the twentieth century, printers published popular ballads and folk tales that could be sung or recited aloud to non-readers.

Options:

(A) Both A and R are true, and R is the correct explanation of A.

(B) Both A and R are true, but R is NOT the correct explanation of A.

(C) A is true but R is false.

(D) A is false but R is true.

A Both A and R are true, and R is the correct explanation of A.

B Both A and R are true, but R is NOT the correct explanation of A.

C A is true but R is false.

D A is false but R is true.

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Model Answer

(D) A is false but R is true.

The Assertion is false because oral and print cultures did not remain separate — they blurred and intermingled. The Reason is true and correctly states why printers published ballads and folk tales.

Explanation

The textbook explicitly states: "*Oral culture thus entered print... The line that separated the oral and reading cultures became blurred.*" So A is clearly false. R is factually correct — low literacy did lead printers to publish ballads/folk tales meant to be sung aloud. Since A is false, the answer must be (D).

Q17. medium exam-ready

[1]

Assertion (A): The Grimm Brothers' collection of folk tales, published in 1812, was an exact reproduction of the stories as narrated by peasants.

Reason (R): The editors removed anything considered unsuitable for children or vulgar to elites before the stories were published, thereby changing the original rural folk tales.

Options:

- (A) Both A and R are true, and R is the correct explanation of A.
- (B) Both A and R are true, but R is NOT the correct explanation of A.
- (C) A is true but R is false.
- (D) A is false but R is true.

- A Both A and R are true, and R is the correct explanation of A.
- B Both A and R are true, but R is NOT the correct explanation of A.
- C A is true but R is false.
- D A is false but R is true.

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Model Answer

(D) A is false but R is true.

The Grimm Brothers' collection was **not** an exact reproduction — the editors removed content unsuitable for children or vulgar to elites before publication, thereby changing the original rural folk tales.

Explanation

- **A is false:** The source clearly states the collected tales "were edited before the stories were published" and anything unsuitable was removed — so it was NOT an exact reproduction.
- **R is true:** The reason correctly states that unsuitable/vulgar content was removed, changing the original folk tales.
- Hence option **(D)** is correct.
- Key line to remember: "*Rural folk tales thus acquired a new form.*"

Source: Chapter 5, Section 5.1 — Children, Women and Workers

Q18. straightforward exam-ready

[2]

Why were handwritten manuscripts in pre-colonial India not widely used in everyday life, despite India having a rich tradition of manuscript production?

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Model Answer

Manuscripts were **highly expensive and fragile**, requiring careful handling. Additionally, the script was written in **different styles**, making them difficult to read easily. Due to these reasons, manuscripts were not widely used in everyday life despite India's rich tradition of manuscript production.

Source: Chapter 5, Section 6.1 – Manuscripts Before the Age of Print

Explanation

The question targets two specific reasons from the textbook — cost/fragility and readability. Examiners expect **both points** for full 2 marks. Avoid writing about the history of manuscripts in general; stick strictly to *why* they were not widely used. The passage also mentions teachers dictating from memory as supporting evidence — you may add it briefly if needed, but the two core reasons are sufficient.

Q19. medium exam-ready

[2]

How did the Gutenberg printing press represent a significant advance over earlier woodblock printing methods in Europe?

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Model Answer

Unlike woodblock printing, where each page required a separate hand-carved wooden block, Gutenberg's press used **movable metal type** — individual metal letters that could be rearranged to compose different texts. It could print **250 sheets per side per hour**, making book production far faster and cheaper than carving individual blocks by hand.

Source: Chapter 5, Section 2.1 – Gutenberg and the Printing Press

Explanation

The examiner expects two clear points for 2 marks:

1. **The key innovation** — movable/rearrangeable metal type vs. fixed, hand-carved woodblocks.
2. **The practical advantage** — speed (250 sheets/hour) and lower cost/labour.

Avoid writing about hand-illuminated borders or how books looked like manuscripts — that's off-focus. Stick to the mechanical contrast between the two methods. The phrase "movable type" is a key term that should appear in your answer.

Q20. straightforward exam-ready

[2]

What were 'chapbooks' and how did they help expand the reading public in England?

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Model Answer

Chapbooks were pocket-sized books sold for a penny by travelling pedlars called **chapmen**. They were cheap enough for even the poor to buy. By making affordable reading material widely available, they helped bring ordinary people — including the poor — into the growing reading public in England.

Source: Chapter 5, Section 4 – *The Reading Mania*

Explanation

- Give the **definition** of chapbooks (1 mark) and **how they expanded readership** (1 mark).
- Key points: pocket-sized, sold by pedlars (chapmen), cost only a penny → affordable for the poor.
- Don't confuse chapbooks with "Bibliothèque Bleue" (that's France). Keep it specific to England.
- No need to list contents — the question asks about their role in expanding the reading public, so focus on affordability and accessibility.

Q21. medium exam-ready

[2]

Explain the significance of Rammohun Roy's *Sambad Kaumudi* and the orthodox response it provoked in early nineteenth-century Bengal.

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Model Answer

Rammohun Roy published the *Sambad Kaumudi* from 1821 to spread reformist ideas challenging practices like widow immolation and idolatry. In response, the Hindu orthodoxy commissioned the *Samachar Chandrika* to oppose his views. This shows how print became a platform for public debate between reformers and conservatives in early nineteenth-century Bengal.

Source: Chapter 5, Section 7 – *Religious Reform and Public Debates*

Explanation

The examiner expects two clear points: (1) what *Sambad Kaumudi* stood for and (2) the orthodox counter-response (*Samachar Chandrika*). Both newspapers must be named. Avoid writing a long paragraph — two focused sentences covering both sides of the debate are enough for 2 marks.

Q22. medium exam-ready

[2]

How did the cheap availability of religious texts like the Ramcharitmanas in printed form change the relationship between ordinary readers and religious knowledge in north India?

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Model Answer

Before print, religious texts like the Ramcharitmanas existed as expensive, fragile manuscripts inaccessible to ordinary people. With cheap printed editions flooding north Indian markets by the mid-nineteenth century, these texts became affordable and portable. The faithful could read them anywhere, and they could also be read aloud to illiterate men and women, making religious knowledge widely accessible and encouraging discussions and debates among common people.

Source: Chapter 5, Section 7 – Religious Reform and Public Debates

Explanation

The examiner wants two specific points: (1) the **contrast** with earlier inaccessibility (manuscripts were costly/fragile), and (2) the **impact** of cheap print — portability, personal reading, and reading aloud to illiterates. Mention the Ramcharitmanas by name and the Naval Kishore/Venkateshwar presses if space allows. Avoid general statements about "the printing press" — keep it focused on north India and religious texts as the question asks.

Q23. deep exam-ready

[2]

Why did publishers in the 1930s bring out cheap paperback editions of books, and what does this tell us about the relationship between economic conditions and print culture?

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Model Answer

During the Great Depression of the 1930s, publishers feared a decline in book purchases as people had less money to spend. To sustain buying, they brought out cheap paperback editions. This shows that print culture adapts to economic conditions — when times are hard, publishers lower prices to maintain readership and keep the industry alive.

Source: *Further Innovations, Chapter 5*

Explanation

The question has two parts: (1) the reason for cheap paperbacks, and (2) what it reveals about economics and print culture. The passage directly states the reason, so quote or closely paraphrase it. For the second part, draw a brief inference — that print culture is economically responsive. Examiners expect both parts to be addressed within the word limit. Don't over-explain; two focused sentences are enough.

Q24. medium exam-ready

[3]

Explain why the production of handwritten manuscripts in Europe could not keep pace with the growing demand for books in the fifteenth century.

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Model Answer

The production of handwritten manuscripts could not keep pace with growing demand because:

1. **Expensive and laborious:** Copying was a costly, time-consuming process requiring skilled scribes.
2. **Slow production:** Even with more than 50 scribes working for one bookseller, output remained limited.
3. **Fragile and inconvenient:** Manuscripts were fragile, awkward to handle, and difficult to carry around or read easily.
4. **Limited circulation:** Due to these constraints, their circulation remained restricted and could not meet the ever-increasing demand for books.

Source: *Print Comes to Europe*, Chapter 5

Explanation

The examiner expects three clear reasons directly from the textbook passage. The key phrases to use are: "expensive, laborious and time-consuming," "fragile, awkward to handle," and "circulation remained limited." Avoid generic statements — quote or closely paraphrase the textbook language. Since it's 3 marks, three distinct points are ideal, each in one line.

Q25. medium exam-ready

[3]

How did the Roman Catholic Church respond to the threat posed by the spread of printed books and the popular reading and interpretation of religious texts in the sixteenth century?

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Model Answer

The Roman Catholic Church felt threatened by the spread of print, as it led to individual interpretations of religious texts that challenged Church authority. When Menocchio, an Italian miller, read books and reinterpreted the Bible with his own views of God and Creation, the Church was enraged. It launched the **Inquisition** to repress such heretical ideas — Menocchio was tried twice and ultimately **executed**. Additionally, the Church imposed **severe controls over publishers and booksellers** and began maintaining an **Index of Prohibited Books from 1558** to curb the spread of dissenting religious ideas.

Source: Chapter 5, Section 3.3 – Print and Dissent

Explanation

- Examiners expect **three distinct points** for 3 marks: (1) the threat from individual interpretation, (2) the Inquisition/Menocchio example, and (3) the Index of Prohibited Books from 1558.
- The example of **Menocchio** is crucial — it is the specific case study from the textbook and shows practical application of the Church's response.
- Avoid vague statements; name the **Index of Prohibited Books** and the **year 1558** for full marks.
- Do not add outside information — stick to what the passage states.

Q26. medium exam-ready

[3]

How did women in nineteenth-century India use print both as readers and writers to articulate their experiences and challenge social restrictions? Give at least two specific examples.

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Model Answer

Women used print actively both as readers and writers in nineteenth-century India.

As writers: Rashsundari Debi secretly learnt to read in her kitchen and wrote *Amar Jiban* (1876), the first full-length autobiography in Bengali. Kailashbashini Debi wrote books exposing how women were imprisoned at home, kept ignorant, and treated unjustly. Tarabai Shinde and Pandita Ramabai wrote passionately about the miserable lives of upper-caste Hindu women, especially widows.

As readers: Journals carried syllabi and reading material for home-based education. A Tamil woman character noted that books gave her more than half her life's happiness, showing how print widened women's world despite social confinement.

Source: Chapter 5, Section 8.1 — Women and Print

Explanation

The examiner expects **named examples** (Rashsundari Debi, Kailashbashini Debi, Tarabai Shinde) and a clear distinction between women as **writers** (articulating experience) and **readers** (accessing education/knowledge despite restrictions). Mentioning *Amar Jiban* specifically scores well. Avoid writing a long essay — two well-supported examples with names and details are enough for 3 marks.

Q27. medium exam-ready

[3]

Describe the measures taken by the colonial government to control the vernacular press in India after 1857. Why did nationalist newspapers continue to grow despite these restrictions?

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Model Answer

Measures taken by the colonial government:

After 1857, the colonial government passed the **Vernacular Press Act (1878)**, modelled on Irish Press Laws. It gave the government extensive rights to censor reports and editorials in the vernacular press. Newspapers were regularly tracked; if a report was judged seditious, the newspaper was warned. If the warning was ignored, the press could be seized and printing machinery confiscated.

Why nationalist newspapers continued to grow:

Despite repression, nationalist newspapers grew because they reported on colonial misrule and encouraged nationalist activities. Attempts to throttle criticism provoked militant protest, creating a renewed cycle of persecution and protest. For example, Tilak's *Kesari* wrote sympathetically about Punjab revolutionaries (1907), and his imprisonment in 1908 sparked widespread protests across India.

Source: *Print Culture and the Modern World*, Section 9

Explanation

- **2 marks** are for the measures (focus on the Vernacular Press Act, censorship, seizure of press) and **1 mark** for why newspapers grew despite restrictions.
- Name the **Vernacular Press Act, 1878** specifically — examiners look for this.
- The **Tilak/Kesari example** is the expected illustration from the textbook for the second part.
- Don't write about pre-1857 press laws; the question is specifically **after 1857**.

Q28. deep exam-ready

[3]

How did print help poor and working-class people in nineteenth and early twentieth-century India access knowledge, express their experiences, and organise themselves socially?

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Model Answer

Print helped poor and working-class people in nineteenth and early twentieth-century India in the following ways:

1. **Access to knowledge:** Cheap prints and calendars, easily available in bazaars, could be bought even by the poor to decorate homes and were accessible to all.
1. **Expressing experiences:** New literary forms like novels, lyrics, and short stories reflected the lives, experiences, and emotions of ordinary people, giving them a voice.
1. **Social organisation:** Printing created a new reading public and spread ideas about society and politics, helping people become aware of social issues and organise themselves around shared concerns.

Source: *Print Culture and the Modern World, Chapter 5*

Explanation

The examiner expects three distinct points, one for each mark. Draw from the passage on "New Forms of Publication" (cheap prints, new literary forms) and "A New Reading Public" (oral culture, wider readership). Avoid writing about Europe — keep the focus on India. Use the three prompts (access, expression, organisation) as a ready-made structure so you don't miss any mark.

Q29. deep exam-ready

[5]

Evaluate the impact of the print revolution on European society in the period from the fifteenth to the eighteenth centuries. In your answer, discuss its effects on the spread of literacy, religious debates, and political thinking.

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Model Answer

Impact of the Print Revolution on European Society (15th–18th centuries):

- Spread of Literacy:** Printing reduced the cost of books, flooding the market and creating a new reading public. Even the illiterate benefited as printers published ballads and folk tales that were sung and recited aloud, blurring the line between oral and reading cultures.
- Religious Debates:** In 1517, Martin Luther's *Ninety-Five Theses* criticising the Roman Catholic Church were printed and widely circulated, sparking the Protestant Reformation. Print helped spread reformist ideas rapidly — Luther's New Testament sold 5,000 copies within weeks. The Church responded by keeping an *Index of Prohibited Books*.
- Political Thinking:** Print enabled those who disagreed with established authorities to circulate their ideas widely, persuading people to think differently and act. Monarchs and religious authorities feared that uncontrolled print would spread rebellious and irreligious thoughts, threatening their power.

Overall, print transformed people's relationship with knowledge and authority, opening new ways of thinking.

Source: Chapter 5, Sections 3, 3.1, 3.2

Explanation

- Examiners expect **three distinct areas** addressed (literacy, religion, politics) — one paragraph each scores cleanly.
- Always **name Martin Luther** and the **Protestant Reformation**; these are key facts directly from the textbook.
- Quote Luther's praise of print if space allows — it signals textbook knowledge.
- The fear of print (*Index of Prohibited Books*, monarchs' anxiety) should appear under both the religion and political thinking points, as the source links them.
- Do not pad with general history — every sentence should reflect a point from the source passages.

Q30. deep exam-ready

[5]

How did the growth of print culture in nineteenth-century India contribute to social reform, religious debate, and the emergence of nationalism? Support your answer with specific examples from different regions of India.

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Model Answer

Print culture in nineteenth-century India played a major role in social reform, religious debate, and nationalism:

Social Reform:

- Reformers used print to spread new ideas. Ram Mohan Roy published *Sambad Kaumudi* to criticise social evils like sati. Kandukuri Veeresalingam used print to promote widow remarriage in Telugu regions.
- Women's journals like *Stri Darpan* educated women about their rights.

Religious Debate:

- Print allowed different sects to debate publicly. Ulema published cheap religious texts; Jyotiba Phule used print to attack caste oppression.

Nationalism:

- Newspapers spread anti-colonial ideas across regions. The British enacted the **Vernacular Press Act (1878)** to curb nationalist writings, proving print's power.
- Bal Gangadhar Tilak's *Kesari* inspired mass resistance to British rule.

Thus, print became a powerful tool for social awakening and national consciousness.

Source: *Print Culture and the Modern World*, Chapter 5

Explanation

Examiners look for **specific examples from different regions** — Bengal, Maharashtra, South India — covering all three themes: reform, religion, and nationalism. Mention at least one law (Vernacular Press Act) to show awareness of the colonial response. Avoid vague statements; name newspapers, reformers, or acts. Five distinct points with brief elaboration fit the 5-mark length perfectly.

Q31. deep exam-ready

[5]

Trace the development of print technology from its origins in East Asia to the Gutenberg press in Europe. How did this technological journey transform the production and circulation of knowledge in European society?

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Model Answer**Origins in East Asia:**

Print technology began in China, where hand printing on textile and later paper was practised. The Chinese invented block printing and also the world's first movable type system.

Journey to Europe — Gutenberg's Press:

By 1448, Johann Gutenberg perfected the mechanical printing press in Europe, drawing on existing technologies — the olive press served as the model, and metal moulds were adapted to cast movable type for the 26 Roman letters. The first book printed was the Bible (about 180 copies in three years). By 1450–1550, printing presses spread across Europe, producing 20 million copies; by the sixteenth century this rose to 200 million.

Transformation of Knowledge:

- Books became cheaper and faster to produce, reaching a wider readership.
- A new *reading public* emerged alongside the existing oral culture.
- Publishers printed popular ballads and folk tales with illustrations, blending oral and print cultures.
- Print changed people's relationship with information, institutions, and authority.

Source: Chapter 5 — *Print Culture and the Modern World*, Sections 2.1 and 3.1

Explanation

Examiners look for: (1) origin in East Asia mentioned briefly, (2) Gutenberg's contribution with specific details (metal movable type, olive press model, Bible), (3) the rapid spread across Europe with the statistics given (20 million / 200 million), and (4) social impact — new reading public, cheaper books, oral-print culture mixing. Keep statistics precise — they earn easy marks. Avoid padding; five crisp points across two paragraphs is ideal for 5 marks.

Q32. medium exam-ready

[4]

Read the following passage and answer the questions that follow:

'To what corner of the world do they not fly, these swarms of new books? It may be that one here and there contributes something worth knowing, but the very multitude of them is hurtful to scholarship, because it creates a glut, and even in good things satiety is most harmful ... [printers] fill the world with books, not just trifling things (such as I write, perhaps), but stupid, ignorant, slanderous, scandalous, raving, irreligious and seditious books, and the number of them is such that even the valuable publications lose their value.'

— Erasmus, Adages (1508)

- (i) Who was Erasmus and what was his general position on the Catholic Church and the Reformation? (1 mark)
 (ii) What specific fear about the printed book does Erasmus express in this passage? (1 mark)
 (iii) Identify one group of people in sixteenth-century Europe who shared Erasmus's anxiety about the printed word, and explain why they were worried. (2 marks)

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Model Answer

(i) Erasmus was a Latin scholar and Catholic reformer. He criticised the excesses of Catholicism but kept his distance from Martin Luther and the Protestant Reformation.

(ii) Erasmus feared that the sheer multitude of printed books created a glut — flooding the world with stupid, slanderous, irreligious and seditious material — so that even valuable publications lost their worth.

(iii) The **Roman Catholic Church** shared this anxiety. Print enabled common people to read and independently interpret religious texts. For example, Menocchio, an Italian miller, reinterpreted the Bible and formulated ideas that enraged the Church. Fearing such heretical thinking would spread and undermine its authority, the Church imposed controls on publishers and maintained an *Index of Prohibited Books* from 1558.

Source: Chapter 5, Sections 3.2 and 3.3

Explanation

- **(i)** "Latin scholar," "Catholic reformer," and "kept his distance from Luther" are the exact phrases from the Source A box — use them directly.
- **(ii)** The passage gives two clear fears: the glut/satiety argument and the spread of bad/seditious books drowning out valuable ones. Mention both briefly.
- **(iii)** For 2 marks you need to **name the group + explain their reason with evidence**. The Roman Catholic Church + the Menocchio example + Index of Prohibited Books covers all marking points neatly. Monarchs are also acceptable as a named group, but the Church is better supported by the passage.

Q33. medium exam-ready

[4]

Read the following passage and answer the questions that follow:

'The sale of books in general has increased prodigiously within the last twenty years. The poorer sort of farmers and even the poor country people in general who before that period spent their winter evenings in relating stories of witches, ghosts, hobgoblins ... now shorten the winter night by hearing their sons and daughters read them tales, romances, etc.'

— James Lackington, London publisher, 1791

- (i) What change in the cultural habits of ordinary rural people does Lackington describe? (1 mark)
 (ii) What does this passage tell us about the relationship between oral culture and print culture in the eighteenth century? (1 mark)
 (iii) What social and technological developments during the seventeenth and eighteenth centuries made this transformation in reading habits possible? Explain with two points. (2 marks)

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Model Answer

(i) Lackington describes that poor rural people, who earlier spent winter evenings telling stories of witches, ghosts, and hobgoblins (oral tradition), now listened to their sons and daughters read aloud tales and romances — shifting from oral storytelling to print-based entertainment.

(ii) The passage shows that oral and print cultures were not opposites but blended together. Even those who could not read personally engaged with print by *listening* to books being read aloud, so print culture was orally transmitted and the two cultures intermingled.

(iii)

- **Rise in literacy:** Churches set up village schools through the 17th–18th centuries, raising literacy rates to 60–80% in some European regions by the late 18th century, creating a wider reading public.
- **Cheaper books:** The printing press reduced production costs and time. Cheap formats like penny chapbooks and *Bibliothèque Bleue* books were sold by pedlars, making print affordable even for poor rural people.

Source: Chapter 5, Sections 3.1 (A New Reading Public) and 4 (The Reading Mania)

Explanation

- **(i)** Focus on the *shift* — from oral storytelling to listening to printed texts. One clear sentence is enough for 1 mark.
- **(ii)** The key phrase from the textbook is "oral culture entered print and printed material was orally transmitted." Examiners want this blurring of the boundary highlighted.
- **(iii)** Two distinct, named points are needed. Literacy (schools/churches) and affordability (printing technology/cheap books) are the textbook's main reasons. Avoid vague answers — name the cause and its effect clearly. Each point should be 1–2 sentences.

Q34. deep exam-ready

[4]

Read the following passage and answer the questions that follow:

'Liberty of speech ... liberty of the press ... freedom of association. The Government of India is now seeking to crush the three powerful vehicles of expressing and cultivating public opinion. The fight for Swaraj, for Khilafat ... means a fight for this threatened freedom before all else ...'

— Mahatma Gandhi, 1922

- (i) Why does Gandhi describe the press as a 'vehicle of expressing and cultivating public opinion'? (1 mark)
 (ii) What specific measures had the colonial government used before 1922 to restrict the freedom of the press in India? Name any two. (1 mark)
 (iii) How did nationalist newspapers contribute to the freedom struggle despite facing colonial repression? Explain with reference to at least one specific example. (2 marks)

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Model Answer

(i) Gandhi calls the press a 'vehicle' because it circulates ideas and opinions widely among the public, shaping and spreading nationalist thought to a large audience, thereby building political consciousness against colonial rule.

(ii) Two measures used by the colonial government to restrict press freedom:

- 1. Vernacular Press Act, 1878** — gave the government power to censor reports and seize printing machinery of vernacular newspapers.
- 2. Defence of India Rules (World War I)** — required 22 newspapers to furnish securities; 18 shut down rather than comply.

(iii) Despite repression, nationalist newspapers reported on colonial misrule and encouraged resistance. For example, **Bal Gangadhar Tilak** wrote with sympathy about the deported Punjab revolutionaries in his newspaper *Kesari* (1907). The colonial government imprisoned him in 1908, which in turn sparked widespread protests across India, showing how the press both inspired and mobilised nationalist sentiment.

Source: Print Culture and the Modern World, Chapter 5 (Print and Censorship section)

Explanation

- **(i)** is 1 mark — one crisp line linking press → spread of ideas → public opinion.
- **(ii)** is 1 mark — name **two** specific acts/measures; just naming them is sufficient.
- **(iii)** is 2 marks — needs a general point about nationalist press + **one specific example** (Tilak/*Kesari* is the textbook example). Examiners look for the named newspaper and consequence (imprisonment → protests).
- Always ground answers in the source passage; the Tilak/*Kesari* example is explicitly mentioned in the chapter and is the expected reference.

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