



# Footprints without Feet

Supplementary Reader in English  
for Class X



1050



एन सी ई आर टी  
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

## 1060 – FOOTPRINTS WITHOUT FEET

Textbook for Class X

ISBN 81-7450-709-4

### First Edition

April 2007 Chaitra 1929

### Reprinted

October 2007, January 2009,  
January 2010, November 2010,  
January 2012, March 2013,  
February 2014, December 2014,  
December 2015, December 2016,  
December 2017, December 2018,  
August 2019, January 2021 and  
November 2021

### Revised Edition

December 2022 Agrahayana 1944

### Reprinted

March 2024 Chaitra 1946

PD 375T SU

© **National Council of Educational  
Research and Training, 2007, 2022**

₹ 55.00

Printed on 80 GSM paper with  
NCERT watermark

Published at the Publication  
Division by the Secretary, National  
Council of Educational Research  
and Training, Sri Aurobindo Marg,  
New Delhi 110 016 and printed at  
Shagun Offset Press, Plot No. 82,  
Ecotech 12, Greater Noida 201 009  
(Uttar Pradesh)

### ALL RIGHTS RESERVED

- No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

### OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus  
Sri Aurobindo Marg  
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road  
Hosdakere Halli Extension  
Banashankari III Stage  
Bengaluru 560 085

Phone : 080-26725740

Navjivan Trust Building  
P.O. Navjivan  
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus  
Opp. Dhankal Bus Stop  
Panihati  
Kolkata 700 114

Phone : 033-25530454

CWC Complex  
Maligaon  
Guwahati 781 021

Phone : 0361-2674869

### Publication Team

Head, Publication Division	: Anup Kumar Rajput
Chief Editor	: Shveta Uppal
Chief Production Officer	: Arun Chitkara
Chief Business Manager (In charge)	: Amitabh Kumar
Editor	: Vijayam Sankaranarayanan
Assistant Production Officer	: Rajesh Pippal

### Cover and Layout

Blue Fish

### Illustrations

Nidhi Wadhwa and Anuranjan Pegu

# Foreword

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

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

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





teaching. The supplementary reader attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory committee for textbooks in languages for the secondary stage, Professor Namwar Singh, and the Chief Advisor for this book, Professor R. Amritavalli for guiding the work of this committee. Several teachers contributed to the development of this supplementary reader; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, materials and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinements.

New Delhi  
20 November 2006

*Director*  
National Council of Educational  
Research and Training

# Rationalisation of Content in the Textbooks

In view of the COVID-19 pandemic, it is imperative to reduce content load on students. The National Education Policy 2020, also emphasises reducing the content load and providing opportunities for experiential learning with creative mindset. In this background, the NCERT has undertaken the exercise to rationalise the textbooks across all classes. Learning Outcomes already developed by the NCERT across classes have been taken into consideration in this exercise.

**Contents of the textbooks have been rationalised in view of the following:**

- Content based on genres of literature in the textbooks and supplementary readers at different stages of school education.
- Content that is meant for achieving Learning Outcomes for developing language proficiency and is accessible at different stages.
- For reducing the curriculum load and examination stress in view of the prevailing condition of the Pandemic.
- Content, which is easily accessible to students without much interventions from teachers and can be learned by children through self-learning or peer-learning.
- Content, which is irrelevant in the present context.

This present edition, is a reformatted version after carrying out the changes given above.



© NCERT  
not to be republished

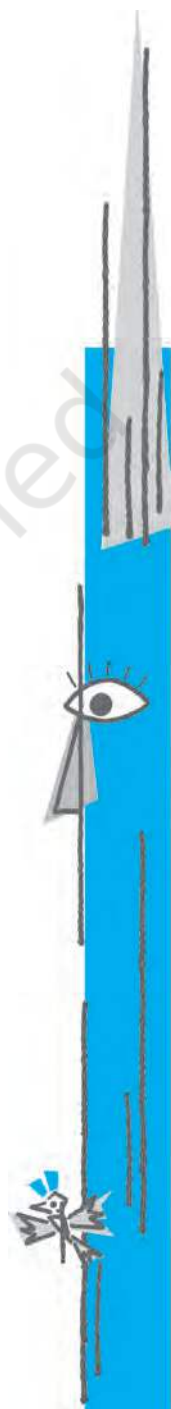
# A Note to the Teacher

*Footprints without Feet*, a supplementary reader in English for Class X, is based on the new syllabus prepared as a follow-up to the National Curriculum Framework, 2005. The curriculum envisages language learning opportunities that are rich in comprehensible input, and adopts a language-across-the-curriculum, multilingual perspective on English in the school. Input-rich communicational environments are a prerequisite for language learning. Therefore, learners must be exposed to a variety of texts.

The supplementary reader is meant for students to read on their own; it aims at developing their reading skills. Learners need to develop the habit of reading for information and pleasure, drawing inferences from what they read, and relating texts to their previous knowledge. They need to learn to read critically and to develop the confidence to ask and answer questions.

The selections in the supplementary reader take into account the interests of young learners while making them aware of issues that they need to reflect on: personal relationships, the neighbourhood, and the community. Thematic variety has been taken care of and there is a good representation of a variety of genres as well as of writers from across the world—Indian, British, French, American and Japanese. This supplementary reader has ten pieces including a play and a factual prose piece, as well as science fiction.

Each piece begins with questions under the head 'Read and Find Out' to guide learners in their reading and comprehension of the text, which is divided into two to three sections, each section prefaced with relevant questions. Thus the texts do not need to be read out or explained by the teacher in class. Word glosses have similarly been kept to the minimum so as to encourage inferences about meaning from sentential and discourse contexts. The teacher, after a quick oral comprehension check, if necessary, can progress to the questions





under the head 'Think About It' at the end of each unit. These are meant to take the learner beyond factual comprehension to contemplate on the issues that the texts raise; the questions are open ended and thought provoking.

The questions given under 'Talk About It' are intended to encourage the learners to express their own ideas in a creative and coherent way. It is hoped that the topics suggested for discussion will encourage learners to develop a constructive analysis of the relevant issues, involving critical thinking, reasoning, and previous knowledge as well as new knowledge.

The list of suggested readings given at the end of each story is meant to encourage learners to read further on their own. The idea is to promote the habit of self-learning and reduce dependence on the teacher.

Language learning is essentially a matter of acquiring in an integrated way the skills of listening, speaking, reading and writing; and of honing these skills for effective communication in the classroom, and later in real life. This book offers an opportunity for taking learners in that direction.



# Textbook Development Committee

## **CHAIRPERSON, ADVISORY COMMITTEE FOR TEXTBOOKS IN LANGUAGES FOR THE SECONDARY STAGE**

Professor Namwar Singh, formerly *Chairman*, School of Languages, Jawaharlal Nehru University, New Delhi

## **CHIEF ADVISOR**

R. Amritavalli, *Professor*, English and Foreign Languages University (EFLU), Hyderabad

## **CHIEF COORDINATOR**

Ram Janma Sharma, Former *Professor and Head*, Department of Education in Languages, NCERT, New Delhi

## **MEMBERS**

Kalyani Samantray, *Reader in English*, S B W College, Cuttak, Odisha

Lakshmi Rawat, *TGT (English)*, BRD Sarvodaya Kanya Vidyalaya, Prasad Nagar, Karol Bagh, New Delhi

Nasiruddin Khan, Former *Reader in English*, Department of Education in Languages, NCERT, New Delhi

Padmini Baruah, *Associate Professor in English*, Department of ELT, Guwahati University, Guwahati, Assam

R. Meganathan, *Assistant Professor in English*, Department of Education in Languages, NCERT, New Delhi

Sadhana Agarwal, *TGT (English)*, Rajkiya Pratibha Vidyalaya, Link Road, Karol Bagh, New Delhi

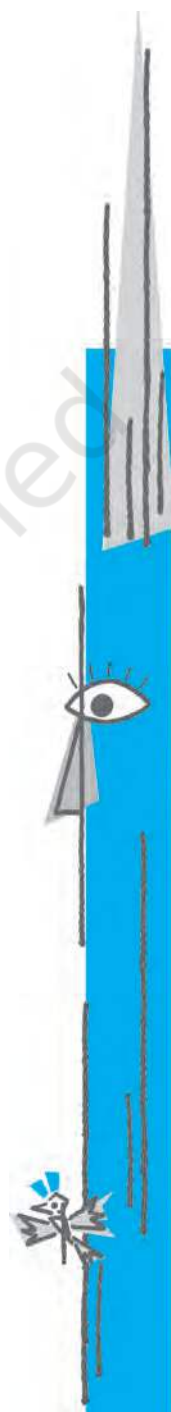
Sadhana Parashar, *Education Officer (ELT)*, CBSE, Community Centre, Preet Vihar, Delhi

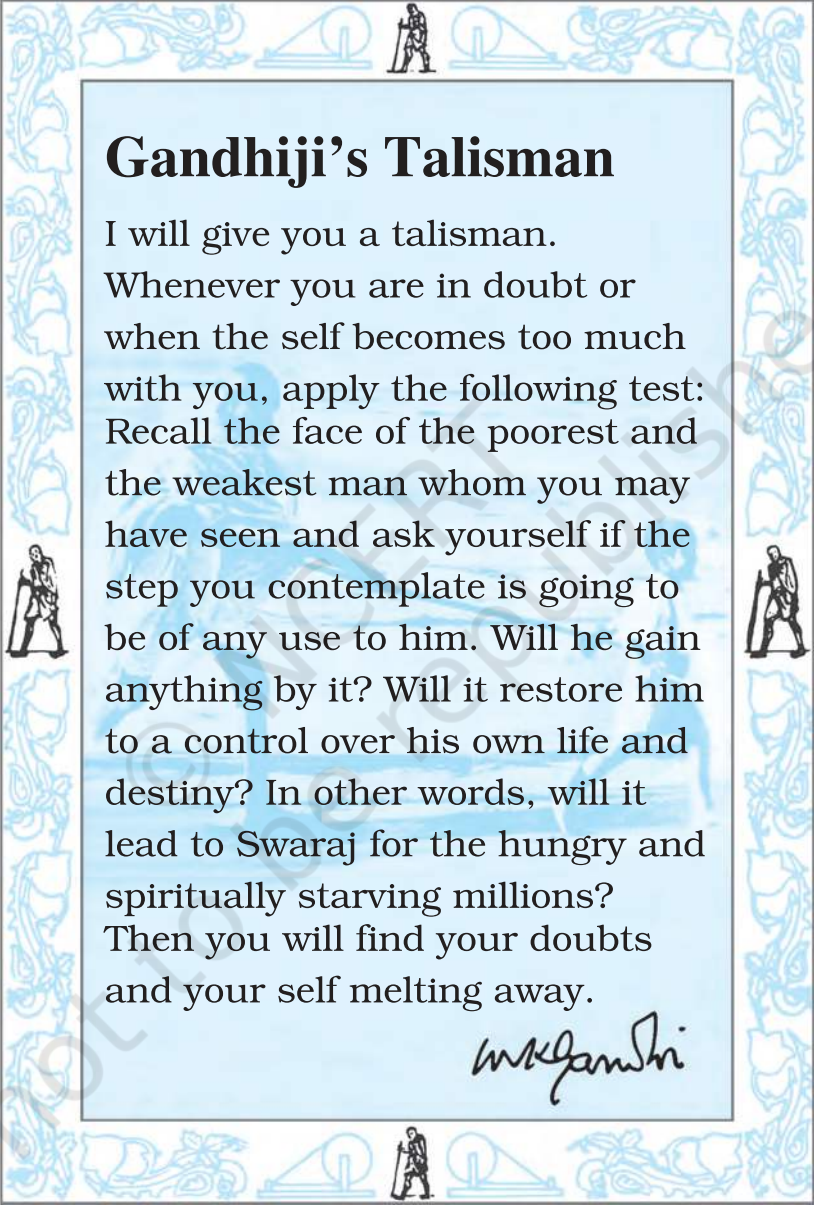
Sandhya Sahoo, *Professor in English*, Regional Institute of Education, Bhubaneswar

Shruti Sircar, *Associate Professor in English*, Centre for ESL Studies, EFLU, Hyderabad

## **MEMBER-COORDINATOR**

Kirti Kapur, *Professor of English*, Department of Education in Languages, NCERT, New Delhi





## Gandhiji's Talisman

I will give you a talisman.  
Whenever you are in doubt or  
when the self becomes too much  
with you, apply the following test:  
Recall the face of the poorest and  
the weakest man whom you may  
have seen and ask yourself if the  
step you contemplate is going to  
be of any use to him. Will he gain  
anything by it? Will it restore him  
to a control over his own life and  
destiny? In other words, will it  
lead to Swaraj for the hungry and  
spiritually starving millions?  
Then you will find your doubts  
and your self melting away.

*M.K. Gandhi*

# Acknowledgements

The National Council of Educational Research and Training is grateful to Professor M.L. Tickoo, formerly of the CIEFL, Hyderabad, and the Regional Language Centre, Singapore for his valuable suggestions and advice in the development of this book.

For permission to use copyright material, NCERT would like to thank Scott, Foreman and Company, Glenview, Illinois for the pieces 'The Making of a Scientist' by Robert W. Peterson and 'The Book that Saved the Earth' by Claire Boiko. Special thanks are due to Professor Yash Pal and Dr Rahul Pal from whose *Discovered Questions* (NCERT, 2006) we have taken three questions along with their answers.

We also thank the Publication Department, NCERT, for their support. We gratefully acknowledge the services of Parash Ram Kaushik, *Incharge*, Computer Resource Centre, NCERT; Razi Ahmad and Arvind Sharma, *DTP Operators*; G.C. Chandrakar, *Copy Editor*; and Mathew John, *Proof Reader*.

The Council is grateful to the review committee constituted by the Curriculum Group for the rationalisation of this edition in which the representatives of CBSE and the member of faculty of English from the Department of Education in Language participated.





Nirmalya Chakraborty, College of Art, New Delhi



# Contents



<i>Foreword</i>	iii
<i>Rationalisation of Content in the Textbooks</i>	v
<i>A Note to the Teacher</i>	vii
1. A Triumph of Surgery	1
<b>JAMES HERRIOT</b>	
2. The Thief's Story	8
<b>RUSKIN BOND</b>	
3. The Midnight Visitor	14
<b>ROBERT ARTHUR</b>	
4. A Question of Trust	20
<b>VICTOR CANNING</b>	
5. Footprints without Feet	26
<b>H.G. WELLS</b>	
6. The Making of a Scientist	32
<b>ROBERT W. PETERSON</b>	
7. The Necklace	39
<b>GUY DE MAUPASSANT</b>	
8. Bholi	47
<b>K.A. ABBAS</b>	
9. The Book That Saved the Earth	56
<b>CLAIRE BOIKO</b>	

# Constitution of India

## Part IV A (Article 51 A)

### Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- \*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

**Note:** The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

\*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).