

BAKING

SKILL MANUAL

Class 6



CENTRAL BOARD OF SECONDRY EDUCATION
Committed to Equity and Excellence in Education

Address: Shiksha Kendra, Community Centre, Preet Vihar, Delhi-110092

ACKNOWLEDGEMENTS

Advisory

- **Smt. Nidhi Chhibber** (IAS), Chairperson, Central Board of Secondary Education, Delhi
- **Dr. Biswajit Saha**, Director (Skill Education), Central Board of Secondary Education, Delhi
- **Dr. Joseph Emmanuel**, Director (Academics), Central Board of Secondary Education, Delhi

Coordinator & Curator:

- **Shri. R. P. Singh**, Joint Secretary (Skill Education), Central Board of Secondary Education, Delhi
- **Smt. Niti Shanker Sharma**, Deputy Secretary (Skill Education), Central Board of Secondary Education, Delhi
- **Shri. Sandeep Sethi**, Coordinator, Princess Diya Kumari Foundation

Content Development Committee:

- **Ms. Soumya Gulati** (Deputy Director-Blue Bells Model School, Gurugram)
- **Ms. Alka Singh** (Principal Blue Bells Model School, Gurugram)
- **Ms. Mona Sharma** (PGT- Fashion Studies, Blue Bells Model School, Gurugram)

Layout and Design:

- **Mr. Parmanand Chaudhary** (PGT-Fine Arts, Blue Bells Model School, Gurugram)
- **Ms. Kavita Jangra** (Office Coordinator, Blue Bells Model School, Gurugram)



Foreword

“Never chase an opportunity. Let it come to you by creating value and building rare skillsets.” It’s important to know that human skill development in any nation is the key to its economic growth. Skill development at an early age helps students choose from a wide range of career options by the onset of teenage. It fine tunes students' minds to become more independent, culturally aware and self-assured, and contributes to the growth of the child as well as the society and nation as a whole. The National Education Policy 2020 has clearly stated that there should be “no hard separation” between curricular, co-curricular and extra-curricular or academic and vocational(skill)/physical education/art, etc.

To keep pace with the objective of “no hard separation”, CBSE has decided to offer students the flexibility of making a vocational choice of a short duration module on Baking (12 hours), at a stage in their early dynamic career (Class VI,VII,VIII). In this way they will be able to spend relevant time in pursuing their interest. This would give them the necessary orientation early on, so that they are able to make a choice at a later stage to pursue skill courses at secondary and senior secondary level or to choose a higher vocational degree.

Baking is a skill which enables learners to use the correct equipment and tools. It ensures that one gets the right taste for the baked products and instils a good aesthetic sense to present the products creatively. This skill will ensure the learners to plan a start-up and become a successful entrepreneur.

With this mindset, this manual has been worked upon after a lot of research and practice. Such skill sets at an early age develop confidence in the students and train them before they graduate out of school. It’s overwhelming to see that the stakeholders from schools are carrying out their responsibility of educating young minds with commitment. Such written documents are a testimony to this dedication and devotion towards nurturing young minds with the right skill sets.

Blue Bells Model School, Gurugram is consistently expanding its horizon of imparting value based education. Equivalently, Princess Diya Kumari foundation is instrumental in bringing about an awareness for such projects and enabling the smooth functioning of such valuable resources. I extend my heartiest congratulations to the Deputy Director-Mrs. Soumya Gulati and Princess Diya Kumari foundation for being a source of inspiration in creation of this Manual and working tirelessly with a holistic vision for the future. The success of this project lies in the implementation of the same, and I am optimistic that no stone will be left unturned in its execution.

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CHAPTER 1 INTRODUCTION AND HISTORY OF BAKING

LEARNING OBJECTIVE: The objective of this chapter is to enable students to appreciate history and evolution of baking.

LEARNING OUTCOMES:

Location	Learning outcomes	Knowledge evaluation	Performance evaluation	Teaching and training method
Classroom/Home Science Lab	Identify the ingredients and understand their use in baking	List the various ingredients used in baking	Define the term ingredients Describe the use of various ingredients in baking	Interactive video for identification of ingredients. The facilitator will show a video of different ingredients required for cooking and baking. Students will identify the ingredients required in baking. Activity: Taste and identify the ingredients present in different food items and identify them.
	Differentiate between baking and cooking	List the various cooked and baked products.	Define and differentiate between baking and cooking	Activity: The facilitator will carry flash cards of cooked and baked products to the class. The students will identify and explain how is baked food different from cooked food.

1.1 DEFINITION OF BAKING - IDENTIFY AND SORT

Material Required: Handout 1

Handout 1 includes pictures of various food items. Facilitator can use Handout 1 in 2 ways by taking photocopies.

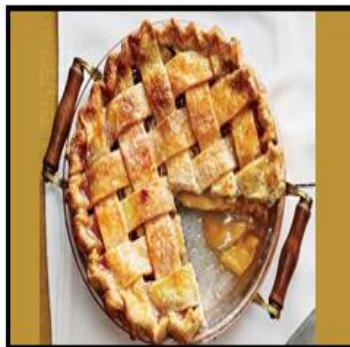
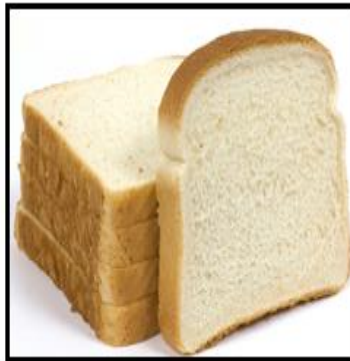
Method 1- Facilitator can cut the picture along rectangular boundaries and prepare flash cards.

- Students will then be shown the flash cards one by one.
- Students will identify the food item and classify the method used for cooking them as Baking/Frying.
- The facilitator can make 2 columns on the display board and paste the pictures in the column as per the student's response.
- At the end of the activity, the facilitator will review the responses and do the needful corrections with explanations.

Method 2

- Copies of the Handout can be given to each student
- Students will cut the pictures.
- Students will be given **Task Sheet 1**.
- Based on their understanding the students will identify the pictures in the Food Item column with the right name.
- The students will then tick the method of cooking of the food item.
- Task Sheet can also be used as a checklist for understanding of the concept – Introduction to Baking.

HANDOUT 1



TASK SHEET 1

Paste the pictures with the right food item and tick the right method of cooking.

S.No.	Food items	Fried food	Baked products
	Poori		
	Bread		
	Papad		
	Muffins		
	Pies and tarts		
	Samosa		
	Bread pakora		
	Banana chips		
	Pastry		
	Cookies		
	Bhatura		

1.2 HISTORY OF BAKING

- Prior to the content, the facilitator will ask the students to research on the history of baking.
- Class will be divided into groups.
- Each group will be asked to research on the History of Baking.
- The groups will then present their findings in the form of a timeline.

BAKING

It is a type of dry heat cooking method that is done in an equipment, such as an oven, not on a direct flame. Baking can also be done on hot ashes or on hot stones. Baking is one of the oldest cooking method. Bakery products includes rolls, cookies, breads, pies, muffins and pastries all are usually prepared from flour derived from some form of grain for e.g., refined flour, buckwheat, whole-wheat flour, all purpose- flour etc.

HISTORY OF BAKING

Around 600 B.C Bread baking began in Ancient Greece. The Ancient Egyptian baked breads using yeast. Around 600 B.C bread baking began in Ancient Greece leading to the invention of enclosed ovens. However, the Egyptians are thought to have created the first cake. The Earliest version of cake was honey-sweetened dessert breads, which were likely the earliest versions of cakes. The ancient Greeks, Egyptians and Romans before them were also, keen bakers of cakes. Around 5000-3000 years BC they began making something with a different name and purpose, and this is known as a cake. Its ingredients were fairly familiar such as wheat flour, honey or dried fruits, yeast, eggs, milk and spices. Cakes were baked on hot stones and had a variety of functions: as tomb offerings for the gods; as offerings for the dead to take on their journey afterlife or for communal festivals for the living, like harvest. Over their long period of ascendancy, the Egyptians refined and developed their cake making into something more sophisticated. The cakes shapes became decorative including depictions of birds and fish, and they were baked in ovens rather than on the hearth, which would help them rise better and an even baked surface. The Romans and the Greeks got inspired from this culinary example and made it their own.

Cakes served a similar range of functions in these cultures as they had for the Egyptian rituals and temple offerings, celebrations and snack, but everything about them became more diverse and celebratory. The Greeks had hundreds of different types of cakes, distinguished by shape, ingredients and purpose. The most common name for the Greece cake was Plakous which means flat the origin of the word “placenta” which is literally life giving and nourishing. Cakes which were served as temple offerings were known as Popanon. The Greeks also started the tradition of putting candles on cakes.



Ancient Egyptian Cake



Sacred Cakes in Ancient Greece



Ancient Roman Cake



Plakous -Placenta Cake



Tradition Of Putting Candles On The Cake By Greeks

INTENT QUESTIONS

Q1 What is baking? How did it originate?

Q2 Breads, rolls, cookies and cakes are referred to as:

- a) Bakery products
- b) Cooked products
- c) Steamed products
- d) Fried products

Q3 Elaborate the term plakous.

Q4 The world's oldest oven was discovered in:

- a) Egypt
- b) Greece
- c) Rome
- d) Croatia

Q5 Who were thought to have created the first cake:

- a) Greeks
- b) Romans
- c) Egyptians
- d) Indians

Q6 Which amongst the following is the earliest version of cakes:

- a) Sugar sweetened breads
- b) Breads
- c) Honey sweetened breads
- d) Jaggery breads

Q7 _____is one of the oldest cooking methods.

Q8 Baking is a type of _____ cooking in an enclosed oven.

ANSWER KEY

1 It is a method of preparing food that uses dry heat, typically in an oven, but can also be done in hot ashes, or on hot stones. The world's oldest oven was discovered in Croatia dating back 6500 years ago. The ancient Egyptian baked bread using yeast. Bread baking began in Ancient Greece around 600 B.C, leading to the invention of enclosed oven.

2. Bakery products

3.Plakous-a flat cake

4.Crotia

5.Egyptians

6.Honey sweetened breads

7. Baking

8.Dry heat cooking

CHAPTER 2: INGREDIENTS USED FOR BAKING MUFFIN

LEARNING OBJECTIVE: The objective of this chapter is to enable students to understand the ingredients used in the process of baking.

LEARNING OUTCOMES:

Location	Learning outcomes	Knowledge evaluation	Performance evaluation	Teaching and training method
Classroom	Interpreting the term baking and understand the history of baking	Define the term- baking. Describe its origin	Define the term baking, understand its importance and evolution	Activity: Sorting fried and baked products to check the students prior understanding and enhance it further. Handout will be given to the students to identify and sort the baked and fried products. Research Based Activity- based on the history of baking. Students will be asked to research on the history of baking. Students will present their findings in the form of time-line.

2.1 INGREDIENTS

- Students will open their lunch boxes.
- The students will identify the food item in their boxes.
- The facilitator will ask few students to list the things needed to make the respective food item.
- The facilitator will state – The things needed to make the food items are called ingredients.
- The teacher will then show a PowerPoint of ingredients of muffin to the students and ask them to identify and list the ingredients.


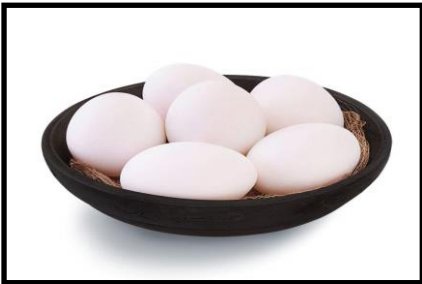
SORTING THE INGREDIENTS USED IN BAKING





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When baking and cooking in general, the rule is that you should use the best ingredients to get the best results. Fresh flour from a good source is preferred. Flour that is left unused for many months will become dry and that will affect the baking.

The following ingredients are required for baking:

Ingredients	Image	Functions
Flour		Flour is the basic ingredient used in all baked goods. Milled from a variety of grains, the types of flours used in everyday baking are generally obtained from wheat. Instead of whole wheat, rye, buckwheat or spelt flour alone or combined with wheat flour have become a healthier option in towards time.
EGGS		The purpose of using eggs in cake is to increases the volume and also adds nutritional value to the baked good. It also thickens, emulsifies, builds volume, stabilizes and provides unique colour and also enhances flavors.

<p>Self-Raising Agents</p>		<p>Raising agents are added to baked products during the preparation stage. The purpose of any raising agents is to create gas, steam or air which expands when heated and causes the food to rise.</p> <p>when heated, the gas that is trapped within the products expands. This results in a light and airy texture of the baked products.</p> <p>The list of some commonly used raising agents are:</p> <ul style="list-style-type: none"> i) yeast ii) baking powder, baking soda, baking ammonia iii) beating, whisking, creaming
<p>OIL/BUTTER</p>		<p>Fats act as a tenderizer in cake batter. It adds moisture and richness to the cake and also interferes with gluten formation in the flour and with coagulation of the eggs. The main 3 fats used in cake batter are butter, oil and shortening.</p>
<p>CASTOR SUGAR</p>		<p>The most important function of sugar in baking is to make the products taste sweet. Sugar has many important functions to perform in baked products. It keeps baked goods cakes, muffins, pastries soft and moist. The bond between sugar and water allows sugar to lock in moisture so that items such as cakes, muffins, brownies do not dry out too quickly.</p>
<p>VANILLA ESSENCE</p>		<p>Food essences are the very important elements that add a new fragrance, depth and aroma to the baked products. The following essence can be used for baking cakes and muffins-</p> <ul style="list-style-type: none"> i. vanilla essence ii. red velvet iii. saffron iv. sweet orange v. raspberry

2.2 BAKING AND COOKING

Heat is involved in cooking and baking methods to prepare food.
Let us understand the difference between them.

Cooking	Baking
In this method food is prepared using heat which involves changing the chemical properties of the ingredients.	A method of cooking food by using dry heat, usually in an oven
In general, cooking is considered an art because one is free to change the measurements or ingredients according to one's own preference.	Baking is a science because of its accuracy and precise measurements of the ingredients.

2.3 COOKING AND BAKING - IDENTIFY AND SORT

Material Required: Handout 1

Handout 1 includes pictures of various cooked and baked items. Facilitator can use Handout by taking photocopies.

Method - Facilitator can cut the picture along rectangular boundaries and prepare flash cards.

- Students will then be shown the flash cards one by one.
- Students will identify the cooked and the baked food items.
- The facilitator can make 2 columns on the display board and paste the pictures in the column as per the student's response.
- At the end of the activity, the facilitator will review the responses and do the needful corrections with explanations.

HANDOUT -1



Identify the pictures as cooked and baked food. Cut the pictures and paste them under the suitable headings.

S.No.	Pictures	Cooked food	Baked products
1			
2			
3			
4			
5			

6			
7			
8			
9			
10			

INTENT QUESTIONS

Q1 Which ingredient is responsible for creating gas or air in formations of cakes and muffins.

- a) Baking soda
- b) Flour
- c) Eggs
- d) Chocolate

Q2 List the important ingredients required for baking.

Q3 State the role of self-raising in baking.

Q4 Name five equipments needed in baking.

Q5 Which ingredient is responsible for adding richness in the cake:

- a) Fats
- b) Eggs
- c) Sugar
- d) Cocoa powder

Q6 Why is whisking important while baking muffins?

Q7 This tool is ideal for folding together wet and dry ingredients:

- a) Whisker
- b) Spatula
- c) Sieve
- d) Measuring cups

Q8 Identify the ingredient responsible for enhancing the aroma of the muffins / cake:

- a) Eggs
- b) Baking powder
- c) Food essence
- d) Yeast

Q9 Which equipment blends ingredients to form a smooth paste?

- a) Spatula
- b) Wooden spoons
- c) Whisker
- d) Measuring spoons

ANSWER KEY

1. Baking soda

2.

- i) Flour
- ii) Baking powder
- iii) Eggs
- iv) oil
- v) Castor sugar
- vi) Essence

3. The function of raising agents is to create gas, air or steam which expands when heated and cause the food to rise.

4.

- i) Microwave oven
- ii) Beater
- iii) Spatula
- iv) Sieve
- v) Measuring spoons/cups

5.Fats

6. Whisking helps to blend the ingredients into a smooth mixture and helps to incorporate air into the mixture.

7. Spatula

8.Food essence

9.Whisker

CHAPTER 3- TOOLS/EQUIPMENTS USED IN BAKING





LEARNING OBJECTIVE: The objective of this chapter is to know various Tools and Equipment needed in baking.



LEARNING OUTCOMES:

Location	Learning outcomes	Knowledge evaluation	Performance evaluation	Teaching and training method
Classroom/Home Science Lab	Identify the tools and equipment	List down the tools and equipments used in baking	Identify and list down the tools equipments used in baking illustrate the equipments used in baking	<p>Power point presentation- tools and equipments. Students will be shown a PPT with different tools and equipments. They will identify and understand the tools and equipment used in baking.</p> <p>Discussion about the relevant tools and their function.</p>
Home science lab	Identify different tools and equipments for baking	List the different tools and equipments and their use in baking	Understand and describe the functions of different tools and equipments needed for baking	<p>Activity: Identification of tools and equipments through flashcards. The facilitator will use the flash card of different tools and equipments and the students will identify and explain the function of each tool used in baking.</p>

3.1 Basic Equipments

It is very important to use appropriate tools and measurement in the process of baking to achieve the desired result. Given below is a list of the tools/equipment with their functions in baking.

Equipment used	Image	Function of equipment /tool
MEASURING SPOONS		<p>Measuring Cups- Baking is all about precision, so having a full set of measuring cups and spoons is a must. Measuring cup is used to accurately measure all the ingredients</p> <p>Most measuring spoon sets have a tablespoon, teaspoon, 1/2 tablespoon and 1/4 teaspoon.</p>
MEASURING CUPS		<p>Most measuring cups come in sets with one cup, 1/2 cup, 1/3 cup and 1/4 cup.</p>
BEATER/WHISKER		<p>Whisker- The most important function of a whisker is to blend ingredients smooth or to incorporate air into a mixture. Most whisks consist of a long, narrow handle with a series of wire loops joined at the end.</p>
MICROWAVE OVEN		<p>Micro waves are produced inside the oven. Micro waves cause water molecules in food to vibrate, producing heat that cooks the food. An OTG is best used for baking, toasting and grilling. However, a convection microwave can perform all these functions and reheat.</p> <p>The optimum temperature for baking is 180°C for 20 to 25 minutes.</p>

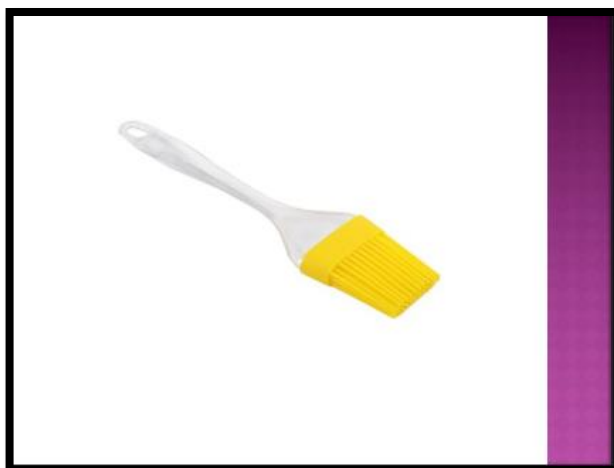
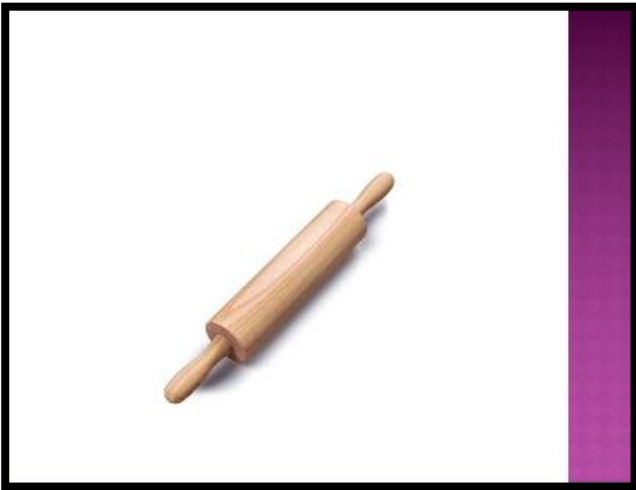
<p>SIEVE</p>		<p>A sieve - also known as a sifter- is typically a basket made of fine metal mesh with a handle attached. Its main function is to aerate and separate dry ingredients like flour, cocoa powder, powdered sugar, baking powder which will lead to a lighter and tender baked goods.</p>
<p>WOODEN SPATULA/ RUBBER SPATULA</p>		<p>One wooden spoon is enough, but this tool can be used for many other purposes. So, it can sometimes be helpful to have a couple of them around. Wooden spoons are great for all kinds of stirring because they are sturdy.</p> <p>Rubber Spatula- This tool is ideal for folding together wet and dry ingredients.</p>

3.2- Identification of basic Tools and Equipments

- The facilitator will run a PPT in the class on Tools and Equipment used during cooking/baking.
- The students will look into the slides and identify the tools used for baking.
- The students will also identify the common tools used in cooking and baking.

**LET'S GET FAMILIAR
WITH SOME
TOOLS & EQUIPMENTS**





INTENT QUESTIONS

Q1. Name the equipment used to mix various ingredients in the baking process.

Q2. Explain the role of Micro-wave oven in the baking process.

Q3. State the importance of Sieving.

Q4. Why is Spatula an important tool in baking Process?

Q5. Radhika used a beater and a whisker in two separate bowls to mix various ingredients. Which according to you will form a smooth paste and why?

Q6. Which tool is used to measure the quantity of the ingredients?

- a. Measuring cups and spoons
- b. Spatula
- c. Rolling pin
- d. Microwave oven

Q7. How is wooden spoon different from a rubber spatula?

Q8. Right temperature for baking a muffin is: -

- a. 240°C
- b. 130°C
- c. 180°C
- d. 140°C

ANSWER KEY

1. Whisker
2. Microwave helps to bake the muffin and cake.
3. Sieving helps to separate any impurity from the mixture and incorporates air molecules.
4. Spatula is used for cutting and folding.
5. Whisker- because it helps to blend ingredients into a smooth paste and incorporates air into a mixture.
6. Measuring Cups and Spoons
7. Wooden Spoon- can be used as a cooking equipment also but a spatula is most effective to cut and fold the ingredients to give the right texture to the cake.
8. 180 °C

CHAPTER 4-RECIPES

LEARNING OBJECTIVE: The objective of this chapter is to learn how to make and sell muffins.

LEARNING OUTCOMES:

Location	Learning outcomes	Knowledge evaluation	Performance evaluation	Teaching and training method
Home science lab	Understand the recipe to make muffin	Follow the steps given in the process of making muffin Measure the amount of each ingredient used in making a specific number of muffins	Make muffin as per the given recipe	Practical in lab. Hands on activity Students will prepare their own muffins by following the recipe mentioned on the blackboard
School Premises/market place	Develop entrepreneurship skills	Define the term entrepreneurship Design their plan to sell their product Find the cost and selling price of each muffin	Implement and execute the designed plan to sell the muffin Generate ideas to attract customers	Project Based. The students will design a plan to sell assorted muffins with in the school premises during fair/ exhibitions. This activity will enhance their entrepreneurship skills

4.1 MUFFIN VANILLA/CHOCOLATE

Ingredients	Amount
Refined Flour	2 cups (400 GMS)
Baking Powder	1 $\frac{1}{2}$ tsp
Castor sugar	1 $\frac{1}{2}$ cups (300 GMS)
Eggs	4 Nos
Butter/ Oil	$\frac{1}{2}$ cup (100 GMS)
Vanilla essence / cocoa powder & Choco chips	1 $\frac{1}{2}$ tsp
Whole milk (optional)	$\frac{1}{2}$ cup

Method

Step 1: To make vanilla muffins start with beating of eggs, castor sugar and the vanilla essence together. Make sure that the beating of eggs should be done till the stage of proper foaming and stiff peaks are formed, also, set your oven at 200 C°/400°F.

Step 2: Take a separate container and sieve the required amount of refined flour and baking soda.

Step 3: Add this mixture to the bowl of beaten eggs, castor sugar essence. You can also add cocoa powder or Choco chips.

Step 4: Add the required amount of oil/ butter to the ready mixture.

Step 6: Take the muffin moulds and pour the ready mixture in each mould and put the tray in the oven for 20 minutes at 200 ° F.

After 20 minutes your muffins will be ready.

4.2 WALNUT BROWNIE

Ingredients	Amount
Flour	1 cup
Butter	$\frac{3}{4}$ cup
Choco chips	$\frac{2}{3}$ cup
Sugar	1 $\frac{1}{2}$ cup
Baking Powder	$\frac{1}{2}$ teaspoon
Eggs	4 no.s
Walnuts Chopped	$\frac{3}{4}$ cups
Cocoa powder	$\frac{3}{4}$ cup

Method

Step 1: Preheat oven to 350°F.

Step 2: Spread butter in a square baking dish.

Step 3: Melt butter and chocolate together and remove from heat.

Step 4: Mix all dry ingredients in a separate bowl.

Step 5: Cool the butter and chocolate mixture otherwise the eggs will cook.

Step 6: Add all the dried ingredients and whisk to combine.

Step 7: Stir the chopped walnuts.

Step 8: Pour the batter into the prepared pan.



PROJECT WORK

Design a plan to sell the muffins.

GLOSSARY





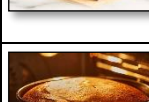







- **Baking-** a method of preparing food that uses dry heat.
- **Leavening agents-** are those agents that are responsible for creating gas in the baked products.
- **Tenderizer-** A substance which softens the batter of the baked products.
- **Emulsify-** A substance when combined forms a smooth mixture.
- **Ingredients-** Are the materials needed to prepare any dish.
- **Plakous-** The flat cake
- **Popanon-** The cakes which served as temple offerings.
- **Stabilize-** To become or to make something firm, steady and unlikely to change.
- **Flavours-** The distinctive taste of food.
- **Moist-** Slightly wet











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PICTURE CREDITS:

Picture	Link
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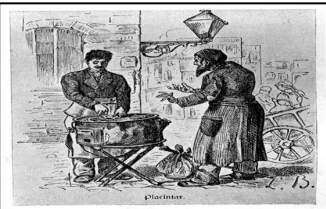
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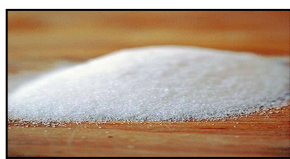
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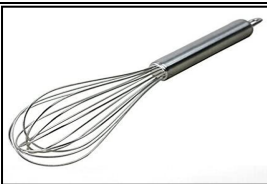
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	<p>Pictures of muffins baked by students in school's Home Science Lab.</p>
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**Blue Bells Model School, Urban Estate, Sector 4,
Gurugram, Haryana 122001
Phone no. -0124-4698888
Email: bbms@bluebells.org**