

# Certificate Course in Inclusive Food Truck Operations

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Proposed &Offered by M.D. University Rohtak for approval from Rehabilitation Council of India

## Foreword

*The “Certificate Course in Inclusive Food Truck Operations” is a pioneering initiative by M.D. University Rohtak to promote inclusive and entrepreneurial education. This course is open for Deaf and Hard of Hearing Individuals; and also to individuals without disabilities.* This course is available in English/Hindi and also accessible to Deaf and Hard of Hearing Individuals learners through Indian Sign Language (ISL) and shall be offered through Face to Face/ hybrid/ blended mode.

## Preface

This course is designed to empower *Deaf and Hard of Hearing Individuals and other passionate individuals without disabilities* with the knowledge and operational skills needed to successfully run a food truck. It is designed to promote inclusivity. It bridges the gap between culinary passion and mobile entrepreneurship. The Food Truck Operations course for practical exposure will use a created environment (in room or enclosed space or any suitable space) to replicate real life setup of food truck. This set up can be fully functional and is a replication of real food truck !

Instructors will conduct or demonstrations or live sessions on cooking, preparation, and operations for the learners.

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### I. Preamble

This course aims to introduce the dynamic and growing field of food truck entrepreneurship, enabling learners to develop core competencies in menu design, safety standards, customer engagement, and compliance with regulatory frameworks. Cooking is a natural instinct. Only human beings can cook. Isolation is the biggest challenge in the life of ***Deaf and Hard of Hearing Individuals***. With this course one can empower them and bring them to main stream. They can earn their livelihood with dignity.

### II. Nomenclature of the Programme

Certificate Course in Inclusive Food Truck Operations

### III. Objectives

- Operational competence in food services specially food truck management
- Menu planning and food safety
- Branding, marketing, and customer service
- Legal and financial requirements

### IV. Scope of the Programme

- Suitable for aspiring food entrepreneurs, culinary enthusiasts, and those interested in mobile hospitality/ kiosks/ other food services
- Enhances employability and self-employment potential
- Inclusive of ***Deaf and Hard of Hearing Individuals***

### V. General Framework of the Course

- a) Duration of the Programme: One Semester (Six Months)
- b) Eligibility: Open to all passionate learners who have qualified class X (Any recognized Board) For ***Deaf and Hard of Hearing Individuals***\*; knowledge of Indian Sign Language (ISL), \* as per RPwD Act 2016

- c) Medium of Instruction: Bilingual: Hindi / English and Indian Sign Language
- d) Methodology: Face to Face/Hybrid/Blended involving online lectures, interactive content, video demonstrations, industry interactions, practicals, assignments
- e) Intake Capacity: Thirty (30) Bifurcation - Twenty (20) **for Deaf and Hard of Hearing Individuals (As specified by RPwD Act 2016)** and Ten (10) **for Other Passionate** Learners without disabilities. (Note- In case of non availability of Deaf Learner, the seats for Deaf Learners may be offered to other individuals)
- f) Minimum Attendance / Working Days: 70 percent
- g) Programme Structure: 1 Semester, 4 Credits (Theory-1 Credit, Workshop-1 Credit and Practical -2 Credits), Total - 100 Marks (Assessment Formative)
- h) Examination Pattern: Formative – quizzes, videos; Summative – final report
- i) Dissertation: Not Applicable
- j) Criteria of Passing: Minimum 40%
- k) Board of Examiners: National Board of Examination in Rehabilitation (NBER)
- l) Award of Degree: Certificate of Completion
- m) Registration: Regulated by RCI under Category-5: Vocational Assistant (Food Service) – HI (Life Skill Course) **Central Rehabilitation Register (CRR) Number (CRR Number) shall be given by RCI on successful completion of Course.**

## VI. Infrastructure Requirements for Starting the Course

- a) Human Resource Requirement: Faculty with proficiency in Hospitality (HTM) and Sign Language interpreters
- b) Teacher-Student Ratio: 1:30
- c) Faculty Qualifications: Experts in Culinary Arts, Hospitality, Food Safety, etc.
- d) School / Clinical Infrastructure: A Food Truck.
- e) Library: e-resources via institutional/university portal
- f) Physical Space: The Food Truck Operations course for practical exposure will use a created environment (in room or enclosed space or any suitable space) to replicate real life setup of food truck. This set up can be fully functional and is a replication of real food truck ! Instructors will conduct or demonstrations or live sessions on cooking, preparation, and operations for the learners. optional field visits, however basic facilities like wash rooms, changing room, tutorial room required)
- g) Office Furniture and Equipment: As per Blended-Hybrid setup,
- h) Equipment Required: Video conferencing tools, ISL support, Commercial Gas, Induction Plate, Griddle / Flat Top, Deep Fryer, Refrigerator / Undercounter Chiller, Freezer Unit, Food Prep Table with Cutting Board, Exhaust Hood & Ventilation System, Water Tank with Sink & Wastewater Disposal Unit, Fire Extinguisher & First Aid Kit, POS System / Cash Register. Depending on the **menu** specialized equipment like **coffee machines, tandoor, ovens, or juicers** can also be added.

## VII. Programme Content

### i. Paper-wise Objectives / Learning Outcomes

- Understand operations, menu planning, marketing & legal aspects of food trucks
- Develop practical competencies and entrepreneurial vision

### ii. Units and Chapter Details

- Unit I: Introduction to Inclusivity
  - Deafness and Hearing Impairment, Indian Sign Language (ISL)
- Unit II: Introduction to Food Truck Operations
  - Trends, setup, staffing, food safety
- Unit III: Menu Planning and Food Preparation
  - Menu types, sourcing, SoPs, packaging
- Unit IV: Marketing and Customer Engagement
  - Branding, digital marketing, customer service
- Unit V: Legal and Financial Aspects
  - Licenses, budgeting, sales records

Course Code		Course Credits	4 (Theory-1, Workshop-1 & Practical-2)
Max. Marks	Formative Assessment: 100	Time of end term examination	This Course is based on continuous assessment. The Assessment will be Formative and Practicum based
<b>Note:</b> <ul style="list-style-type: none"><li>• For Formative Assessment the candidate shall have to work as per schedule mentioned below and/or shall have to attempt online quizzes unit wise.</li></ul>			
<b>Medium of Instruction/ Assessment:</b> <ul style="list-style-type: none"><li>• Bilingual (English &amp; Hindi Both)/ Indian Sign Language</li></ul>			
<b>Learning Objectives:</b> <p>The learners shall be able to develop an understanding about:</p> <ol style="list-style-type: none"><li>1. Inclusivity, Hearing Impairment</li><li>2. Operational Competence in Food Truck Management</li><li>3. Menu Planning and Food Safety</li><li>4. Marketing and Customer Engagement</li><li>5. Legal and Financial Aspects of Food Truck Operations</li></ol>			

## **Learning Outcomes:**

Upon successful completion of this course the learners will possess

1. Understanding about Inclusivity
2. Comprehensive Understanding of Food Truck Operations
3. Skills in Menu Planning and Food Safety Practices
4. Effective Marketing Strategies for Food Trucks
5. Knowledge of Legal and Financial Requirements

## **Unit – I**

**Unit – 1: Introduction to Inclusivity:** Concept, importance, and application in hospitality and workplace settings.

- **Understanding Deafness and Hearing Impairment:** Types, causes, challenges, and legal provisions under RPwD Act 2016.
- **Silent Symptoms:** Recognizing invisible barriers, emotional impacts, and strategies for reducing exclusion.
- **Introduction to Indian Sign Language (ISL):** Overview, structure, etiquette, and basic vocabulary for greetings, menu items, numbers, and customer interaction.
- **Application in Food Truck Operations:** Inclusive service protocols, Deaf-friendly menus, pictorial signage, and role-plays in ISL.

This unit introduces learners to the principles of inclusivity and sensitizes them to the needs of Deaf and Hard of Hearing individuals in professional and social contexts. It explains the different types of hearing impairments, their implications for communication, and the provisions of the Rights of Persons with Disabilities Act, 2016. Special focus is given to understanding “silent symptoms”—subtle signs of exclusion, stress, or communication breakdown—that often go unnoticed but affect workplace well-being.

Learners will be introduced to Indian Sign Language (ISL) as a medium of communication, covering basic vocabulary, greetings, hospitality-related terms, and customer service expressions. The unit emphasizes etiquette and cultural aspects of Deaf communication, highlighting the importance of respect and patience. Practical applications include role-playing order-taking, customer greeting, and team communication in ISL, along with designing Deaf-friendly menus, signage, and service plans.

**Outcome:** Learners will be equipped with awareness of inclusivity, basic ISL communication skills, and the ability to recognize and address silent symptoms of exclusion, enabling them to create accessible and welcoming food truck environments for all.

## Unit – II

### Unit - II: Introduction to Food Truck Operations

- Overview of the Food Truck Industry: Trends, and Market Analysis
- Food Truck Design and Equipment: Layout, Planning, and Setup
- Staffing and Roles: Grooming Standards, Briefing, De Briefing, Managing Employees – Job Roles
- Food Safety and Sanitation: Best Practices and Standard Operating Procedures (SoP's)

This unit offers an in-depth overview of the dynamic and rapidly growing food service and food truck industry. It introduces learners to the evolution of food trucks globally and in India, key trends, customer demographics, and market demand for food services. Students will learn to conduct basic market analysis to identify niche opportunities and competition in their locality.

Learners will explore food truck design principles, optimal layouts, essential kitchen equipment, and mobility solutions. This includes understanding ventilation, fuel safety, water tanks, waste management, and accessible design for operators with disabilities.

The unit also focuses on food truck staffing. It covers job roles such as chef, server, cashier, and cleaner. Special emphasis is placed on grooming standards, communication cues for deaf/mute/SHI staff, daily briefing/de-briefing routines, and employee scheduling.

This unit addresses food safety and sanitation practices. Learners will be taught Standard Operating Procedures (SOPs) for food hygiene, handwashing, surface sanitation, temperature control, and waste disposal, with attention to FSSAI norms.

**Outcome:** Learners will be equipped with knowledge to set up, staff, and maintain a compliant food truck operation from day one.

## Unit – III

### Unit - III: Menu Planning and Food Preparation

- Menu Development: Concept, Types, and Planning
- Sourcing Ingredients: Local and Sustainable Options
- Food Preparation Techniques: Efficiency and Quality Control, SoP's
- Food Presentation and Packaging: Aesthetic and Practical Considerations

This unit enables learners to develop menu planning skills tailored to a food setup. It introduces concepts such as menu, menu engineering, cost vs. selling price analysis,

nutritional balance, and customer preferences. Students will differentiate between fixed, rotating, and seasonal menus suitable for food trucks.

Sourcing ingredients is critical to profitability and quality. Learners will understand how to procure locally and sustainably, establish vendor relationships, and ensure supply chain consistency. Topics include evaluating quality, managing food costs, and minimizing spoilage.

The unit trains learners in food preparation techniques that prioritize efficiency, consistency, and food safety. Batch cooking, mise en place, portion control, and reheating protocols will be practiced. SOPs for handling raw materials, cooking procedures, and holding temperatures will be introduced. (Practicum shall be based on Menus of Food Truck and local conditions)

Packaging is crucial in food truck operations. Learners will explore materials suitable for hot/cold items, spill-proof solutions, eco-friendly options, and visual appeal for branding. Emphasis will also be on the ergonomics and one-handed usability of packaging for customers with disabilities.

**Outcome:** Learners will gain practical competency in planning, preparing, and presenting menus optimized for mobile kitchens.

#### **Unit – IV**

#### **Unit - IV: Marketing and Customer Engagement**

- Branding and Identity: Creating a Unique Food Truck Brand
- Marketing Strategies: Social Media, Events, and Partnerships
- Customer Service: Engagement and Retention
- Seasonal and Location-Based Marketing: Adapting to Changing Conditions

This unit prepares learners to create and promote a unique identity for their food truck. It starts with branding fundamentals – selecting a name, designing a logo, choosing colors and typography, and crafting a visual story. Students will learn how to make their brand inclusive, accessible, and appealing to diverse audiences.

Marketing strategies will be covered in depth, focusing on both digital and offline methods. Learners will understand how to create and manage social media pages, generate content (photos/videos in ISL-friendly formats), and collaborate with influencers or local events. Partnerships with delivery apps and location-based push marketing are also included.

Customer engagement strategies will emphasize inclusivity, quick service, and personalization. Learners will be trained in gesture-based service etiquette, handling

feedback using cards/charts, and building customer loyalty through small gestures like name recognition or free samples.

Seasonal and location-based adaptation will be taught through examples – such as selling warm beverages in winter, refreshing drinks in summer, or shifting menus near college campuses vs. office zones.

**Outcome:** Learners will be capable of building a visible, engaging, and repeat customer base for their food truck venture.

## Unit – V

### Unit - V: Legal and Financial Aspects

- Legal Requirements: Permits, Licenses, and Health Codes
- Financial Planning: Budgeting, Pricing, and Cost Control
- Risk Management: Insurance and Liability
- Daily, Weekly & Monthly Sales & Reports

This unit educates learners on the regulatory and business management aspects of food truck operations. It begins with an introduction to required legal permits and licenses such as FSSAI, GST registration, municipal NOCs, and fire safety certificates. Learners will understand application procedures and periodic renewals.

Financial planning will include basics of budgeting, capital investment, pricing strategy, break-even analysis, and working capital management. Students will also learn to calculate food cost percentage, markup margins, and revenue projections.

Risk management components will train learners to anticipate and mitigate risks. This includes understanding insurance needs (vehicle, property, liability), food safety violations, employee safety, and theft prevention.

Daily, weekly, and monthly sales and expense records will be introduced in easy-to-understand formats. Learners will maintain pictorial cash logs, track inventory, and generate basic profit & loss summaries using templates designed for low-literacy or ISL-supported environments.

**Outcome:** Learners will be confident in complying with legal norms and managing the business finances of a food truck professionally.

<b>Practicum: (Workshop &amp; Practicum)</b>			
<b>Workshop &amp; Practical Curriculum</b>			
<b>Workshop (1 Credit = 15 Hours)</b>			
<p><b>Objective:</b> To provide structured, interactive sessions for learners to understand key aspects of food truck operations, supported by demonstrations, discussions, and group activities.</p>			
<p><b>Module-wise Distribution</b></p> <p><b>Workshop Theme:</b> <i>“Inclusive Food Truck Entrepreneurship”</i></p>			
Session	Topics	Mode of Learning	Hours
1	Orientation & Introduction to Inclusivity, ISL, Food Truck Industry	Interactive talk + ISL video support	2 hrs
2	Food Truck Design & Layout (Space utilization, Equipment)	Case discussion + model demonstration	2 hrs
3	Food Safety & Hygiene (FSSAI norms, SOPs)	Guest lecture + demonstration	2 hrs
4	Menu Planning & Menu Engineering	Group activity (menu card preparation)	2 hrs
5	Sustainable Sourcing & Packaging Solutions	Hands-on with samples	2 hrs
6	Marketing & Branding Strategies (social media, logo, posters)	Workshop using Canva/poster-making	3 hrs
7	Financial Basics (Budgeting, Pricing, Permits)	Role play + pictorial worksheets	2 hrs
<p><input checked="" type="checkbox"/> <b>Total = 15 Hours</b></p> <p><b>Assessment (Workshop):</b></p>			

- Visual quizzes, poster/logo design, role plays, and group menu presentation.

### Practical (2 Credits = 60 Hours)

**Objective:** To enable learners to practice real-life food truck operations, menu preparation, customer service, and financial recording through simulated and live exercises.

#### Practical Activities

Practical Exercise	Details	Hours
1. ISL , Mock Setup of Food Truck	Basic Understanding of ISL, Learners design layout, arrange equipment, and simulate a truck setup	4 hrs
2. Menu Preparation & Cooking Practicals	Students prepare selected items (snacks, beverages, meals) under supervision	28 hrs
3. Packaging & Presentation	Demonstration and practice of eco-friendly and accessible packaging	4 hrs
4. Customer Service Simulation	Role play: order taking, gesture-based communication, handling complaints	4 hrs
5. Legal & Licensing Activity	Mock filling of license forms (FSSAI, GST, Fire Safety) using pictorial worksheets	4 hrs
6. Budgeting & Sales Recording	Hands-on practice with cash logs, pictorial sales registers	2 hrs
7. Field Visit / Live Food Truck Exposure	Visit to operational food truck / participation in campus food fest	14 hrs

 **Total = 60 Hours**

#### Assessment (Practical):

- Observation checklists, live demonstration, pictorial budgeting logs, role-play customer service.

### Mapping to Learning Outcomes

- **Operational Competence:** Inclusivity, Truck setup, staffing, hygiene SOPs (Workshop + Practical 1 & 2).
- **Menu Planning & Food Safety:** Menu card activity + hands-on cooking (Workshop 4, Practical 2).
- **Marketing & Branding:** Poster/logo activity, social media mock plan (Workshop 6, Practical 7).
- **Legal & Financial:** Worksheets, mock forms, cash log exercises (Workshop 7, Practical 5 & 6).

  

- **Live Food Truck Practical:** Students will be encouraged for live practicals at an operational food truck to observe daily routines, menu preparation, customer interactions, and logistics. Sign language interpreters will facilitate the experience.
- **Participation in Food Festivals or Events:** Learners will engage as assistants or observers in food festivals, gaining hands-on exposure to large-scale crowd service, branding execution, and live marketing.

**Outcome:** These experiences will bridge classroom knowledge with real-world practice, ensuring learners are job-ready or self-employment capable.

### iii. Suggested Readings / Reference Books

- Running a Food Truck for Dummies – Richard Myrick
- Food Truck Business Guide for Beginners – Shaun M. Durrant
- The Food Truck Handbook – David Weber
- Food Safety: Theory and Practice – Paul L. Knechtges

### iv. Suggested Assessments

**Suggested Deaf-friendly Assessment Design** for the *Certificate Course in Inclusive Food Truck Operations*, featuring **formative assessments per unit**. These are aligned with **Indian Sign Language (ISL)-supported pedagogy**, use **visuals, video-based responses, and hands-on engagement**, and ensure inclusivity throughout. However, teachers have the flexibility to design their assignments



## Deaf-Friendly Unit-Wise Assessment Plan

Unit	Formative Assessments
<b>Unit I</b> <i>Inclusivity, Deaf Awareness, and Indian Sign Language (ISL) Basics</i>	<b>1. Inclusivity Quiz (Visual/ISL Supported):</b> Learners attempt multiple-choice visual questions on concepts of inclusivity, types of hearing impairment, and silent symptoms using an ISL-supported quiz or picture-based LMS tool. <b>2. Role-Play Activity:</b> In small groups, learners perform a role-play of customer interaction in ISL (taking orders, greeting, responding to feedback) while peers and facilitators evaluate using a checklist.
<b>Unit II</b> <i>Introduction to Food Truck Operations</i>	<b>1. ISL Video/ Quiz:</b> Learners respond to multiple-choice visual questions about food truck trends, design, and roles via ISL interface or picture-based LMS quiz. <b>2. Visual Observation Task:</b> Watch a short video (with captions and ISL) on a food truck's operations and identify errors or best practices using a pictorial checklist.
<b>Unit III</b> <i>Menu Planning and Food Preparation</i>	<b>1. Picture Menu Sorting Activity:</b> Match dish images to categories (snack, meal, beverage) and indicate sourcing method (local/packaged). <b>2. Live Demonstration :</b> Demonstrate preparation of menu item/s with a focus on sequence, ingredients, and hygiene.
<b>Unit IV</b> <i>Marketing and Customer Engagement</i>	<b>1. Logo &amp; Poster Creation:</b> Design a food truck logo and promotional poster with visual appeal; explain idea in ISL video. <b>2. Customer Engagement Role Play:</b> Perform a role-play /video using gestures/signs to take orders, greet customers, and handle feedback.
<b>Unit V</b> <i>Legal and Financial Aspects</i>	<b>1. Pictorial Permit Identification:</b> Match government logos to relevant food licenses (FSSAI, GST, Fire Safety) using a visual worksheet. <b>2. Budget Game (ISL):</b> Play a role-play budgeting task using pictorial currency and pricing cards, recorded in ISL explaining each cost item.



### Inclusive Features:

- **Use of Visual Aids:** Icons, charts, infographics, and colored worksheets
- **ISL-Supported Submissions:** Students can respond through **recorded videos in ISL**

- **No heavy textual input** required; replaced with pictorial evidence and sign-based communication
- **Feedback Loop:** Through mentor videos in ISL with captions or live virtual ISL sessions