

E-MARKETING

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Abstract :The Indian economy is widely expected to grow at sustained high rates over the next few decades and emerge as the second largest economy by 2050. These robust projections have much to do with the demographic profile of the country. India is slated to have one of the youngest populations in the world, with the bulk of the population figuring in the working age. Low dependency ratio and a surplus workforce put India at a strong comparative advantage vis-à-vis most major economies. However, in order to utilise this 'demographic dividend' effectively, India needs to impart adequate and appropriate skills to its workforce.

Institutional higher education capacities in India are unevenly distributed across the country. There is also a clear dominance of pure science, arts and commerce subjects. While 56 percent of the higher education institutes are devoted to arts, science and commerce, medical colleges, engineering and technology colleges and polytechnics comprise ten percent, seven percent and six percent of total institutes respectively. The dominance of arts, science and commerce in higher education has prevented the bulk of the pass-outs from the system from acquiring skills required by the manufacturing and service industries.

Keywords: Co-existence, Global And Indian Scenario,Unorganized Retail,Retail Sector

INTRODUCTION

Education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development within the Decent Work Agenda, and thus contribute to achieving the Millennium Development Goals to reduce poverty. Skills development is key in stimulating a sustainable development process and can make a contribution to facilitating the transition from the informal to the formal economy. Skills development is also essential to address the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization. The principles and values of decent work provide guidance for the design and delivery of skills development and are an effective way of efficiently managing socially just transitions.

REVIEW OF LITERATURE

Internet marketing professionals are experts at advertising products, events and services on the Internet. Advertising methods include search engine marketing (SEM), search engine optimization (SEO), e-mail marketing and banner ads. Internet marketing professionals can also conduct webinars, compile marketing data and monitor online competitors.

OBJECTIVES OF THE STUDY

- To study the current Technical training infrastructure
- To find the significant use of digital devices for marketing.
- The study the various roles of e-marketeer.

India's Technical Training Infrastructure: A Critical Analysis

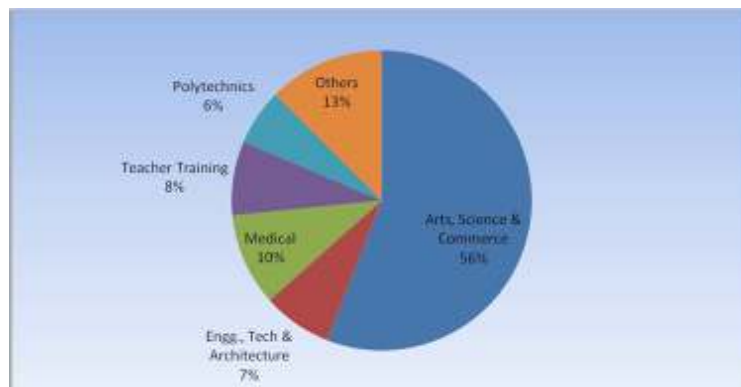
Higher education capacities in India are unevenly distributed across the country. They display a clear tendency of concentrating on a few large states. Uttar Pradesh (2,774), Andhra Pradesh (2,768), Maharashtra (2,419), Karnataka (1,880), Tamil Nadu (1,645), Gujarat (1,134), Madhya Pradesh (1,095) and Rajasthan (1,076) are the eight Indian states with more than 1,000 higher educational institutions. These states account for more than 70 percent of India's total higher education institutes.

It is often argued that higher education institutes tend to increase along with an increase in industrial and economic prosperity. The state profile of India's higher education institutes does not entirely vindicate this argument. Andhra Pradesh, Maharashtra, Karnataka, Tamil Nadu and Gujarat are five Indian states with per capita incomes higher than the national average and with strong industrial bases. These features are missing from Uttar Pradesh, Madhya Pradesh and Rajasthan. Thus, if the number of higher educational institutes were a function of industrial growth and economic prosperity, then there should not have been as many institutions in these latter states, given their economic backwardness. On the other hand, the large presence of such institutes is clearly not a sufficient condition for higher economic growth.

The institutional capacities show a dominance of colleges in the arts, science and commerce disciplines (Figure 1). These colleges comprise 56 percent of total higher education institutes. The shares of engineering (seven percent) and medical colleges (10 percent) are much less while that of polytechnics (six percent) is even lower.

Figure 1: Share of Different Disciplines in India's Higher Education Institutions

Source: Computed from Statistics compiled by the Ministry of Human Resource Development, Government of India



The distribution underlines a distinct imbalance within India's higher education system/infrastructure/industry/sector. The structure is skewed in favour of non-technical disciplines. This imbalance has reflected adversely on the 'employability' of students. Students obtaining graduate degrees in arts, science and commerce disciplines are often at a loss in locating appropriate employment opportunities. This is on account of the mismatch between their skills and the requirements of the labour market, particularly those of the industry. Job opportunities in both manufacturing and knowledge-intensive services demand activity-specific technical skills, which, unfortunately, advanced qualifications in pure arts, science and commerce do not impart.

The skills mismatch has two serious implications for the labour market. On the one hand, it prevents the growth of the workforce in a manner that is responsive to the needs of the economy. This leads to bottlenecks in the availability of labour for industrial requirements. While this is the supply-side perspective, the demand-side perspective is also affected by adversities. Due to inappropriate qualifications, large sections of the workforce do not find adequately remunerative occupations.

India's present formal technical training infrastructure is much more restricted than the requirements. The regulatory guidelines for technical education are administered by the All India Council for Technical Education (AICTE). There are professional colleges imparting technical education to students who have completed their higher secondary (Level 12) education. In addition, there are vocational

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training facilities in schools, training sessions provided by specialised professional institutions and apprenticeship preparation. Apart from the vocational training at the final school levels, technical trainings at professional colleges and other institutions begin only after students have finished 12 years of continuous study.

Specific technical training is available for different disciplines within the broader ambits of agriculture, education, engineering and technology, and medicine. Within these trades, there is a pronounced emphasis on engineering. Polytechnics, industrial training institutes (ITIs) and industrial training centres (ITCs) focus primarily on engineering courses. Ninety percent of the diploma programmes and 80 percent of the certificate training programmes are in engineering subjects.

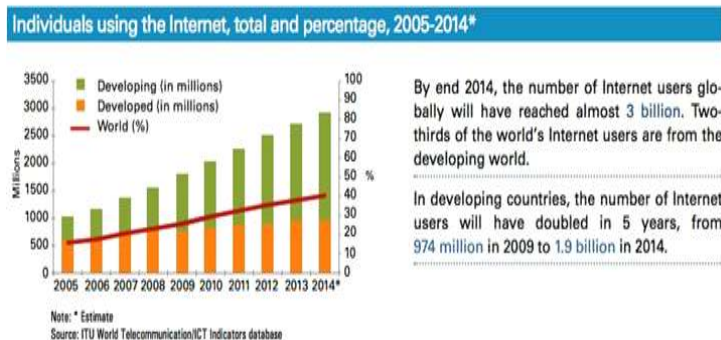
The overt focus on engineering disciplines has resulted in a lack of adequate capacities in building skills in other disciplines.

Recent surveys on e-commerce and e-market.

1. Global and country Internet usage breakdown - International Telecomms Union

ITU is the source with the biggest sample size for the BIG picture of digital device usage showing top-level trends by continent and use of fixed and mobile broadband access by country per 100 people.

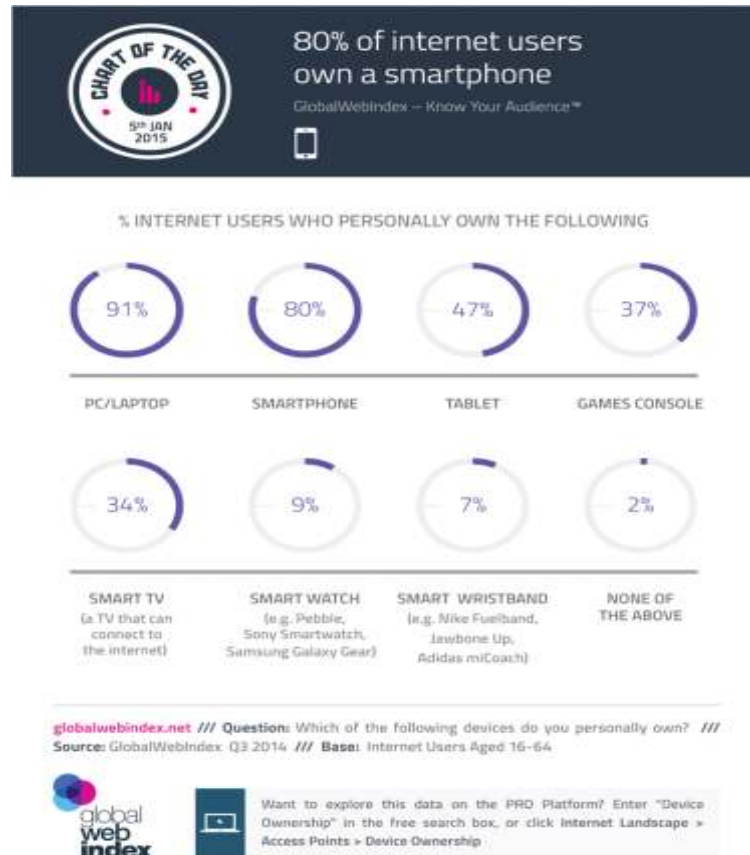
ALMOST 3 BILLION PEOPLE – 40% OF THE WORLD'S POPULATION – ARE USING THE INTERNET
Close to one out of three people in the developing countries are online



2. Global use of social media sites and devices - Global WebIndex

Global Web Index is a paid service giving insights on consumer use of social network sites globally and different countries, but they regularly feature stats on their [blog](#) and [Slideshare](#).

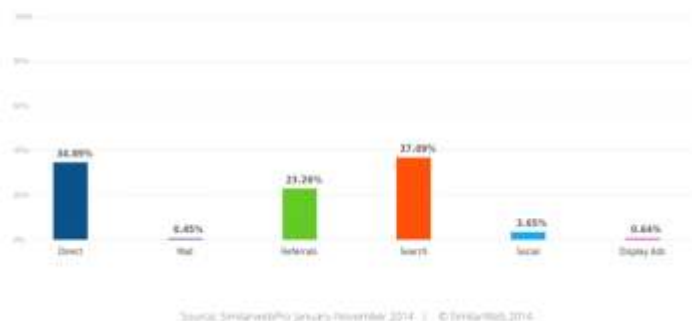
Their latest [2015 digital device stats](#) show that for the 40,000 Internet users they survey across 32 countries in the Americas, EMEA and Europe, smartphone the majority of adults (16-64) now personally own a desktop or laptop AND a smartphone with nearly half owning a tablet. It shows the importance of providing experiences across multiple devices.



3. For benchmarking sites within a sector for sources - Similar Web

[SimilarWeb](#) is a premium tool for benchmarking the number of visits to sites and mobile app usage. It shows traffic sources for individual sites (good for student projects) with categories and keywords in the paid Pro version. This example shows the ongoing importance of brand strength, search and partnering with other sites in driving visits.

SimilarWeb Top US online marketing channels for the shopping industry



E-marketeer

Roles and Responsibilities

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The primary responsibility of the Online Marketing Manager is development, implementation and management of online/web service sites, platforms and applications that focus on building and maintaining social networks and social relations among individuals or organizations.

The Online Marketing Manager directs online advertisement and promotional activities to ensure that each phase in the marketing process is in-line with business strategies and meets customer requirements.

Organizational Role

The Online Marketing Manager typically serves as member of management and is considered a senior level consulting within the organization. As such, the Online Marketing Manager provides functional, technical or process leadership. The organization will depend on this person's management of multiple teams. The Online Marketing Manager generally is responsible for high complexity and ambiguity. As such, the Online Marketing Manager provides tactical responsibilities.

Online Marketing Manager Job Responsibilities

The Online Marketing Manager generally has the following responsibilities:

- Participates in developing online marketing plans to enhance brand awareness for social network products, within the marketplace.
- Implements e-mail advertisements, search engine optimization and search engine marketing campaigns to support marketing initiatives by collaborating with internal divisions, and external vendors.
- Investigates the status quo of target platform services, analyzes customer requirements and leads in account management.
- Consults with clients on technical problems related to social network services; recommends best practices in social network platform applications, while focusing on customer relationship management.

Online Marketing Manager Competencies

The complete Online Marketing Manager Manager's Guide includes the 40 key competencies expected of Online Marketing Manager. The report defines each Competency in detail. The report also explains what level of proficiency Online Marketing Manager should have in that Competency, as well as how important that Competency is to performing the role well.

Internet-Based Marketing

You may observe several behaviors in a person that could be strong indicators of his or her capabilities in the Internet-Based Marketing competency. The Online Marketing Manager is expected to demonstrate Extensive experience in the Internet-Based Marketing competency. To demonstrate Extensive experience in the Internet-Based Marketing competency, one should demonstrate knowledge of and ability to use internet-based applications for providing widespread exposure to a product or service.

- Develops or manages a wide range of marketing capabilities via the Internet.
- Guides others on the implementation of tools or techniques for Internet-based marketing.
- Formulates approaches for monitoring the effectiveness of Internet-based marketing.
- Compares and contrasts the benefits and risks of relying on Internet-based marketing.
- Recommends processes to maximize Internet-based marketing efficiency and effectiveness.
- Evaluates applicability, cost, and marketing implications for Internet technologies.

Challenges

Bridging the digital skills gap between advertising, technology and science

As the relationship between the world of technology and science and the world of advertising, marketing and media strengthens, the digital marketing world is being transformed at an unprecedented rate. This is providing opportunities for advertisers to manage their audience data, optimise media buys and uncover critical strategic insight. However, this new landscape creates has also created complexities when it comes to recruitment within the industry. One of the biggest challenges employers in the ad-tech space are facing right now is finding talent with the right mix of skills.

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In the past, advertising was left to the creatives and science to the scientists. Now, the lines are becoming increasingly blurred, with the qualities and skills required across all roles changing dramatically.

Quality of training

Higher school enrolment rates across the country have coincided with declines in quality. It has been found very difficult to maintain standards for teaching staff or to invest in infrastructure, equipment and curriculum development. Measures to improve the quality of education and training systems need to be considered through social dialogue with all stakeholders.

CONCLUSION

In brief, the building blocks of any skills strategy must be: solid foundation for skills and stronger links between the worlds of education and work. This in turn requires: good quality in childhood education; good information on changes in skill demands; responsiveness of the education and training system to structural changes; and recognition of skills and competences. To be effective, policy initiatives in these areas will also need to be closely linked with economic and social policy agendas.

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