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AN EVALUATION OF THE IMPACT OF FINANCIAL LITERACY PROGRAMMES ON FINANCIAL DECISION-MAKING AND INVESTMENT DECISION-MAKING AMONG PARTICIPANTS

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Abstract
The growing complexity of financial products, coupled with financial innovations, changes in labour markets, rising life expectancies, the shift from defined benefit to defined contribution pension schemes etc., have put financial burden on individuals for their future financial security. Financial literacy is widely seen as essential, and therefore as an indispensable part of education in this increasingly complex market. The current study has set the objective to measure the impact of financial literacy programmes (FLPs) on the financial decision-making and investment decision-making among participants. Primary data was collected from 542 participants of FLPs of Himachal Pradesh, Punjab, and Chandigarh. A post-then-pre test design survey was used for evaluating the impact of the workshop/seminars. The impact of the financial literacy workshops was assessed using a paired t-test. The study finds that there is a positive impact on the financial decision-making and investment decision-making scores of participants after attending FLPs. Thus, one could infer that financial literacy workshops conducted by various stakeholders, governments, regulators, etc., were helpful in improving the financial and investment planning of the participants who attended these programs, which in turn will improve the quality of their future financial and investment planning decisions. Policy implications, limitations and scope of further research have been indicated.
Keywords: Financial literacy programs, financial literacy, financial decision-making, investment decision-making, India.

1. INTRODUCTION

Since financial sector reforms 1991, the growing complexity of financial products, coupled with financial innovations, changes in labour markets, rising life expectancies, the shift from defined benefit to defined contribution pension schemes etc., have put financial burden on individuals for their future financial security. In a complex and globalized marketplace, individuals are more responsible for managing their personal finances than ever before

(Lusardi, 2019). These environmental changes coupled with facts about lack of individuals' financial literacy call for an intervention in the form of financial literacy programmes. Financial literacy is widely seen as essential, and therefore as an indispensable part of education in this increasingly complex market (OECD, 2014). Notwithstanding Financial literacy has significant positive impacts on the development of financial system of every country (Hasan et al., 2021) and on individuals' financial decisions which , in turn, likely to yield sound positive behavioural outcomes. Financial literacy enhances the financial knowledge, skills and builds confidence among households to manage their personal finances towards a secure financial future.

India is likely to be emerging market economy with an overpopulation of around 1.39 billion people. Almost half of India's population is still excluded from financial access to financial products and services. One of the leading forces affecting individual's ability to access financial services in country is financial literacy (Hasan et al., 2021). The effects of financial literacy push the benefits of financial inclusion to the economy of the country (Grohmann et al., 2018). In India, households have various alternatives available for investment in the market place (Rajamohan, 2018). Unfortunately, various previous research studies have showed that the majority of individuals lack the knowledge of basic financial concepts which has been found to be associated with lack of retirement planning, problems with debt, lower wealth accumulation, lack of portfolio diversification and less likely to participate in the stock market (Lusardi & Mitchell, 2007, 2009; Lusardi & Tufano, 2009; van Rooij et al., 2012; Guiso & Jappelli, 2008; Hilgert et al., 2003). It can be argued that limited access to financial knowledge would be a barrier to the demand of financial services (Mahapatra et al., 2016). Previous studies show that under savings is prevalent in many advanced economies and that households tend to save in inefficient ways, indicating that many may be unable to cope with the increasingly complex financial markets (Lusardi and Mitchell 2007; Behrman et al., 2012; van Rooij et al. 2012). Ahluwalia (2006) revealed that Indians are wise savers but the poor investors. Indians prefer to save money for long-term goals such as emergencies, education and retirement. Unless investors become more aware about basic financial products, it is difficult to convert a country of savers into a country of investors. Indians are suffering from the financial diseases like underinsurance, debt trap, insufficient retirement fund, low return on investment, etc.; and the cause of all these is one and the same, i.e., financial illiteracy (Jariwala and Sharma, 2011). The need for financial literacy would continue to grow because individuals are expected to become more self-reliant (AdFLAG, 2000). Therefore, financial literacy plays an important role in making many financial and investment decisions and on saving behaviors (Rajamohan, 2018). Knowledge about the working of simple and compound interest rates, the effects of inflation, and the working of financial markets is essential to make sound saving and investment decisions . The literature suggests that increasing financial literacy promotes better financial decisions-making and enabling better management of life events such as education, purchasing of house or saving for retirement (Mahzdzan & Tabiani, 2013).

Consequently economies around the world increasingly consider financial literacy as a pillar for the development of healthy financial system. Financially literate people have the ability to make informed financial choices and are less likely to experience negative income setbacks during the crisis (Klapper et.al, 2012). Understanding the basics of managing finances is vital for the well being of individuals and empowering them financially. Financial Literacy has proven to be an essential skill for young adults to help in achieving success and reaching one's potential (Cunningham, 2018). Children and Adults can only realize their full potential as citizens if they financially empowered and capable; the building blocks in this respect are financial literacy programmes, social education, and financial inclusion (CYFI, 2013). Financial literacy education comprises of the important financial terms and information taught for the improvement of any individual's financial literacy (Blue et al., 2014). Building personal financial capability early in life can give individual a foundation for later-life financial well-being (CFPB, 2019).

Financial literacy is treated as important adjunct for promoting financial inclusion and financial stability by different national and international organizations in India (Kou et al., 2021). In India, there is a growing recognition for spreading financial literacy to intensify efforts to channelize domestic saving into investments. In India, enormous efforts have been made and resources have been developed by the government, regulators, policymakers, banks etc. to promote financial literacy through a multitude of financial literacy programmes. Governments often support polices to promote financial literacy with the aim of improving households' financial decisions (Berry et al., 2018). Governments have recognized that schools and colleges are an important channels to provide financial education that can improve financial capability. Policy makers face many decisions about whether and how to implement financial education (CFBP, 2019). In the last 5 years, there has been a significant change in the Indian financial and banking sector. There is a need to expand the size of banking as well as other financial services to ensure that the benefits of these developments reach the common masses. Strengthening Financial Inclusion in the country is a national priority of Government of India and the financial Sector Regulators (RBI, SEBI, IRDAI & PFRDA). It also supports the pursuit of financial inclusion by empowering the customers to make informed choices leading to their financial well-being (NCFE, 2020).

However, despite various efforts put by the government, regulators, banks, financial institutions, academics etc., the effectiveness of financial literacy programmes is still controversial. The impact of financial literacy/ education programmes has not yet been precisely assessed. Several financial literacy/education programmes provide some evidence of a general positive effect of these programmes on financial behavior and financial attitude, but the impact of specific programmes and teaching methods is still unclear. Hence, this study aims to examine the impact of financial literacy programmes on financial decision-making and investment decision-making of the participants.

2. Financial Literacy- The Concept

The term "financial literacy" was coined for the first time by Johan Adams in 1787 in the USA, when in his letter to Thomas Jefferson admitted the need for financial literacy for overcoming the confusion and widespread distress in America that had risen because of ignorance towards credit, nature and circulation of coin (Garg and Singh, 2018). Thereafter, the concept of financial literacy has been defined in many ways by different people (Noctor et al., 1992; Remund, 2010). Some authors consider financial literacy in broader terms which provides an understanding about economics and helps us in taking our economics and financial decisions, while others take it in narrow terms and consider its role restricted to saving, investing and budgeting. Over a period, financial literacy has emerged as a popular concept in the world of finance. OECD INFE (2011) defines financial literacy as "a combination of awareness, knowledge, skill, attitude and behaviour necessary to make sound financial decisions and ultimately achieve individual financial well being." Financial literacy has been defined as "providing familiarity with and understanding of financial market products, especially rewards and risks, in order making informed choices" (RBI, 2008). JumpStart Coalition for Personal Financial Literacy (2007) define financial literacy as "the ability to use knowledge and skills to manage one's financial resources effectively for lifetime financial security". The definitions given above clearly reflect that financial knowledge, skills, attitudes and behaviour are some of the main components of financial literacy.

A growing literature has also looked into the impact of financial education or financial literacy programmes and has investigated whether these financial literacy or financial education programs are effective in improving financial literacy and financial behaviour. Until recently, very little research has been done on the impact of financial literacy programmes on participants', financial decision-making and investment decision-making. Very few studies have been done in developing countries like India. Previous research shows that financial illiteracy is widespread worldwide (Lusardi & Mitchell, 2011). In response, financial literacy and financial education has gained prominent position in the national public policy agenda of many countries (Xu & Zia, 2012; van Rooij et al., 2012; Lusardi and Mitchell, 2014). Anthes and Most (2000) stated that lasting effects of financial education programs appears to be inconsistent. Bernheim et al. (2001) have found a long term positive effect of financial education on saving rates and net worth during peak earning years. According to Mandell (2004), high school students who had studied a personal finance course performed somewhat better on a national financial literacy exam than those who had not had a course. The literature indicates that households with less financial knowledge tend not to plan for their retirement and receive lower assets levels (Lusardi & Mitchell, 2007). According to Alvarez-Franco et al. (2015), financial education programs aim at improving financial literacy, encouraging financial inclusion, changing individual financial behaviors, and increasing consumer financial protection. Financial education programmes were held to improve the financial knowledge of the participants (Rajamohan, 2018). Bernheim et al. (1997) examined the impact of state mandated financial education requirements and found that the mandate increased the number of students taking financial education course and subsequently higher savings and net worth. Lyons et al. (2007) showed the greatest improvement in financial behaviors among the participants who reported lower levels of financial ability prior to the program. Lusardi et al. (2009) using data from the 1997 National Longitudinal Survey of Youth, studied financial literacy among the young and found that low level of financial literacy among the young; less than one-third of young adults have basic financial knowledge about interest rates, inflation, and diversification of risk. Financial education does seem to have an effect on specific financial management behaviors and quite successful in increasing financial knowledge among school students (Bell et al., 2009; Kaiser & Menkhoff, 2018). Financial education is a crucial foundation for raising financial literacy and informing the next generation of consumers, citizens and workers (Lusardi, 2019). Financial education programmes have been identified as a key element to improve financial knowledge and promoting personal financial responsibility for individuals lacking financial experience (Peng et al., 2007). It also found a significant relationship between participation in college level personal finance classes and higher investment knowledge. According to the research carried out by Akca et al. (2018), in which effect of financial literacy education on financial literacy among college students were measured, it was revealed that financial literacy education had increased the financial literacy level among students, certain personal characteristics, namely gender, class, internet banking usage and education level of father had effects on financial literacy of college students. An effective financial literacy education programmes efficiently identifies the need of its audience, accurately targets vulnerable groups, has clear objectives, and relies on rigorous evaluation metrics (Lusardi, 2019).

Many governments and organizations promote financial literacy programs at school level to instill positive financial behaviors at an early age (Berry et al., 2018). Several studies have found positive impacts of financial literacy programs on primary and middle schools using comparisons of participants with non-participants, or using before-after comparisons of participants (Harter & Harter, 2007; Sherraden et al., 2010). Carly et al. (2018) suggested that well-implemented financial education program led to a clear improvement in financial behaviours for young adults.

There is fairly consistent evidence that financial education leads to enhance financial knowledge and more positive changes in financial attitudes, saving behaviour, motivation, financial literacy levels, spending and savings habits (Calderone et al., 2013., Collins, 2012., Tustin, 2010., Danes et al., 1999). The researchers also suggested that much more can be done to improve the effectiveness of these programes (Lusardi & Mitchell, 2008). Financial literacy should start at school level; the government should literate the rural people; and evaluation of financial literacy programmes should be improved (O'Connell, 2007; Thilakam, 2012). While evidence suggests that financial education leads to more improved financial behaviour, the literature has been unable to clearly establish this relationship as a stylized empirical fact. There is still considerable debate among researchers as to whether financial literacy and education actually results in long-term improvements in financial behaviour and well-being. Given this, there are a number of opportunities for researchers to improve upon existing research related to financial literacy programme evaluation. Currently, there are no clearly defined or widely accepted standards of excellence for financial literacy programmes effectiveness. The review of literature further brings out the fact that there is a need to study the impact of financial literacy programmes. This study is an attempt to fill this research gap. It aims is to examine the impact of financial literacy programmes on financial decision-making and investment decision making among participants of FLPs.

3. **Financial Literacy: - The Scope**

The following three dimensions appear under the scope of financial literacy:

a. Financial Knowledge: Financial knowledge is an important component of financial literacy for individuals to help them compare financial products and services and make appropriate, well-informed financial decisions. It refers to the individual's ability to apply numeracy skills in a financial context, ensures that consumers can act autonomously to manage their financial matters, and react to news and events that may have implications for their financial well-being. It has been identified as the confidence level of an individual in applying their financial knowledge (Asaad, 2015) and an individual's understanding of financial concepts (Huang et al., 2013). The higher levels of financial knowledge are associated with positive outcomes, such as participation in stock market and retirement planning, as well as a reduction in negative outcomes such as debt accumulation (Hastings et al, 2013; Mahdzan and Tabiani, 2013).

b. Financial Attitudes: The elements such as attitudes and preferences constitute financial literacy. If person has a negative attitude towards saving for his future, it is argued that he will be less inclined to undertake such behaviour. It is the pre-disposition to behave in a particular manner formed due to some economic and non-economic beliefs possessed by the individual on the outcome of certain behaviour (Ajzen, 1991).Individuals with higher financial attitude were more likely to have higher risk tolerance, positive attitude towards retirement planning, more propensity to save, and less propensity to consume (Atkinson and Messy, 2012; Agarwalla et al., 2013, Yu et al., 2015).

c. Financial behaviour: It is the way in which a person behaves in his financial decision; and it has a significant impact on his financial well-being. Consumers' actions and behaviour are what ultimately shape their financial situation and well-being, in both the short and long-term. Individuals with higher financial behaviour were actively save, more likely to participate in financial markets and stock markets, make timely payment of bills, make retirement plans, plan and monitor household budgets etc. (Atkinson and Messy, 2012; van Rooij et al., 2007; Agarwalla et al., 2013, Lusardi and Mitchell, 2008). Some types of financial behaviour, such as late payment of bills, failing to plan future expenditures or choosing financial products without shopping around may impact negatively on an individual's financial situation and well-being. Financial literacy has a significant positive impacts on financial behavior (Shih & Ke, 2014) and on financial education which, in turn, likely to yield positive behavioral outcomes (RBI, 2021).

4. Status of Financial Literacy : Evidence around the world

The rise of the global COVID-19 has caused economic repercussions and adversely impacted the entire world. The World Health Organization (WHO) has declared it a global pandemic. The pandemic have induced economic and health crisis and also exposed many vulnerabilities and challenges. Economic decline, loss of earnings or pay cuts, closure of businesses, families and individuals financial sufferings and unfortunately, loss of lives too have fuelled anxiety over the financial well-being of individuals. According to an estimate by the International Labor Organization (ILO), around 255 million jobs were lost globally as a result of COVID-19 Pandemic. In India, around 100 million migrants have lost their jobs as a result of the pandemic (UNDP, 2020). One of the major reasons is lack of financial literacy among individuals. In order to survive in COVID-19 pandemic which has created different financial and health crisis, it is important for everyone to have basic financial literacy and also prepare one's own financial budget for the unexpected loss of income (Kurowski, 2021). The cost of being financially illiterate can be too high during this pandemic. Recent surveys in Poland demonstrates that individuals with a higher financial and debt literacy are less affected by over indebtedness during COVID-19. As per OECD Survey (2021), many respondents in participating Asia-Pacific economies had faced at least one period when their income did not meet their living costs in the 12 months prior to the survey. The need for financial education will be tremendous as society moves towards restoration of normalcy (Hensley, 2020). People with a higher debt literacy are better prepared to manage their credit liabilities during this crisis (Kurowski, 2021).

Financial literacy makes people financially resilient and lessens the risk associated with carrying too much debt and mortgage delinquency (Klapper & lusardi, 2019). Adults with higher financial behavior seem to be more resilient to cover their expenses facing the loss of income (OECD, 2020). Across G-20 countries, financial literacy levels are low (OECD, 2020) and these low financial literacy levels across the countries are associated with ineffective financial planning, expensive borrowings and debt management. Financial illiteracy has implications not only for the decisions that people make for themselves but also for the society (Lusardi, 2019). Data from the Indonesian National Bureau of Statistics also indicated widespread negative impacts on micro and small enterprises, with 84% reporting a drop in income, 33% laying off staff and 30% needing to restructure loans. Recent ADBI survey (2020) demonstrates that more than 83 % of household businesses and the self-employed reported a decrease in income because of the pandemic. Financial literacy is more critical in developing countries like India, where nearly 76 % of its adult population does not understand basic concepts of finance (S&P Global Fin lit Survey, 2014). Around 68 % adults in India reported that they will shop in store less often in the future (Mastercard, 2020). There has been around 41 % increase in online shopping (OECD, 2021). Most surveys shows that the present conditions of financial literacy is still poor in India and needs a stronger push. According to NCFE Survey (2019), the overall Financial Literacy in India is measured at 27 percent. The continued evidence of a low level of financial literacy poses a serious threat to the financial wellbeing of households and makes them financially fragile (Lusardi et al., 2011).

Financial education programmes and policies are being developed in the vast majority of OECD countries and in many emerging of the largest emerging economies, such as India and China (OECD, 2015). NCFE consistently showed resilience and enthusiasm in conducting outreach activities to promote financial literacy as per the national needs and gaps. Provision of financial education has also been an important component of the policy response to the Covid-19 pandemic. During the financial year (2020-2021), around 5045 Financial education programmes were conducted by NCFE for different target groups. (NCFE, 2021).

5. Methodology

A judgmental sampling technique was used for collection of data because only those respondents were included who attended any FLP conducted by RBI, SEBI, banks, NSE, SHG, etc. in Chandigarh, Himachal Pradesh, and Punjab from the period of 2016-2019. A self-administered questionnaire was used to study the impact of financial literacy programmes on financial decision-making and investment decision-making of the participants. A questionnaire was distributed to 600 participants and requested to fill it and return it back to the researcher. Only 542 participants out of 600 have completed the questionnaires. The survey form used for this study consists of two scale i.e., financial decision-making and investment decision-making scale. Financial decision-making contains eleven variables i.e., tracking expenses regularly, outing money for emergencies, followed weekly or monthly budget, writing goals, saving money, earned more money than spend, managing taxes etc., and investment decision-making contains eight variables i.e., taking investment decisions after understanding the product well, willing to accept more risk to get higher returns, never put all money in a single investment option etc. Using the ' post-then-pre" test method (Rockwell & kohn,1989), participants were asked about their financial and investment decision making at the end of attending FLPs and then prior to attending FLPs. A 1-5 Likert scale ranging from almost never (1) to always (5) was used to measures financial and investment decision making "before' and "after" attending the FLPs. To assess the impact of FLPs, a two-tailed paired samples t-test were conducted comparing the mean score of financial decision making, and investment decision making items before and attending FLPs. All data obtained was evaluated with SPSS 25.0 package program. The following below given hypotheses was developed for purpose of the study.

Null Hypotheses :-

H_1: FLPs have made no significant impact on participants' financial decision-making.

H_2: FLPs have made no significant impact on participants' investment decision-making.

H_3: FLPs have made no significant impact in Chandigarh, Punjab and Himachal Pradesh.

6. Data Analysis and Interpretation:-

a) Reliability Statistics:- In order to test the reliability and internal consistency of all instruments/ scales used in this study, Cronbach's coefficient alpha was used. A reliability coefficient of 0.70 or higher is considered "acceptable" (Nunnally & Berstein, 1994). Table 1.1 provides information about the statistics of the Cronbach's Alpha coefficient for all scales/instruments used in this study.

Table 1.1:- Reliability Statistics Showing Impact of FLPs on Financial Decision-making and Investment Decision-making:-

Name of Scale	No. of Items	Cronbach Alpha
		Perception
Financial Decision-making	11	0.942
Investment Decision-making	8	0.922

Source: Primary Data

The reliability test results indicate that reliability for the financial decision-making is 0.942, and for the investment decision-making is 0.922. However, since none of the variables has been found to be under 0.70 in the case of Cronbach alpha in the above-mentioned scale, it can be satisfactorily said that the variables and scale as overall measurement indicator have been reliable.

B. Impact of FLPs on financial decision making and investment decision making:- This section of the study examined the impact of FLPs on financial decision making and investment decision making of participants before and after attending FLPs.

Table 1.2: Paired Samples Statistics for Overall Financial Decision-Making

Paired Samples Statistics					
Variables		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Financial Decision Making After FLP	40.1162	542	8.47566	.36406
	Financial Decision Making Before FLP	31.1513	542	9.86897	.42391

Paired Samples Test						
Variables		**Paired Differences**		**t**	**df**	**Sig. (2-tailed)**
		Mean	**Std. Deviation**			
Pair 1	Financial Decision Making After FLP - Financial Decision Making Before FLP	8.96494	7.59394	27.484	541	.000*

***Significant at 5% level of significance.**

The results of the above mentioned paired samples t-test shows that mean of financial decision making of respondents after attending FLPs (40.11) is higher than mean score of financial decision making of respondents before attending FLPs (31.15). The results of the paired t test show that the mean difference for financial decision making is 8.96. Since the p value (0.00) is less than significance value 0.05, therefore null hypothesis is rejected here at 5 % significance value. This implies that FLPs have made a positive and significant impact on financial decision making of participants. Therefore, it is concluded that , there is a significant improvement in the financial decision making of the respondents and the difference is statistically significant.

Table 1.3: Paired Samples Statistics for Overall Investment Decision Making

Paired Samples Statistics					
Variables		**Mean**	**N**	**Std. Deviation**	**Std. Error Mean**
Pair 2	Investment Decision Making After FLP	28.6605	542	6.56090	.28181
	Investment Decision Making Before FLP	20.6513	542	6.89921	.29635

Paired Samples Test						
Variables		**Paired Differences**		**T**	**df**	**Sig. (2-tailed)**
		Mean	**Std. Deviation**			
Pair 2	Investment Decision Making After FLP - Investment Decision Making Before FLP	8.00923	6.15826	30.278	541	.000*

***Significant at 5% level of significance.**

The results of the above mentioned paired samples t-test shows that mean of investment decision making of respondents after attending FLPs (28.66) is higher than mean score of investment decision making of respondents before attending FLPs (20.65). The results of the paired t test show that the mean difference for investment decision making is 8.00. Since the p value (0.00) is less than significance value 0.05, therefore null hypothesis is rejected here at 5 % significance value. This implies that FLPs have made a positive and significant impact on investment decision making of participants. Therefore , it is concluded that, there is a significant improvement in the investment decision-making of the respondents and the difference is statistically significant.

From the above table, it is also evident that highest mean difference was found in financial decision-making (8.96), followed by investment decision-making (8.00). Since the t-value of these three variables is significant at 5% significant value, hence null hypothesis is rejected here. This implies that there is a significant impact of FLPs on financial decision making and investment decision making of the participants after attending FLPs.

Table 1.4: Paired t-test on overall impact of FLPs in Chandigarh, Punjab and Himachal Pardesh.

Paired Samples Test

Variables	Mean difference			t-value			Sig. (2-tailed)		
	CHD	HP	PB	CHD	HP	PB	CHD	HP	PB
Pair1- Financial Decision Making After FLP - Financial Decision Making Before FLP	8.72	10.03	8.27	8.48	20.35	17.68	.00	.00	.00
Pair2 -Investment Decision Making After FLP-Investment Decision Making before FLP.	8.34	8.68	7.49	11.64	20.73	19.83	.00	.00	.00

***Significant at 5% level of significance.**

From the above table, it is evident that in case of financial decision making, the highest mean difference (10.3) was found in Himachal Pradesh, followed by Chandigarh (8.72) and lowest mean difference (8.27) was found in Punjab. This implies that FLPs has major impact on financial decision making of participants in Himachal Pradesh. In case of investment decision making, the highest mean difference (8.68) was found in Himachal Pradesh, followed by Chandigarh (8.34), and lowest mean difference (7.49) was found in Punjab. This implies that FLPs has major impact on investment decision making of participants in Himachal Pradesh.

Since the p value (0.00) of all three variables is less than significance value 0.05, therefore null hypothesis is rejected here at 5 % significance value. This implies that there is a positive and significant impact on financial decision making and investment decision making of participants after attending FLPs. Therefore, it can be concluded that among these three states, FLPs has highest positive impact on financial decision making of participants of Himachal Pradesh, followed by Chandigarh, and investment decision making of participants of Punjab.

7. Conclusions

The constantly changing financial market coupled with financial and technological innovations, as well as changes in demographics i.e. increase in life expectancy, and changes in pension policies, etc., have increasingly put a financial burden on the individual for their financial well-being. In this context, financial literacy plays an important role in making informed financial decisions. Realizing the importance of financial literacy and financial education, several countries have set up specialized bodies to spread financial literacy. In India, regulators, financial institutions, non-governmental organizations etc., have done significant work under the financial literacy programmes. During the year 2019-2020, around 1,48,444 financial literacy programmes/workshops have been conducted by regulators in India. Keeping in view, the present study made an attempt to study the impact of financial literacy programmes on financial decision-making and investment decision-making. On this front, the present study brings out the fact that FLPs have a significant and positive impact on all the variables/ statements under financial decision-making and investment decision-making of the participants. It is found that highest impact of FLPs was on financial decision-making, followed by investment decision making. This is consistent with other findings such as by Hira and Mugenda, (1999) and Perry and Morris (2005) and Grable et al (2009). The findings of this study support research suggesting that teaching personal financial in schools has an impact on financial management of adults (Bernheim et al., 1997). With respect to region wise impact, the highest impact of FLPs was found on financial decision making of participants of Himachal Pradesh, followed by Chandigarh, and investment decision making of participants of Punjab.

On the basis of its findings, this study recommended that the need of the hours is to strengthen financial literacy initiatives in India and comprehensive research should be done on financial literacy in India. The government of India and various policy makers have role to play in fostering financial education to individuals. In India, RBI, banks, NGOs etc has been carrying out various financial literacy programmes and these needs to be increased at macro level also. Similarly, financial literacy programs targeted specifically to particular subgroups may be better suited to address large differences in preferences and savings needs. The main drawback of this study is that the sample is restricted to Chandigarh, Himachal Pradesh and Punjab only. So, the findings of the study cannot be generalized to other parts of the country. Future research must include examination of the characteristics of respondents who reported an improvement in their financial decision making, and investment decision making as a result of attending financial literacy programmes. Future researchers can use pre-test, post-test and follow up approach in order to examine the impact of FLPs.

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