



A STUDY ON FINANCIAL LITERACY AMONG GRADUATE STUDENTS IN WANAPARTHY DISTRICT, TELANGANA

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Abstract

Financial literacy is an essential skill that enables individuals to make informed financial decisions and manage their money effectively. It refers to the knowledge and understanding of financial concepts such as savings, investments, return on investment (ROI), financial planning, and risk management. Financial literacy is particularly important for college students, as developing financial management skills at an early stage can help them establish responsible financial habits and achieve future financial stability.

The present study aims to examine financial literacy among graduate students in Wanaparthi District, Telangana, with particular emphasis on financial awareness, saving habits, investment practices, and financial planning. It also seeks to understand the sources of students' financial knowledge, their sources of income, and how they manage and utilize their available financial resources.

The study adopts a descriptive research design. Primary data were collected from 120 graduate students through a structured questionnaire using convenience sampling. Secondary data were gathered from relevant research journals and online sources. The collected data were analysed using the percentage method and presented through tables and graphical representations.

The findings reveal that most respondents are aware of digital payment systems such as UPI and demonstrate a positive tendency towards regular saving. However, gaps remain in monthly budgeting, expense tracking, and investment participation. Parents and the Internet are the major sources of financial knowledge among the respondents, while none identified teachers as their primary source. The study also reveals strong support among respondents for including financial education in the college curriculum. It concludes that greater emphasis on practical financial education can help students improve their budgeting, saving, investment, and financial planning skills.

Keywords: *Financial Literacy, Financial Planning, Saving Habits, Investment Awareness, Graduate Students, Digital Payments.*

1. Introduction

Financial literacy is the combination of financial awareness, knowledge, skills, attitudes, and behaviours necessary to make informed financial decisions and achieve individual financial well-being. It plays an important role in helping individuals manage their income, expenditure, savings, investments, and financial risks effectively. In the present economic environment, financial literacy has become an essential life skill, particularly for students who are preparing to enter the workforce and take greater responsibility for their financial decisions.

College students represent an important segment of society and have the potential to contribute to the long-term economic development of the nation. During their college years, students should develop the ability to manage their money, control unnecessary expenditure, prepare budgets, and cultivate regular saving habits, even when their income is limited. However, some students may lack adequate financial management skills and practical knowledge of financial planning.



This can affect their ability to make appropriate financial decisions and manage their financial resources efficiently. In the present digital era, several investment options are available, including fixed deposits, mutual funds, stock market investments, insurance products, and other financial instruments. Each investment option differs in terms of risk, return, liquidity, and suitability for different financial goals. Therefore, students need to understand the basic characteristics of these investment avenues before making financial decisions. Knowledge of risk and return, the importance of diversification, and the relationship between savings and investment can help students make informed choices according to their financial circumstances.

Understanding financial concepts at an early stage can help students develop responsible financial habits, avoid unnecessary debt, and improve their long-term financial stability. Financial literacy also helps individuals understand digital financial services, recognise potential cyber fraud, protect confidential banking information, and identify misleading investment schemes. In India, initiatives to promote financial awareness, including financial literacy campaigns and Financial Literacy Week, contribute to improving public understanding of financial services and responsible financial practices.

It is equally important for students to analyse their day-to-day expenditure, distinguish between essential and non-essential purchases, and understand how much they can save from their available income. Students should also develop the habit of setting financial goals and selecting appropriate saving and investment methods. Financial education at the college level can provide practical knowledge that students can apply throughout their lives. It can also contribute to greater financial awareness and responsible financial behaviour in society.

Against this background, the present study examines financial literacy among graduate students in Wanaparthy District, Telangana. It focuses on students' financial planning, saving habits, awareness of investment options, use of digital payment systems, and sources of financial knowledge. The study also examines the need for strengthening financial education among college students.

2. Need for the Study

In the present digital and changing economic environment, financial literacy has become increasingly important for young people. Graduate students need to understand the principles of budgeting, saving, investment, expenditure management, and financial planning to make appropriate decisions regarding their financial resources. Although students may have access to banking facilities and digital payment systems, their practical knowledge of investment options and systematic money management may differ.

A lack of financial knowledge can lead to poor budgeting practices, unnecessary expenditure, inadequate savings, and unsuitable investment decisions. Students who do not understand basic financial concepts may also face difficulties in evaluating financial risks and distinguishing reliable financial information from misleading claims. Therefore, developing financial literacy during college education is important for preparing students to manage their future financial responsibilities.

The present study is necessary to assess the level of financial awareness among graduate students in Wanaparthy District, Telangana. It seeks to understand their budgeting practices, saving habits, investment awareness, and use of financial services. It also aims to identify areas where students may require additional financial education and practical guidance.

Furthermore, the study examines the role of parents, the Internet, and educational institutions in developing students' financial knowledge. The findings may help colleges understand the importance



of financial education and encourage the introduction of relevant learning activities, workshops, and awareness programmes. Thus, the study may contribute to improving students' financial planning skills and promoting responsible financial behaviour.

3. Objectives of the Study

The main objectives of the study are:

1. To examine financial planning practices among graduate students in Wanaparthy District, Telangana.
2. To analyse the saving and investment practices of graduate students.
3. To assess students' awareness of financial concepts and the importance of financial education.

4. Literature Review

A review of existing literature provides an understanding of previous research on financial literacy, financial education, saving behaviour, and investment practices. It also helps identify research gaps and establish the relevance of the present study.

Mandell and Klein (2009) examined the impact of financial literacy education on subsequent financial behaviour. Their research investigated whether students who received financial education demonstrated differences in their financial behaviour compared with those who did not receive such education. The study raised questions about whether formal financial education necessarily translates into improved real-life financial decisions. It highlights the importance of examining not only financial knowledge but also its application in everyday financial activities.

Research on financial security and financial literacy (2009) examined the importance of financial knowledge in helping individuals manage their financial responsibilities and improve financial security. The discussion highlights the potential consequences of inadequate financial skills and the importance of developing the knowledge required to make informed financial decisions. However, the author and exact publication details of this study need to be verified before the reference can be finalised.

Research on financial literacy among youth examined how socioeconomic and demographic factors, such as age, gender, marital status, and income, may influence financial literacy. It also considered the relationships among financial knowledge, financial attitudes, and financial behaviour. This line of research suggests that financial literacy should be understood through both individuals' knowledge of financial concepts and their practical financial habits. The author, publication year, and source details of the specific study need to be confirmed.

Short, Goetz, Cude, Sperling, Welch-Devine, and Chatterjee (2019) contributed to the discussion on financial education for graduate students through their work on the need for graduate student financial education. The study focused on financial challenges associated with managing the different responsibilities of graduate life. Financial stress and the ability to manage personal financial matters are important concerns for students. This research highlights the need for financial education that helps students understand and manage their financial responsibilities effectively.

Research Gap

The reviewed literature highlights the importance of financial literacy, financial education, and responsible financial behaviour among students and young people. However, there is a need to examine the practical financial habits of students pursuing conventional undergraduate degree



programmes in a specific regional context. Students may differ in their budgeting practices, saving habits, investment awareness, sources of financial knowledge, and use of digital financial services.

The present study attempts to address this need by examining financial literacy among graduate students in Wanaparthy District, Telangana. It focuses on their financial planning practices, saving and investment behaviour, awareness of digital payments, and views regarding the inclusion of financial education in the college curriculum. The study therefore seeks to provide a local perspective on students' financial practices and identify areas where educational institutions can strengthen financial awareness.

5. Research Methodology

5.1 Research Design

The present study adopts a descriptive research design to examine the level of financial literacy among graduate students in Wanaparthy District, Telangana. The study focuses on students' financial awareness, saving habits, financial planning practices, investment awareness, and knowledge of digital financial services. The descriptive research design helps to understand the existing financial practices and awareness levels of the respondents.

5.2 Area of the Study

The study was conducted among graduate students in Wanaparthy District, Telangana. It focuses on students pursuing undergraduate degree courses in various educational institutions in the district. The respondents voluntarily participated in the study and provided information regarding their financial knowledge, saving habits, investment practices, and financial management.

5.3 Sources of Data

The study is based on both primary and secondary data.

Primary Data: Primary data were collected directly from the respondents through a structured questionnaire. The questionnaire included questions relating to bank account ownership, monthly budgeting, daily expenditure tracking, saving habits, saving methods, investment awareness, investment participation, sources of financial knowledge, digital payment awareness, and the inclusion of financial education in the college curriculum.

Secondary Data: Secondary data were collected from relevant research journals, previously published studies, and online sources related to financial literacy and financial education. These sources helped develop an understanding of the research topic and support the discussion of the findings.

5.4 Sampling Method

The study employed convenience sampling, a non-probability sampling technique. Respondents were selected based on their availability and willingness to participate in the study. This method was adopted to collect information from graduate students within the study area.

5.5 Sample Size

The study consists of 120 respondents pursuing graduate studies in Wanaparthy District, Telangana. The responses collected through the structured questionnaire were used for analysing the financial literacy and financial management practices of the respondents.



5.6 Tools for Data Analysis

The collected data were analysed using the percentage method. The results were presented through tables, percentages, and graphical representations to facilitate clear interpretation and understanding of the respondents' financial practices.

The percentage method was calculated using the following formula:

Percentage = (Number of respondents for a particular response / Total number of respondents) $\times$ 100

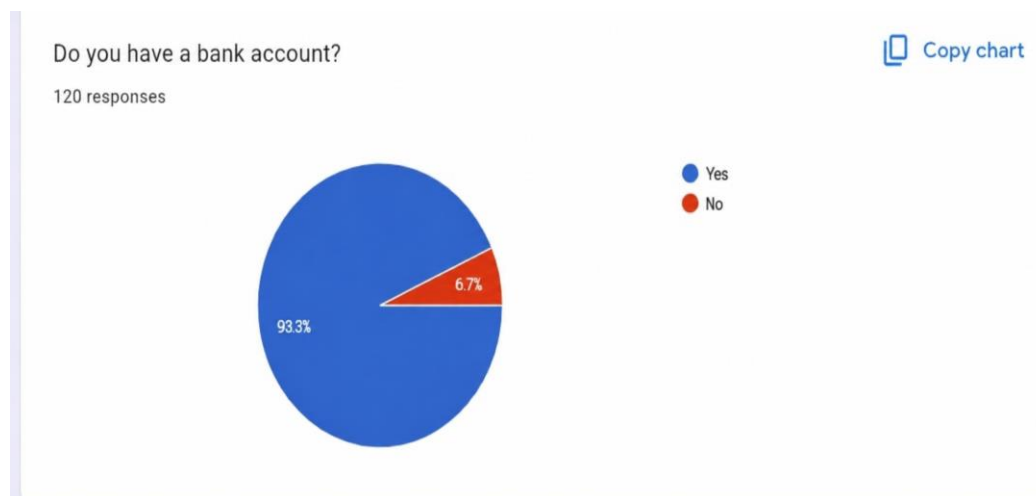
5.7 Scope of the Study

The study is limited to graduate students in Wanaparthy District, Telangana. It examines their financial awareness, budgeting practices, saving habits, investment awareness, use of digital payment systems, and opinions regarding financial education in the college curriculum. The findings are intended to provide an understanding of the financial practices of the respondents included in the study.

6. Data Analysis and Interpretation

The collected primary data were analysed using the percentage method and presented through tables and graphs. The analysis covers bank account ownership, monthly budget maintenance, tracking of daily expenses, regular saving habits, saving methods, awareness of investment options, investment participation, sources of financial knowledge, awareness of digital payment systems, and opinions on including financial education in the college curriculum.

The results are discussed in terms of the number and percentage of respondents selecting each response. The analysis helps identify the existing financial practices of the surveyed students and areas where financial awareness and education could be strengthened



6.1 Bank Account Ownership among Respondents

The respondents were asked whether they have a bank account. The responses of all 120 respondents were analysed using frequency and percentage analysis.

Interpretation

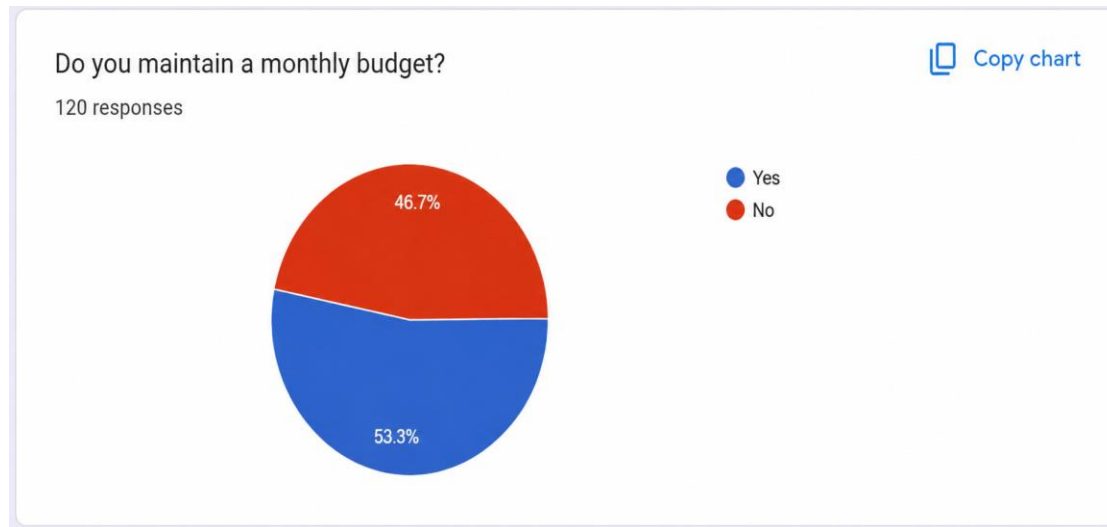
The above table shows that 112 respondents (93.3%) reported that they have a bank account, whereas 8 respondents (6.7%) stated that they do not have a bank account.



The results indicate that bank account ownership is very high among the graduate students surveyed. This suggests that most respondents have access to formal banking services and are familiar with basic banking facilities. However, the small proportion of students without a bank account indicates the need to further improve awareness and access to formal financial services among students.

Finding

The study found that 93.3% of the respondents have a bank account, indicating a high level of access to formal banking services among the graduate students surveyed.



6.2 Monthly Budget Maintenance among Respondents

The respondents were asked whether they maintain a monthly budget to manage their income and expenditure. The responses of all 120 respondents were analysed using frequency and percentage analysis.

Table 1: Monthly Budget Maintenance

Response	Number of Respondents	Percentage
Yes	64	53.3%
No	56.	46.7%
Total.	120.	100%

Interpretation

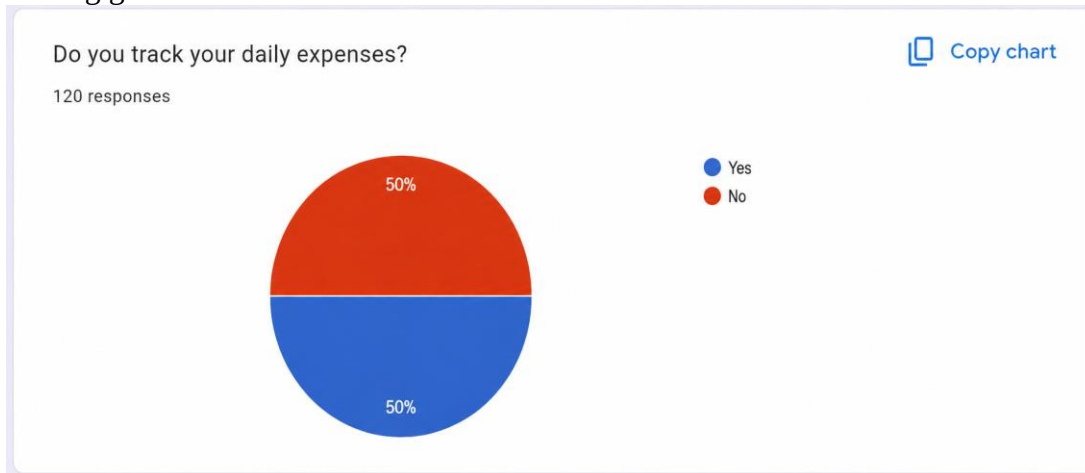
The above table shows that 64 respondents (53.3%) stated that they maintain a monthly budget, while 56 respondents (46.7%) reported that they do not maintain a monthly budget.

The findings indicate that slightly more than half of the respondents practise monthly budgeting. However, a considerable proportion of students (46.7%) do not maintain a monthly budget. This suggests that although budgeting awareness exists among many students, regular budgeting practices are not followed by a substantial number of respondents.



Finding

The study found that 53.3% of the respondents maintain a monthly budget, whereas 46.7% do not maintain one. This indicates that there is scope for strengthening budgeting and financial planning practices among graduate students.



6.3 Tracking of Daily Expenses among Respondents

The respondents were asked whether they track their daily expenses. The responses of all 120 respondents were analysed using frequency and percentage analysis

Table 2: Tracking of Daily Expenses

Response	Number of Respondents	Percentage
Yes	60	50%
No	60	50%
Total	120	100%

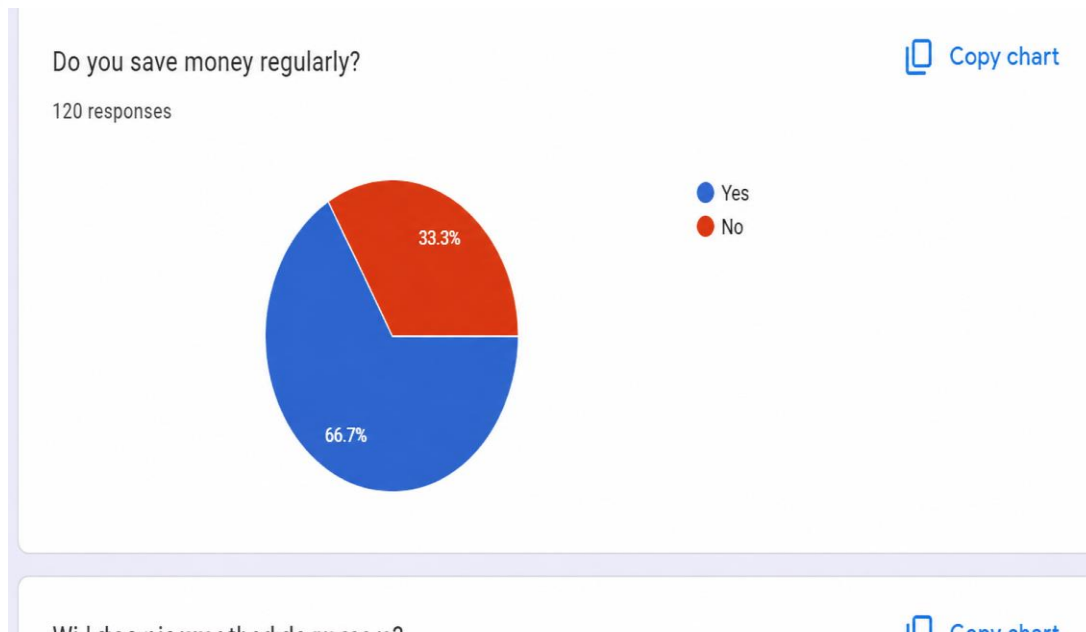
Interpretation

The above table shows that 60 respondents (50%) stated that they track their daily expenses, while the remaining 60 respondents (50%) reported that they do not track their daily expenses.

The findings indicate that daily expense tracking is equally divided among the respondents. While half of the students monitor their daily expenditure, the other half do not follow this practice. Regularly tracking expenses can help students understand their spending patterns and manage their available financial resources more effectively.

Finding

The study found that 50% of the respondents track their daily expenses, while 50% do not. This indicates that there is a need to encourage students to regularly monitor and record their expenditure as part of effective financial management.



6.4 Regular Saving Habits among Respondents

The respondents were asked whether they save money regularly. The responses of all 120 respondents were analysed using frequency and percentage analysis.

Table 3: Regular Saving Habits

Response	Number of Respondents	Percentage
Yes	80	66.7%
No	40	33.3%
Total	120.	100%

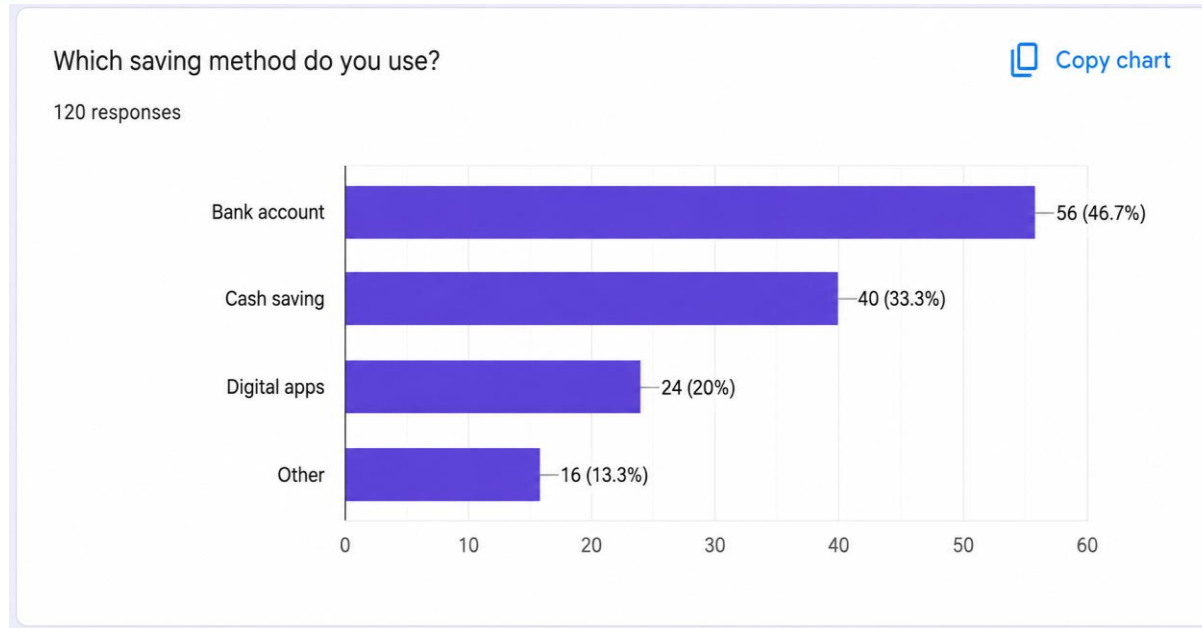
Interpretation

The above table shows that 80 respondents (66.7%) reported that they save money regularly, while 40 respondents (33.3%) stated that they do not save money regularly.

The findings indicate that a majority of the graduate students surveyed have the habit of saving money regularly. However, one-third of the respondents do not regularly save money, indicating a need to strengthen awareness about the importance of saving and encourage students to develop consistent saving habits.

Finding

The study found that 66.7% of the respondents save money regularly, whereas 33.3% do not. This indicates that regular saving is practised by a majority of the respondents, although a significant proportion still needs greater awareness regarding the importance of systematic saving.



6.5 Saving Methods Used by Respondents

The respondents were asked about the saving methods they use to save their money. The responses of all 120 respondents were analysed using frequency and percentage analysis.

Table 4: Saving Methods Used by Respondents

Saving Method	Number of Respondents	Percentage
Bank Account.	56	46.7%
Cash Saving	40	33.3%
Digital Apps.	24	20.0%
Other	16	13.3%

Interpretation

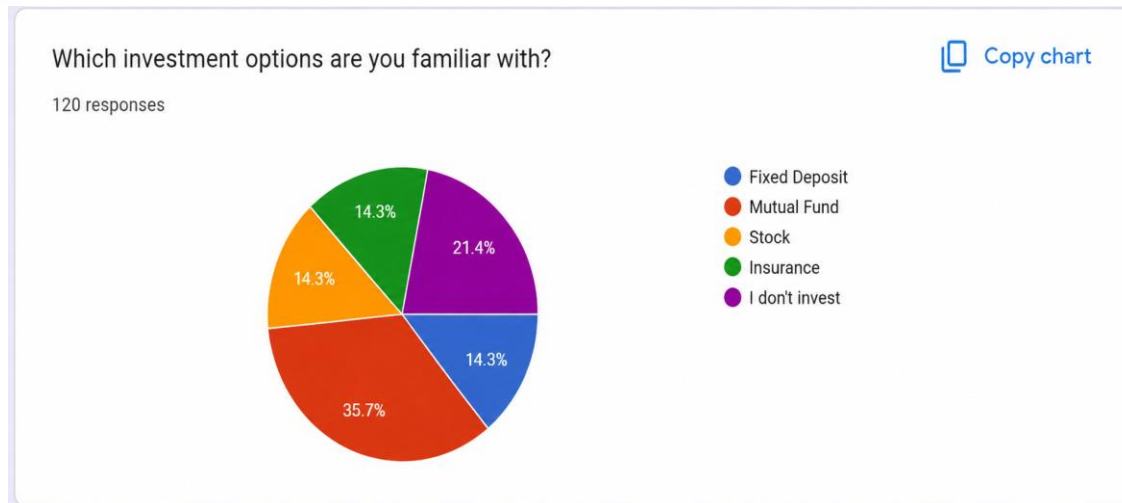
The above table shows that 56 respondents (46.7%) use bank accounts as their saving method. 40 respondents (33.3%) prefer saving money in cash, while 24 respondents (20.0%) use digital applications for saving. A further 16 respondents (13.3%) reported using other saving methods.

The findings indicate that bank accounts are the most commonly reported saving method among the respondents, followed by cash saving. Digital applications are also used by a notable proportion of students, reflecting the increasing role of digital financial services in students' financial practices.

Finding

The study found that bank accounts are the most commonly reported saving method (46.7%), followed by cash saving (33.3%) and digital applications (20%). This indicates that traditional banking remains an important saving method among graduate students, while digital saving practices are also emerging.

Note: The percentages in this question total 113.3%, so this appears to be a multiple-response question. Therefore, the percentages should not be expected to add up to 100%. If respondents were allowed to select more than one saving method, the table and interpretation above are appropriate.



6.6 Awareness of Investment Options among Respondents

The respondents were asked about the investment options with which they are familiar. The responses of all 120 respondents were analysed using frequency and percentage analysis.

Table 5: Awareness of Investment Options

Investment Option	Number of Respondents	Percentage
Fixed Deposit	17	14.3%
Mutual Fund	43	35.7%
Stock	17	14.3%
Insurance	17.	14.3%
I don't invest	26	21.4%
Total	120	100%

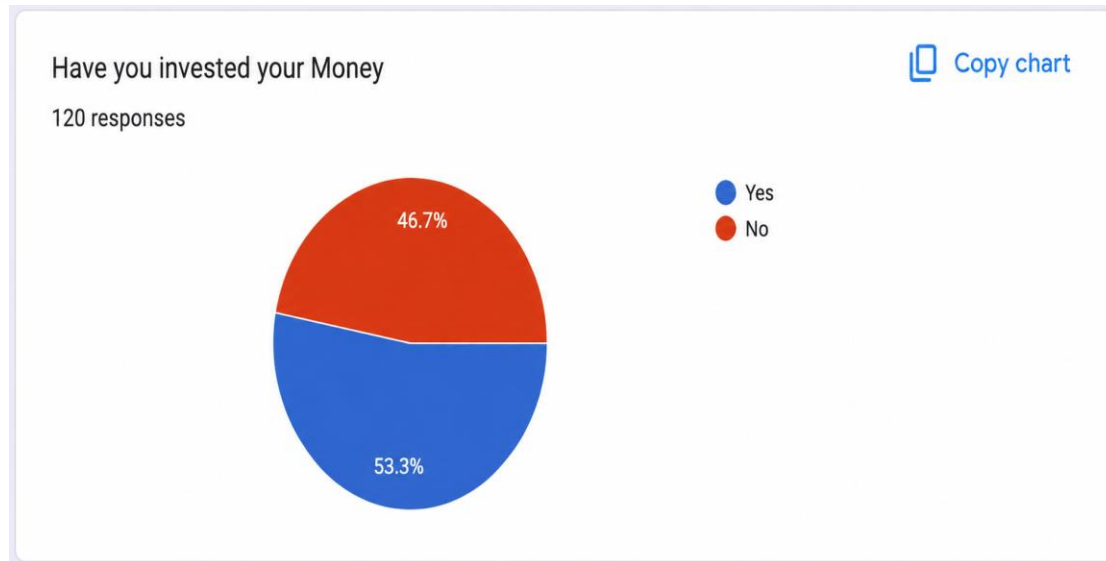
Interpretation

The above table shows that 43 respondents (35.7%) are familiar with mutual funds, making it the most commonly reported investment option among the respondents. 26 respondents (21.4%) stated that they do not invest. Fixed deposits, stocks, and insurance were each reported by 17 respondents (14.3%).

The findings indicate that students have some awareness of different investment avenues, particularly mutual funds. However, the proportion of respondents who reported that they do not invest is also considerable. This suggests that awareness of investment options does not necessarily translate into actual investment participation among graduate students.

Finding

The study found that mutual funds are the most familiar investment option among the respondents (35.7%), followed by respondents who reported that they do not invest (21.4%). Fixed deposits, stocks, and insurance were each reported by 14.3% of respondents. The findings indicate that there is scope for improving students' practical knowledge of investment products, risk, returns, and investment planning.



6.7 Investment Participation among Respondents

The respondents were asked whether they have invested their money in any investment option. The responses of all 120 respondents were analysed using frequency and percentage analysis.

Table 6 : Investment Participation

Response	Number of Respondents	Percentage
Yes	64	53.3%
No	56	46.7%
Total	120	100%

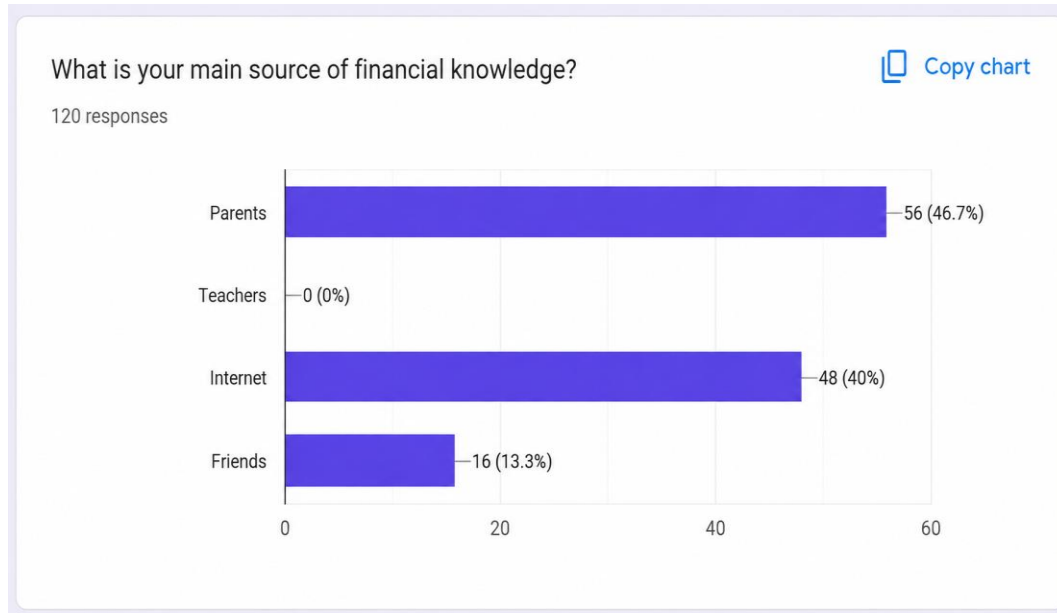
Interpretation

The above table shows that 64 respondents (53.3%) reported that they have invested their money, whereas 56 respondents (46.7%) stated that they have not made any investment.

The findings indicate that slightly more than half of the respondents have participated in some form of investment. However, a substantial proportion of students have not invested their money. This indicates that investment participation among graduate students is not universal, even though they may have some awareness of different investment options.

Finding

The study found that 53.3% of the respondents have invested their money, while 46.7% have not made any investment. The results indicate a moderate level of investment participation among the graduate students surveyed and highlight the importance of improving practical knowledge about investment planning, risk, and returns.



6.7 Main Sources of Financial Knowledge among Respondents

The respondents were asked about their main source of financial knowledge. The responses of all 120 respondents were analysed using frequency and percentage analysis.

Table 7. Sources of Financial Knowledge

Source	Number of Respondents	Percentage
Parents	56	46.7%
Teachers	0	0%
Internet	48	40.0%
Friends	16	13.3%
Total.	120	100%

Interpretation

The above table shows that 56 respondents (46.7%) identified parents as their main source of financial knowledge. 48 respondents (40.0%) reported the Internet as their main source, while 16 respondents (13.3%) identified friends as their main source of financial knowledge. None of the respondents selected teachers as their main source.

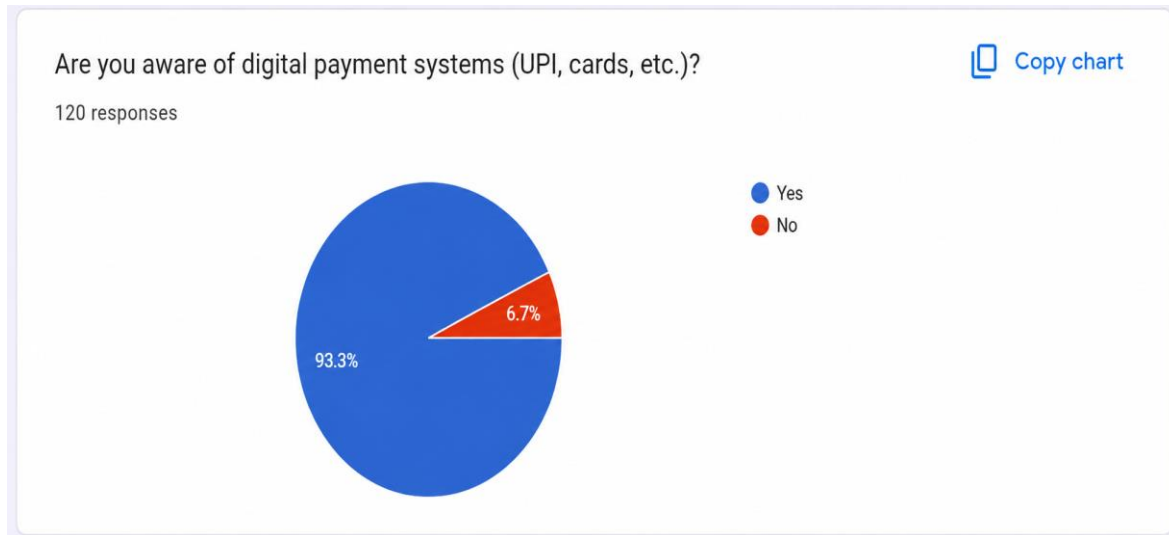
The findings indicate that parents play an important role in providing financial knowledge to students, followed closely by the Internet. The Internet has become a significant source of financial information for graduate students, while friends have a comparatively smaller role. The fact that none of the respondents identified teachers as their main source suggests that formal classroom-based financial education may have limited involvement in the financial knowledge acquisition of the surveyed students.

Finding

The study found that parents are the main source of financial knowledge for 46.7% of respondents, followed by the Internet at 40.0%. Friends account for 13.3%, while teachers account for 0%. The



findings highlight the importance of both family-based and digital sources in developing financial knowledge among graduate students.



6.9 Awareness of Digital Payment Systems among Respondents

The respondents were asked whether they are aware of digital payment systems such as UPI, debit cards, credit cards, and other digital payment methods. The responses of all 120 respondents were analysed using frequency and percentage analysis.

Table 8: Awareness of Digital Payment Systems

Response	Number of Respondents	Percentage
Yes	112	93.3%
No	8	6.7%
Total	120	100%

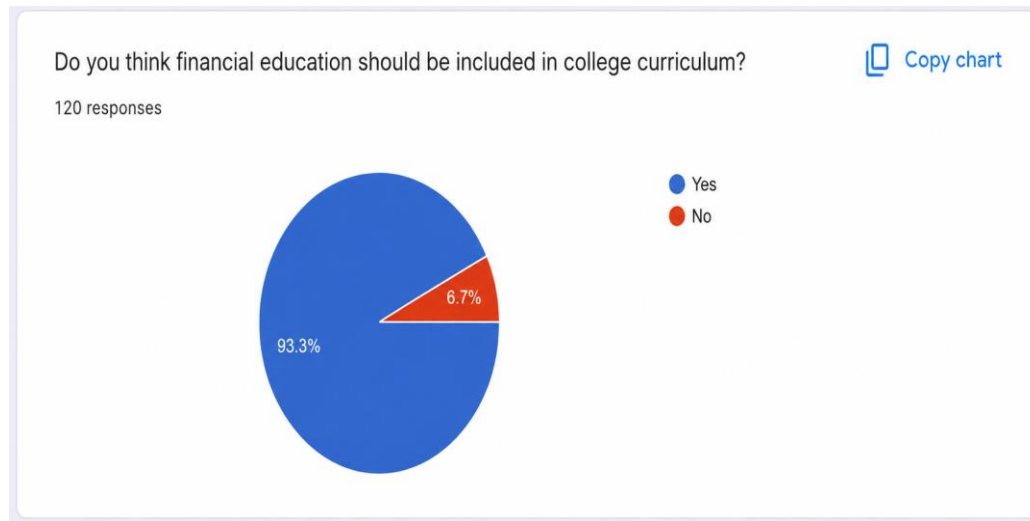
Interpretation

The above table shows that 112 respondents (93.3%) are aware of digital payment systems such as UPI and cards, whereas 8 respondents (6.7%) reported that they are not aware of such systems.

The findings indicate that awareness of digital payment systems is very high among the graduate students surveyed. The widespread awareness of UPI and card-based payment systems suggests that digital financial services have become an important part of students' financial environment. However, the small proportion of respondents who are not aware of digital payment systems indicates that some students may still require basic financial and digital payment awareness.

Finding

The study found that 93.3% of the respondents are aware of digital payment systems, while 6.7% are not aware of them. This indicates a high level of awareness of digital payment systems among the graduate students surveyed.



6.10 Perception of Including Financial Education in College Curriculum

The respondents were asked whether financial education should be included in the college curriculum. The responses of all 120 respondents were analysed using frequency and percentage analysis.

Table 9: Inclusion of Financial Education in College Curriculum

Response	Number of Respondents	Percentage
Yes	112.	93.3%
No	8	6.7%
Total	120	100%

Interpretation

The above table shows that 112 respondents (93.3%) believe that financial education should be included in the college curriculum, whereas 8 respondents (6.7%) do not support its inclusion.

The findings indicate that a large majority of the respondents recognise the importance of financial education during college education. This response suggests that students consider financial knowledge relevant to managing savings, expenditure, investments, and financial planning. The result also indicates considerable student interest in receiving structured financial education as part of their academic learning.

Finding

The study found that 93.3% of the respondents believe that financial education should be included in the college curriculum, while 6.7% do not. This indicates strong support among the surveyed students for incorporating financial education into college-level education.

55. Findings of the Study

Based on the analysis of primary data collected from 120 graduate students in Wanaparthy District, Telangana, the following findings were identified.

1. Bank Account Ownership: The study revealed that 93.3% of the respondents have a bank account, whereas 6.7% do not have one. This indicates a high level of access to formal banking services among the surveyed graduate students.



2. **Monthly Budgeting:** The findings showed that 53.3% of the respondents maintain a monthly budget, while 46.7% do not follow this practice. This indicates that although budgeting is practised by a slight majority, a considerable proportion of students require greater awareness of systematic financial planning.
3. **Tracking of Daily Expenses:** The study found that 50% of the respondents track their daily expenses, whereas the remaining 50% do not monitor their expenditure. This highlights the need to encourage students to record their daily expenses and understand their spending patterns.
4. **Regular Saving Habits:** The findings revealed that 66.7% of the respondents save money regularly, while 33.3% do not save regularly. This indicates that regular saving is practised by a majority of the surveyed students, although there is scope for improving systematic saving habits.
5. **Methods of Saving:** Bank accounts were the most frequently reported saving method, accounting for 46.7% of respondents, followed by cash saving at 33.3%, digital applications at 20%, and other methods at 13.3%. These percentages exceed 100% when combined, suggesting that the question may have allowed multiple responses. This should be confirmed from the original questionnaire.
6. **Awareness of Investment Options:** Mutual funds were the most frequently reported investment option, with 35.7% of respondents identifying them. Fixed deposits, stocks, and insurance were each reported by 14.3% of respondents, while 21.4% selected the response indicating that they do not invest. These findings suggest differences in investment awareness and indicate the need to strengthen students' understanding of available financial products.
7. **Investment Participation:** The study revealed that 53.3% of the respondents have invested their money, whereas 46.7% have not made any investment. This indicates that investment participation is not universal among the surveyed students and that practical knowledge of investment planning may require further attention.
8. **Sources of Financial Knowledge:** Parents were identified as the primary source of financial knowledge by 46.7% of respondents, followed by the Internet at 40% and friends at 13.3%. None of the respondents identified teachers as their primary source. This highlights the role of family and online information in students' financial learning and suggests an opportunity for educational institutions to contribute more actively to financial education.
9. **Awareness of Digital Payment Systems:** The findings showed that 93.3% of the respondents are aware of digital payment systems such as UPI and card-based payments, while 6.7% are not aware of these facilities. This demonstrates a high level of awareness of digital payment systems among the surveyed students.
10. **Need for Financial Education:** The study found that 93.3% of the respondents believe financial education should be included in the college curriculum, whereas 6.7% do not support its inclusion. This demonstrates strong support among the surveyed students for introducing formal financial education at the college level.

Overall Finding

The study indicates that graduate students surveyed in Wanaparthy District demonstrate high awareness of basic banking services and digital payment systems, along with a positive tendency towards regular saving. However, monthly budgeting, daily expense tracking, and investment participation require further attention. Parents and the Internet are the principal reported sources of



financial knowledge, while none of the respondents identified teachers as their main source. Furthermore, the strong support for including financial education in the college curriculum highlights the potential role of educational institutions in improving students' financial planning, saving, investment awareness, and responsible financial behaviour.

6. Suggestions of the Study

Based on the findings of the study on financial literacy among graduate students in Wanaparthy District, Telangana, the following suggestions are offered to improve students' financial knowledge and money management practices.

1. **Promote Financial Education:** Colleges should introduce financial literacy programmes, workshops, and seminars to educate students about budgeting, saving, investment, and financial planning. These programmes should focus on practical financial skills that students can apply in their daily lives.
2. **Encourage Monthly Budgeting:** Students should be encouraged to prepare monthly budgets to manage their income and expenditure effectively. Budgeting can help them allocate their available resources, control unnecessary spending, and develop financial discipline.
3. **Improve Expense Tracking:** Students should develop the habit of recording their daily expenses. Maintaining a simple expenditure record can help them identify unnecessary spending, understand their consumption patterns, and make better financial decisions.
4. **Develop Regular Saving Habits:** Students should be encouraged to save a portion of their pocket money, scholarships, or other income regularly. Even small and consistent savings can help develop financial discipline and prepare students for future financial needs.
5. **Create Awareness of Investment Options:** Financial awareness programmes should explain different investment options, such as fixed deposits, mutual funds, stocks, and insurance. Students should learn about the risks, potential returns, liquidity, and suitability of these products for different financial goals.
6. **Provide Practical Investment Education:** Colleges should organise practical sessions on investment planning, risk management, diversification, and informed financial decision-making. Students should also be educated about fraudulent investment schemes, unrealistic return promises, and the importance of verifying financial information before investing.
7. **Promote Safe Digital Financial Practices:** Colleges should educate students about secure UPI transactions, the confidentiality of PINs and OTPs, phishing attempts, suspicious links, and other cyber fraud risks. Such awareness can help students use digital financial services more safely.
8. **Strengthen the Role of Teachers:** Teachers should actively participate in developing students' financial knowledge by incorporating relevant financial concepts into classroom discussions, assignments, and extracurricular activities. Financial education should be connected with real-life situations to improve students' understanding.
9. **Utilise Digital Learning Resources:** Students should be encouraged to use reliable financial education websites, educational videos, and official resources to improve their understanding of personal finance. They should also learn to distinguish credible financial information from misleading online content.



10. Encourage Financial Planning: Students should be guided to set short-term and long-term financial goals, distinguish between needs and wants, and plan their savings and expenditure according to their available resources. This can help them develop responsible financial habits.

11. Promote Financial Awareness through Parents: Since parents were the most frequently reported source of financial knowledge in the study, families should encourage discussions about household budgeting, saving, expenditure management, and responsible spending. Such discussions can reinforce the financial knowledge students acquire through formal education.

12. Introduce Financial Literacy Activities in Colleges: Colleges may establish financial literacy clubs and organise budgeting exercises, quizzes, case studies, and practical financial management activities. These initiatives can help students apply financial concepts to real-life situations and develop greater confidence in managing their money.

Overall Suggestion

The study suggests that financial education should receive greater importance at the college level. Although the respondents demonstrate high awareness of banking services and digital payments, greater attention should be given to monthly budgeting, expense tracking, systematic saving, and investment knowledge. Coordinated efforts by educational institutions, teachers, parents, and financial education organisations can help students develop responsible financial behaviour and improve their future financial well-being.

7. Conclusion

The present study examined financial literacy among graduate students in Wanaparthy District, Telangana, with particular emphasis on financial awareness, saving habits, investment practices, financial planning, and digital payment systems. The study was conducted using a descriptive research design, and primary data were collected from 120 respondents through a structured questionnaire. The collected data were analysed using the percentage method.

The findings reveal that the majority of the respondents have access to formal banking services and are aware of digital payment systems such as UPI and card-based payments. The study also found that 66.7% of respondents save money regularly, indicating a positive tendency towards saving. However, only 53.3% maintain a monthly budget, while 50% do not track their daily expenses. These findings highlight the need to strengthen students' budgeting and expenditure management practices.

The study further reveals that 53.3% of respondents have participated in investment activities, whereas 46.7% have not made any investments. This indicates that investment participation is not universal among the surveyed students. Parents and the Internet emerged as the major sources of financial knowledge, while none of the respondents identified teachers as their primary source. Furthermore, 93.3% of respondents expressed support for including financial education in the college curriculum. Based on these findings, it can be concluded that although the surveyed students demonstrate awareness of basic banking services and digital payments, there is scope for improvement in financial planning, expense tracking, and investment knowledge. Educational institutions can play an important role in addressing these gaps by organising financial literacy programmes, practical workshops, and awareness activities. Parents and teachers can also contribute to developing responsible financial habits among students.

In conclusion, financial literacy is an essential life skill that enables students to make informed financial decisions and manage their financial resources effectively. Providing practical financial



education during college years can help students develop disciplined saving habits, improve their understanding of investment options, and plan for their future financial needs. The study highlights the importance of strengthening financial education among graduate students to promote responsible financial behaviour and long-term financial well-being. Since the study is limited to 120 respondents selected through convenience sampling in Wanaparthy District, the findings should be interpreted within the context of the surveyed students.

8. References

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