

Evaluating How Generative AI Tools Help Students Learn and Work Faster: A Personal Study

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Abstract: *Generative AI tools like ChatGPT and Gemini have become popular helpers for students. They make it easier to write assignments, understand topics, and come up with ideas quickly. This paper shares my experience using these tools for studying and projects. I noticed that they save a lot of time but also raise questions about relying too much on AI and staying honest with schoolwork. In future, it's important to find ways to use AI tools responsibly to get the best out of them without losing critical thinking.*

Keywords: Generative AI, ChatGPT, Gemini, Student Learning, Academic Productivity, Ethics, AI in Education

I. INTRODUCTION

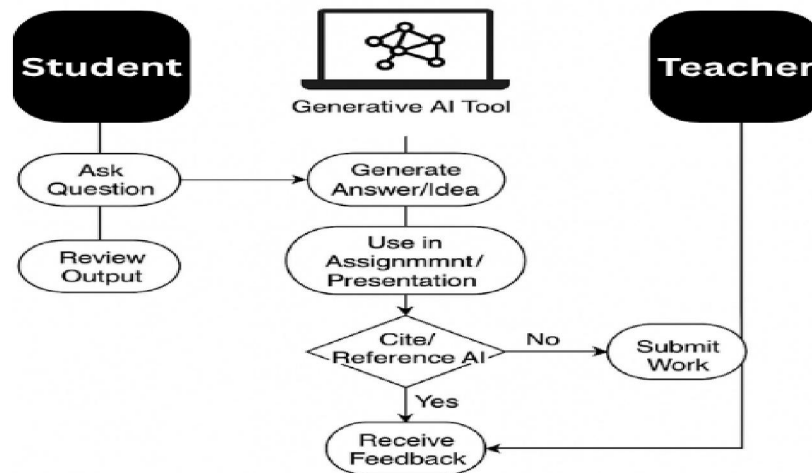
Generative AI tools like ChatGPT and Gemini have changed how students learn and get work done. Instead of spending hours writing or searching for answers, we can now ask these AI models to help us create summaries, write explanations, or brainstorm ideas. These tools use complex language models that understand and respond to our questions, making them very useful in education.

But with this convenience comes new challenges. Sometimes it's hard to know if we're learning deeply or just relying on AI. Also, using AI-generated text directly in assignments can lead to problems with plagiarism or academic dishonesty. This paper talks about my own use of ChatGPT and Gemini during my studies and how they affected my learning and work habits.

II. METHODOLOGY

To see how useful these AI tools really are, I decided to keep track of how I used ChatGPT and Gemini in my daily academic work. For example, I used ChatGPT to help me draft explanations and come up with ideas for my project presentations. Gemini helped me by summarizing long study notes and suggesting different ways to solve problems. By observing how these tools impact the time I spent and how well I understood the topics, I could assess their strengths and weaknesses in real life. This personal case study helped identify a potential crutch if not used carefully.





III. RESULTS AND DISCUSSION

Using ChatGPT and Gemini really speed up my work. Tasks that used to take hours, like writing reports or understanding difficult concepts, became quicker and easier. I could get a rough draft or summery instantly, which saved my time and efforts.

However, I also noticed some drawbacks. Sometimes I worried if the AI might stop me from thinking deeply about the subject. Also, I was concerned about how my teachers would view the use of AI in my assignments would it count as cheating?

Overall, these tools worked best when I use them to assist rather than replace my own thinking. They are great for speeding up repetitive tasks and generating ideas, but I still needed to review and improve the output to make sure it was truly mine.

IV. CONCLUSION AND FUTURE SCOPE

This paper shared my personal experience using generative AI tools like ChatGPT and Gemini for studying and completing academic tasks. The main takeaway is that these tools can boost productivity and help understand material faster, but students should be careful to maintain their own learning process and avoid ethical pitfalls.

In the future it will be important to develop clear guideline for using AI in education so that students know how to benefit from these tools without misusing them. Research could also look at how AI affects long-term learning habits and how to combine AI and human teaching effectively for personalized learning experience

