

# Plant Leaf disease detection

\*Note: Sub-titles are not captured in Xplore and should not be used

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**Abstract**—Plant diseases caused by pathogens such as bacteria, fungi, and viruses result in significant agricultural losses worldwide, making early detection essential for effective crop management. Recent advances in machine learning and deep learning have enabled automated plant disease detection using leaf images and videos. This study focuses on identifying plant leaf diseases through image and video based analysis. For image classification, a Random Forest machine learning algorithm is employed, while video-based disease detection utilizes the ResNet-50 deep learning model. The proposed approach evaluates performance using metrics such as accuracy, precision, and efficiency. These techniques support timely disease diagnosis, reduce crop losses, and improve yield quality. The system is suitable for practical deployment in agriculture fields, nurseries, and educational gardens, contributing to sustainable farming and food security.

**Keywords** Plant disease detection, Random Forest, ResNet-50, Machine Learning, Deep Learning

**Index Terms**—component, formatting, style, styling, insert

## I. INTRODUCTION

The Global Report on Food Crises(GRFC) 2025 show conflict ,economic shocks, climate extremes and forced displacement continued to drive food insecurity and malnutrition around the world, with a catastrophic impact on many already fragile regions. In 2024, more than 295 million people across 53 countries and territories experiences acute levels of hunger. On 12 May-2025 International Day of Plant Health, Food and Agriculture Organization (FAO) estimated that plant pests and diseases destroy nearly 40Traditional machine learning techniques have been used to identify injuries of plant leaves [2]. However, deep learning methods have shown better performance due to their autonomous feature extraction and classification capabilities when applied to leaf images [3] New CNN models, such as VGG-16, VGG-19 [4], Xception [5], Denesenet-201 [6], AlexNet [7], ResNet-50 [8], MobileNet [9], MobileNet-V2 [10] etc., offer powerful tools for automatically learning complex patterns from plant leaf images. These models are typically previously trained on extensive datasets such as ImageNet and are commonly used in two main approaches: training from scratch and transfer learning. In training from scratch, the models are trained entirely on the plant leaf images with randomly initialized weights. While

transfer learning involves adapting a pre-trained model to a new, task-specific domain by fine-tuning certain layers. It is a widely adopted strategy due to its efficiency in terms of training time and its ability to perform well with limited data. In this paper, we provide a comprehensive comparative analysis of eight prominent deep learning models: VGG-16, VGG-19, Xception , Denesenet-201 , AlexNet , ResNet-50 , MobileNet, MobileNet-V2 for plant disease classification. We evaluate the model's performance under two learning strategies: transfer learning and learning from scratch. We employ the PlantVillage dataset [7] which contains 54,305 picture samples of various plant disease species. To assess the models under different classification scenarios, the dataset was divided into three primary categories: binary-class plants, multi-class plants, and distinct-class plants. A cross-validation strategy was employed to guarantee a solid and trustworthy performance assessment. This study significantly expands upon previous research by incorporating a wider array of deep learning architectures and systematically evaluating two distinct learning paradigms: transfer learning and training from scratch. Furthermore, we assessed model performance across diverse classification scenarios, including binary and distinct plant disease categorization. This comprehensive experimental design offers a more robust and reliable evaluation of model generalizability and their practical utility in real-world agricultural applications.

## II. EASE OF USE

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Keep your text and graphic files separate until after the text has been formatted and styled. Do not number text heads— $\text{\LaTeX}$  will do that for you.

#### A. Abbreviations and Acronyms

AI - Artificial intelligence  
 ML - Machine Learning  
 RF - Random Forest  
 LG - Logistic Regression  
 CNN - Convolutional neural network  
 VGG - Visual Geometry Group  
 KNN - K Nearest Neighbour  
 SVM - Support Vector Machine  
 DCNN - Deep Convolution Neural Network  
 GLCM - Gray Level Co-occurrence Matrix  
 ResNet - Residual Network  
 Xception - Extreme Inception

#### B. Units

- Use either SI (MKS) or CGS as primary units. (SI units are encouraged.) English units may be used as secondary units (in parentheses). An exception would be the use of English units as identifiers in trade, such as “3.5-inch disk drive”.
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#### C. Equations

Number equations consecutively. To make your equations more compact, you may use the solidus (/), the exp function, or appropriate exponents. Italicize Roman symbols for quantities and variables, but not Greek symbols. Use a long dash rather than a hyphen for a minus sign. Punctuate equations with commas or periods when they are part of a sentence, as in:

$$a + b = \gamma \quad (1)$$

Be sure that the symbols in your equation have been defined before or immediately following the equation. Use “(1)”, not “Eq. (1)” or “equation (1)”, except at the beginning of a sentence: “Equation (1) is . . .”.

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Please use “soft” (e.g., `\eqref{Eq}`) cross references instead of “hard” references (e.g., (1)). That will make it possible to combine sections, add equations, or change the order of figures or citations without having to go through the file line by line.

Please don’t use the `{eqnarray}` equation environment. Use `{align}` or `{IEEEeqnarray}` instead. The `{eqnarray}` environment leaves unsightly spaces around relation symbols.

Please note that the `{subequations}` environment in  $\text{\LaTeX}$  will increment the main equation counter even when there are no equation numbers displayed. If you forget that, you might write an article in which the equation numbers skip from (17) to (20), causing the copy editors to wonder if you’ve discovered a new method of counting.

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Do not use `\nonumber` inside the `{array}` environment. It will not stop equation numbers inside `{array}` (there won’t be any anyway) and it might stop a wanted equation number in the surrounding equation.

#### E. Some Common Mistakes

- The word “data” is plural, not singular.
- The subscript for the permeability of vacuum  $\mu_0$ , and other common scientific constants, is zero with subscript formatting, not a lowercase letter “o”.
- In American English, commas, semicolons, periods, question and exclamation marks are located within quotation marks only when a complete thought or name is cited, such as a title or full quotation. When quotation marks are used, instead of a bold or italic typeface, to highlight a word or phrase, punctuation should appear outside of the quotation marks. A parenthetical phrase or statement at the end of a sentence is punctuated outside of the closing parenthesis (like this). (A parenthetical sentence is punctuated within the parentheses.)
- A graph within a graph is an “inset”, not an “insert”. The word alternatively is preferred to the word “alternately” (unless you really mean something that alternates).
- Do not use the word “essentially” to mean “approximately” or “effectively”.
- In your paper title, if the words “that uses” can accurately replace the word “using”, capitalize the “u”; if not, keep using lower-cased.



Fig. 1. (a) Bacterial blemish [19] (b) Viral Mosaic [20] (c) Late Blight [22] (d) Early Blight [22] (e) Rust.

- Be aware of the different meanings of the homophones “affect” and “effect”, “complement” and “compliment”, “discreet” and “discrete”, “principal” and “principle”.
- Do not confuse “imply” and “infer”.
- The prefix “non” is not a word; it should be joined to the word it modifies, usually without a hyphen.
- There is no period after the “et” in the Latin abbreviation “et al.”.
- The abbreviation “i.e.” means “that is”, and the abbreviation “e.g.” means “for example”.

An excellent style manual for science writers is [7].

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a) *Positioning Figures and Tables:* “Fig. 2”, even at the beginning of a sentence.

Figure Labels: Use 8 point Times New Roman for Figure labels. Use words rather than symbols or abbreviations when

TABLE I  
TABLE TYPE STYLES

Table Head	Table Column Head		
	Table column subhead	Subhead	Subhead
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<sup>a</sup>Sample of a Table footnote.



Fig. 2. Example of a figure caption.

writing Figure axis labels to avoid confusing the reader. As an example, write the quantity “Magnetization”, or “Magnetization, M”, not just “M”. If including units in the label, present them within parentheses. Do not label axes only with units. In the example, write “Magnetization (A/m)” or “Magnetization {A[m(1)]}”, not just “A/m”. Do not label axes with a ratio of quantities and units. For example, write “Temperature (K)”, not “Temperature/K”.

#### ACKNOWLEDGMENT

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#### REFERENCES

Please number citations consecutively within brackets [1]. The sentence punctuation follows the bracket [2]. Refer simply to the reference number, as in [3]—do not use “Ref. [3]” or “reference [3]” except at the beginning of a sentence: “Reference [3] was the first ...”

Number footnotes separately in superscripts. Place the actual footnote at the bottom of the column in which it was cited. Do not put footnotes in the abstract or reference list. Use letters for table footnotes.

Unless there are six authors or more give all authors’ names; do not use “et al.”. Papers that have not been published, even if they have been submitted for publication, should be cited as “unpublished” [4]. Papers that have been accepted for publication should be cited as “in press” [5]. Capitalize only the first word in a paper title, except for proper nouns and element symbols.

For papers published in translation journals, please give the English citation first, followed by the original foreign-language citation [6].

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