A) Action Plan for Supporting Slow Learners in Botany (Session 2019-2020).

- 1. Initial diagnostic assessments were conducted to identify specific areas where slow learners are struggling. This involved quizzes, interviews, or diagnostic tests focused on key Botany concepts.
- Study Materials were Developed. Simplified versions of textbooks, lecture notes, and visual aids
 were provided to the students. Use diagrams, flowcharts, and videos to illustrate complex
 processes in Botany, such as plant physiology and reproduction.
- 3. Interactive Learning approach was opted in classrooms. Incorporated interactive elements into lessons, such as hands-on experiments, field trips, and lab activities because practical experiences reinforce theoretical knowledge and make learning more engaging.
- 4. Personalized Supports were given in the form of additional tutoring sessions or study groups tailored to the needs of slow learners. These sessions should focus on reinforcing fundamental concepts and addressing individual questions or difficulties.
- 5. Regular Feedback and Assessments were taken, to monitor the progress of the students. This helps learners gauge their understanding and stay motivated.
- Collaborative learning was encouraged by pairing slow learners with peers who have a stronger grasp of the topic. Group projects facilitated knowledge sharing & peer support.
- 7. Schedule of assignments and seminar was made flexible for the slow learners to progress at their own pace when possible.
- 8. Continuous monitoring were done to measure the effectiveness of the implemented strategies and make adjustments as needed.

9. Expected Outcomes:

- Improved understanding of Botany concepts among slow learners.
- Increased engagement and motivation in the subject.
- Enhanced academic performance and confidence in Botany.



B) Action Plan for Supporting Advanced Learners in Botany (Session 2019-2020).

For advanced learners in botany, the focus shifted to deepening knowledge, refining research skills, and exploring specialized topics.

- Specialized Research were promoted with the help of Research oriented class to dive into specific
 areas of interest such as plant genetics, ecology, systematics, or plant physiology.
- Advanced topics in Courses were introduced as well as students were encouraged to enroll in higher-level courses or workshops that cover advanced topics in botany.
- Collaborative Projects with other researchers, institutions, or organizations were promoted amongst students.
- 4. Students were encouraged to stay updated by regularly reading scientific journals available in the library and online platform. Students were informed about new discoveries, and relevant botanical societies and organizations.

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A) Action Plan for Supporting Slow Learners in Botany (Session 2020-21).

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A) Action Plan for Supporting Slow Learners in Botany (Session 2022-23).

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B) Action Plan for Supporting Advanced Learners in Botany (Session 2022-23).

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- Specialized Research were promoted with the help of Research oriented class and KEC cell to dive
 into specific areas of interest such as plant genetics, ecology, systematics, or plant physiology.
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A) Action Plan for Supporting Slow Learners in Botany (Session 2023-24).

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