DISHANTRA

CLASS 6 MATHS

Class 6 Maths Mastery

Ganita Prakash Companion

Diagnostic, Correction & Transfer System

A smaller route to stronger understanding

DIAGNOSE > CORRECT > USE > TRANSFER

Find the smallest useful maths gap, correct the idea, use the efficient method where it helps, then check whether the learner can transfer it.

10 chapter families

3 working formats

1 master route finder

Independent Dishantra learning resource · Not affiliated with NCERT or CBSE

DISHANTRA

Master Diagnostic

A cross-chapter route finder for Class 6

What this does

30 short questions

Across all 10 current Ganita Prakash chapter families.

Mixed, not chapter-labelled

The learner has to recognise the mathematics instead of following a heading.

Routes to the smallest next step

The parent/teacher map points to the relevant chapter diagnostic rather than the whole workbook.

CHECK -> ROUTE -> LEARN -> TRY AGAIN

This is a learning route finder, not a test score or diagnosis.

DO ONE SHORT SET AT A TIME - STOP WHEN YOU NEED A BREAK

Check set 1

Three short questions on this page. Show enough working to make your thinking visible.

1 **5, 8, 11, 14, ... What is the rule and the next term?**

2 **A ray has one endpoint. A line has how many endpoints?**

3 **On a number line marked 200, 250, 300, what value is halfway between 250 and 300?**

Use the right unit - and formula

Core idea

Perimeter follows a line, so use length units such as cm or m. Area covers a surface, so use square units such as cm^2 or m^2.

Efficient method / rule

Perimeter follows a line, so use length units such as cm or m. Area covers a surface, so use square units such as cm^2 or m^2.

Worked example

6 cm by 3 cm rectangle: P = 18 cm and A = 18 cm^2. Same number; different measurement.

Spot the mistake / check

A learner writes area = 18 cm. The calculation may be right, but the unit is not. Area needs square units.

Try

1) Square side 5 cm: perimeter with unit. 2) Area of the same square with unit. 3) A garden needs fencing: metres or square metres?

Rule vs guess

One idea

A pattern rule must describe how every shown term is produced, not just predict one next value.

Method / rule

Write the change in words or symbols, then test it on all shown terms.

Worked example

5,8,11,14 changes by +3 every time, so 17 is next.

Spot the mistake

"The next term looks like 20" is not enough unless the same rule explains earlier terms.

Try one

State the rule for 7,12,17,22 and predict term 8.

Help without giving the answer

1. Ask for the job

What is the question asking you to measure, compare, change or represent?

2. Ask for the model

Can you draw, mark, list, fold mentally, use a number line, or name the relevant quantity?

3. Ask for the method

Which rule, formula or procedure fits after the idea is clear?

4. Ask for a check

What unit, sign, scale, position or condition should you verify?

5. Ask for transfer

What changed in this new question, and why does the same idea still work?