aglasem.com

FOR MEGHALAYA CLASS 6 PREPARATION

MBOSE Class 6 Sample Question Paper 2027 MIL Khasi

EXAM	YEAR	TYPE	SUBJECT
Meghalaya Class 6	2027	Sample Paper	Khasi

SAMPLE QUESTION PAPERS

FOR

CLASSES VI TO VIII

MID- TERM EXAMINATION

FOR THE ACADEMIC YEAR- 2026

ENGLISH
MIL (KHASI, GARO & HINDI)
MATHEMATICS
SCIENCE
&
SOCIAL SCIENCE

DIRECTORATE OF EDUCATIONAL RESEARCH & TRAINING
NONGRIMMAW, LAITUMKHRAH
SHILLONG

2026

FOREWORD

The National Education Policy (NEP) 2020 has ushered in a transformative shift in the way we perceive teaching, learning, and assessment in our schools. At the heart of this change lies a focus on competency-based education — an approach that emphasizes the application of knowledge, critical thinking, and the development of real-life skills among students.

The National Curriculum Framework for School Education (NCFSE) 2023 emphasizes competency-based learning and assessment, shifting the focus from rote memorization to the practical application of knowledge and skills. Competency-based assessment (CBA) evaluates a student's ability to use their knowledge and skills in real-world contexts, rather than just their recall of facts. This approach aligns with the goals of the National Education Policy (NEP) 2020, which aims to foster critical thinking, problem solving, and other 21st century skills.

The Directorate of Educational Research and Training (DERT), Meghalaya, is committed to enhancing the quality of School education in the State through academic support, curriculum development, and capacity building. As part of this ongoing endeavour, the present set of sample question papers has been developed in aligning classroom instruction with assessment patterns.

In line with this progressive vision, the **Sample Question Papers for Classes 6 to 8 across subjects- Science, Mathematics, Social Science and Languages which include English, Khasi, Garo and Hindi which are oriented towards Competency-Based Assessment** and have been developed as a resource to support teachers, and students in navigating this important transition. These sample question papers are designed not merely to test rote memorization, but to assess the depth of understanding, analytical skills, and the ability of learners to apply concepts in novel situations.

The sample question papers included in this document aim to promote active engagement with the curriculum, nurture curiosity, and encourage problem-solving. Teachers can use these as models to create meaningful classroom assessments, while students can gain a clearer understanding of what is expected in a competency-driven learning environment.

We hope that this collection will serve as a valuable tool in enhancing the quality of assessment practices in schools, and in turn, contribute to building a more holistic and learner-cantered education system.

I would like to extend my sincere appreciation to all the contributors involved in this academic endeavour. Constructive feedback from users of this resource is welcomed and will be valuable in guiding future improvements.

Let us continue working together to foster a culture of thoughtful learning and fair assessment, paving the way for a generation that is confident, capable, and future-ready.

Director,
Directorate of Educational Research & Training,
Meghalaya, Shillong.

Background Note

NEP 2020 envisions a transformation in school assessment, away from rote memorization towards formative, regular, competency-based evaluation that tests higher-order thinking like analysis, critical thinking, and conceptual understanding

NCFSE 2023 builds on that vision and emphasizes “assessment as learning”, “for learning”, and “of learning” which are oriented towards competencies and capacities development in the learners.

Competency-Based Assessments under NEP 2020 and NCFSE 2023 are a reformative thrust toward holistic, skills-based, student-cantered learning. Through ongoing formative checks, diverse assessment modes, rubrics, self-reflection, and board-level flexibility, the new paradigm seeks to nurture critical thinkers rather than rote learners.

Competency-based questions (CBQs) and competency-based assessments (CBAs) play a crucial role in learning, and performance evaluation. They shift the focus from rote memorization or general qualifications to real-world skills, behaviours, and outcomes.

The Sample Question Papers prepared and developed by the Directorate of Educational Research and Training are based on the revised syllabus 2026 of Meghalaya School Education for classes 6 to 8 across core subjects such as Science, Mathematics, Social Science and Language including English, Khasi, Garo and Hindi.

These sample question papers across these grades and subjects shift focus from rote memorization to the application of knowledge, critical thinking, and real-world problem-solving skills and allow students to realise that what they learn in school is to help them relate with realities of life and to prepare them for the future as responsible and contributing citizens.

The key benefits of these sample questions across the subjects Science, Mathematics, Social Science and Language including English, Khasi, Garo and Hindi and across grades 6 to 9, is that they serve both as practice tools and as assessment frameworks, helping teachers design questions that test learners beyond their conceptual understanding and to help in assessing their higher-order reasoning and application capacities and skills.

Furthermore, these sample questions can serve as tools for teachers for test planning, question framing, and assessing higher-order skills. Besides this is will also help prepares teachers and students for practice aligned with demands of real competency-based items in future board exams offering exposure to varied question formats.

Furthermore, these sample questions will help to equip students with the capacities to apply knowledge in new situations, rather than recalling facts.

Another benefit of these sample question papers is to help identify and bridge learning gaps by spotlighting specific competencies.

This document stands as a strategic resource meant to mainstream competency-based assessment in middle and secondary stages of school education. It reflects a broader curricular transition, addresses the evolving demands for effective progression into higher grades.

CONTENT

FOREWORD ----------
BACKGROUND NOTE----------

SAMPLE QUESTION PAPER

Subjects	***Class***
English Class	VI
English Class	VII
English Class	VIII
MIL Khasi Class	VI
MIL Khasi Class	VII
MIL Khasi Class	VIII
MIL Garo Class	VI
MIL Garo Class	VII
MIL Garo Class	VIII
Mathematics Class	VI
Mathematics Class	VII
Mathematics Class	VIII
Science Class	VI
Science Class	VII
Science Class	VIII
Social Science Class	VI
Social Science Class	VII
Social Science Class	VIII
MIL Hindi Class	VI
MIL Hindi Class	VII
MIL Hindi Class	VIII

MIL KHASI
Class- VI

Duration : 3 hours
Marks : 80 marks

JINGBTHAH KYLLUM:

1. Jubab ia baroh ki jingkylli
2. Pule bniah ia baroh ki jingkylli
3. Wat nym thoh ia ka jingkylli, thoh tang ia ka jubab kaba iadei bad da bud bha ia ki number jong ka jingkylli.

---

1. Pyndap ha ki jaka ba suda: (1x5=5)

i. La jied ïa U Gopinath Bordoloi ban long u Myntri Rangbah jong ka _____.

ii. Ha ka snem 1921 U Gopinath Bordoloi ula ïasoh bad ka jingïakhih kaba don ha ka ri hapoh ka jingïalam jong u_____.

iii. Ka _____ kala i lyngngoh ban shu peit ï aka jinglehbieit une u briew.

iv. U Tirot Sing u long u khun jong ka _____.

v. Nyngkong eh ki _____kila pyntwa ïaka surok bala thaw da u David Scott.

2. Jied ïa ka jubab kaba dei jong kine ki senten harum (1x5=5)

i. Dei ha ka(15 tarik u bnai May 1829/15 tarik u bnai June 1829) ba ki khasi kila sdang ban khih pyrshah ban beh ïa ki Phareng.

ii. La kha ïa u Gopinath Bordoloi ha u June(1891/1981).

iii. Dei ha kine ki snem (1641-1727)/(1727-1641) ba U Sir Isaak Newton uba la pynlyngngoh ngaiñ ïaka pyrthei da ka jingstad saïan jong u.

iv. U Gopinath Bordoloi ula khlad noh na kane ka pyrthei ha ka (15 tarik u August ,1950/15 tarik u September,1950).

v. Ha ka snem (1826/1836) u Syiem Tirot Sing ula pynlong ka jingïateh kular bad u David Scott.

3. Jubab tang shi senten ïa kine ki jingkylli harum (1x5=5)

i. Ha ka rta kaba katno u Tirot Sing ula shimti kum u Syiem jong ka Hima Nongkhlaw?

ii. Ha kaba dang nyngkong ki briew ki leh kumno haba ki ïohi ïaka sharak ba ka kher mynmiet sha suinbneng?

iii. Ka jinglum synniang kaba ai kyrteng ka Lokapriya Bordoloi Memorial Fund ha Assam kadei kaba pynsah jingkynmaw ïano?

iv. Iano u Bordoloi u ieid bad burom shibun eh

v. Haduh katno ngut ki Shipai Phareng kila shah pynïap ha Nongkhlaw?

4. Jubab shai ïa kine ki jingkylli harum:- (Jied tang 2 tylli) (5x2=10)

i. U Gopinath Bordoloi u long u briew uba kumno bad kumno la ju khot ia u? Badno u Gopinath u lah snoh kti ha ka jingiakhih? 2+1+2=5

ii. Kaei kaba la jia ïa u Sir Isaak Newton katba u dang shong khreh kot? U la pyrkhat kumno? U ïoh ïa jubab kaba kumno? Kaei ka jubab kaba u ioh haba u wan kylli sha iing? 1+2+2=5

iii. Kaei ka jingpyrkhat jong ki Syiem kiba ïa lok bad u Tirot Sing? Mano ba lah pynlait im ia u David Scott? Kumno kala leh bad shano U David Scott ula phet ? 1+1+2+1=5

iv. Mano ba thang ïa ki Bangla jong u David Scot? Iano kila pyllait bad iano ki leit beh sha Sohra? Uei u Mon Bhut? 1+2+2=5

Bynta –B
Poitri-20 Marks

1. Pynkut ïa kine ki lain harum:- (1x5=5)

(i) U long keiñ u Syiem bad ka pansngiat u _____.

(ii) U shong marwei khop da jingsngew _____.

(iii) Ka dur jong ki ka phuh _____.

(iv) Ki ñiew ka Sngi u_____.

(v) Da ktien donakor ki _____.

2. Jubab lyngkot ïa kine jingkylli harum :- 5x1=5

(i) Kumno ngin ithuh ba kidei ki khynnah tipsngi?

(ii) Barabor ngi dei ban long ki khynnah kiba kumno?

(iii) U Syiem Bruce u ïohi aiu katba u dang shong khop marwei da jingsngew buhkhoh

(iv) Katno sien ka Thapbawa kala phet sharum bad shaneng?

(v) Ka Thapbawa ka beiñ ïa kiei?

3. Jubab shai ïa kine ki jingkylli harum:- (Jied tang 2 tylli) 5x2=10

(i) Kumno ngi dei ban leh haba ngi sngewrit mynsiem?

(ii) Iano u Syiem Bruce u ong "Shawas! Shawas!"? Balei u ong kumtei?

Ki ktien khawpud shano kin ïalam?

(iii) Lyngba ka jingsngewthuh jong phi batai shai ïa ki jinglong kiba don ha ki khynnah tipsngi.

(iv) Kaei ka jinghikai ba phi ïoh haba phi pule ïaka jingrwai 'Khynnah Tipsngi'

Bynta –K
Ka Jingkieng Ksiar
Marks-20 Marks

1. Thoh 'DEI' ne 'YMDEI' ha pyrshah ki senten harum:- (1x5=5)

(i) Kawei na ki jingai ba kordor jong U Blei ïaka jingim jong ngi kadei ka por.

(ii) Ka jingshisha ka long kaba pyrshah bad ka bym shisha.

(iii) Ka jabieng kaba jaipdeh ka long ka karkhana jong u briew.

(iv) U Blei u ïohi lut ïa ki jingleh jong ngi.

(v) Leh mynta ym lashai ïa kaba dei ban leh mynta.

2. Jubab tang shi laiñ ïa kine ki jingkylli harum:- (5x1=5)

(i) Kaei ka ban jia ïa ngi lada ngi pynsepei ïa ka por?

(ii) Ka jingïeng ha ka jingshisha ka long kum kaei?

(iii) Ki briew kiba jaipdeh ki long ki briew kiba kumno?

(iv) Kaei kaba donkam ia ki briew ban leh ba kin kiew shaphrang?

(v) Kiei kita kiba ngim dei ban ailed ban synshar ia ka jingim jong ngi?

3. Jubab shai bad lyngkot ïa kine ki jingkylli harum:- (Jied tang 5tylli) (5x2=10)

(i) Ki kam kiba kumno u ksuid u shna hapoh ka karkhana jong u?

(ii) Kita ki briew kiba shisha kidei ki briew kiba kumno?

(iii) Ka mut kumno haba ong, 'Siewspah ïaka por'.

(iv) Kaei ka ban jia ïa ki khun lada ki im sngi ha ka thok bad ka shukor?

(v) Iathuh kaei kaba la jia ïa uwei u nongbylla thohdieng katba u dang thoh dieng ha kawei ka janmiet harud kawei ka wah?

(vi) “Balei phi ïam sngewsih?” Mano ba kylli ïa kine ki kyntien ? Kaei kaba u la iathuh ha ka?

(vi) Kaei ka jingsngew u nongbylla mar ïa ïohi ïa uta u sdie ?

(vii) Ki briew kiba siewspah ïa ka por ki long ki briew kiba kumno?

Bynta-D
Hints on the Study of Khasi Language
Marks-20 Marks

1. Ai ïa ka ktien kynnoh jong kine harum:- (Jied tang 4tylli) (1x4=4)

(i) Kambah
(ii) Khawai
(iii) Khiew
(iv) Khla
(v) Khroh
(vi) Khun –kha
(vii) Khlam

2. Batai ïaka jingmut jong kine ki adverb harum:- (Jied Tang 4tylli) (1x4=4)

(i) Khmih dhong
(ii) Khmih matdong
(iii) Her thik –thik
(iv) Lwai-lwai
(v) Hap sbak
(vi) Leh shyntum
(vii) Lyko thiaw

3. Jied ïaka jubab kaba dei jong kine harum katkum ka jingmut ki Adverb (shuh) bad Adjective: (1x4=4)

(i) (At lyngkding/At mtong) ka kham thew ïaka kpoh.
(ii) (Bha bieij/Bha kai) shu bha ha ka bym dei ban bha.
(iii) (Iong ktuk/Iong ngaiñ) kum ka jingïong u pring.
(iv) (Jrong khwaiñ/Jrong kynthai) kum u dieng uba beit bad uba itynnad.

4. Batai ïaka jingmut jong kine ki ktien ba ïajan jingmut (Synonyms) (Jied Tang 2tylli) (2x2=4)

(i) Rat, phut, thiew

(ii) Pashat, shat, kawang, pda.

(iii) Kdang, ngiah

(iv) Lympat,lyngngeit ,lynthaw

5. Batai shai ïa kine ki jingkylli harum: (Jied tang kawei)

(i) Kaei ka Nouns? Jer kyrteng ïa ki jait Noun. (2+2=4)

(ii) Kaei ka Proper Noun bad ka Common Noun? Da ai bad ki nuksa. (2+2=4)

****