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FOR MEGHALAYA CLASS 7 PREPARATION

MBOSE Class 7 Sample Question Paper 2027 MIL Khasi

EXAM	YEAR	TYPE	SUBJECT
Meghalaya Class 7	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 VII

Duration: 3 hours
Total Marks: 80

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.

Bynta- A

1. Jied ia ka jubab kaba dei: **(1x4=4)**

a. Ka sorkar India kala pynkup nam burom ia ka Mother Teresa da ka khusnam Padmashri ha ka snem

A. 1960 B. 1961
C. 1962 D. 1963

b. Ka sorkar Phareng ka la pynmih ia shibun ki ain ki kanun kiba long pyrshah ia ka jingngeit bad ka jingsngew jong ki paid pnar, naduh ka snem

A. 1853 B. 1857
C. 1860 D. 1861

k. U Thomas Jones ula wan iuh kjat ha Sohra ha ka snem

A. 1840 B. 1841
C. 1842 D. 1941

d. To ngin ia phuh kum ki syntiew, pyrthei ban

A. Pynsuhsieng B. Pynitynnad
C. Pyniewbih D. Pyniphieng

2. Pyndap ha ki jak aba suda: **(1x6=6)**

a. Ka jingleh isynei ia ki baduk batoi, ki khunswet, ki khun rangli ka long ka kam _____ ia u Blei.

b. Ki tiew kulab ba bun rong ruh,
Katno nga sngew _____

k. U Rabon Singh u la lah ban pyndep ia ka jingshong skul jong u haduh ka klass kaba _____

d. Haba kwah jingbam kum kano kano,
Da iapan wat marmlien _____ hi ho.

e. U Rabon Singh u la pynpaw ia ka mynsiem _____ kumba ong kito ki sahep shang pythei

g. 'wat ju leit ____ eh sha jngai,
Ialehkai hala phyllaw ne pongshai.'

3. Pyniahap ia ka kolom A bad ka kolom B. (1x4=4)

Kolom A	Kolom B
a. U Kiang Nangbah	i. Mawmluh
b. 'Persyntiew	ii. 'U Nongkit Khubor'
k. U Rabon Singh	iii. Umkara
e. U sahep William Williams	iv. Pyrthei

4. Thoh 'Dei' ia la senten kaba dei bad 'ym dei' ia ka senten ka bym dei (1x6=6)

a. U Barli u la duh noh ia kata ka bor bamaia kaba u don haba u la kham noh ka rta.
b. La khein ia U Rabon Singh ba u long u Mawbyrsiew u ba nyngkong ha ka thoh ka tar Khasi.
k. Ka Ri umsnam u Kni u kpa
d. Ka kot "Ka jingiathuhkhana Puriskam" kala mih ha ka snem 1908.
e. U Rajendra Sing u long u Syiem Jaiñtiapur u banyngkong eh
g. U Rabon Singh u la iohkam ha pakhana ne ka ing shonkot kaba don ha Shillong ha ka rta kaba 25 snem.

Bynta-B

5. Jubab lyngkot ia kine ki jingkylli harum: (1x7=7)

a. Don katno taw ki kot sada ha shi dista?
b. Hangno ki khun u Hynniew Trep Hynniew Skum ki wan hiar rep nyngkong eh?
k. Iano u Lat ula phah khot haba u la ioh ia ka shithi na u Barli?
d. Ha u snem aiu la pynkynriah ia ka sor na Sohra sha Shillong?
e. Kaei ka jait jingpang kaba u Rabon Singh u la ioh ha ki sngi ba khatduh jong ka jingim jong u?
g. Iano ka Ri Khasi ka khring lyngba ka jingitynnad jong ka mariang?
ng. Kaei ka kamram jongngi ha kaba iadei bad ki kmie ki kpa.

6. Ai ia ki ktien kynnoh jong kine harum (1x4=4)

a. Diengduh b. Duwai k. Eriong d. Ngiah

7. Jied kino na kine ki senten harum kiba ia dei ki Transitive verb bad kino pat kiba dei na Intranstive verb. (1x5=5)

a. Ka sngi ka shit kyrang

b. U khynnah u bam ja.

c. U syiar u kynih dang step phyrngap

d. U nongrep u thung phan

e. I hep I thiah lyngngai.

8. Thaw senten da kine ki verb harum: (1x4=4)

a. Kyntu b. ialehkai k.Lympat. d. Pynpaw

Bynta – K

9. Jubab tang ar ne lai senten ia kine ki jingkylli harum (2x7=14)

a. Kaei ka Nirmal Hriday?

Lane

Kaei ka jingthmu jong ka seng Missionary of Charity?

b. Kiei ki kyntien kiba khatduh kiba u Kiang Nangbah u la kren shwa ba un dkut mynsiem halor u dieng phasi?

k. Kumno ngin leh ban pyniewbih ia kane ka pyrthei kaba ngi ia shong ia sah?

d. Ka mut aiu haba u Myllung u ong, 'ia pha ban da jingim ki pha' ?

e. Balei u Radhon Singh Berry u hikai ia ngi ban him dei ban long kiba lalot kangar than?

g. Kaei ka daw kaba la wanrah jingiapher jingmut hapdeng ki sahep Missionary bad u Rabon Singh?

ng. Kum u Khynnah skul, U Rabon Singh u long u khynnah uba kumno?

10. Batai ia ka jingmut jong kine ki kyntien harum (jied 3 tylli) (2x3=6)

a. Ai reng

b. Bai mynraiñ khmat

k. Kylla dieng

d. Kyndang kwah

e. Dum sngiem

g. Ïar krad lynti

Bynta- D

11. Jubab shai ia kine ki jingkylli harum: (4x5=20)

a. Kaei ka jingjia kaba la pynkylla ia ka jingim jong ka Mother Teresa?

b. Thoh ia ki khatar tyllli ki bnai ha ka ktien khasi.

Lane

Jer kyrteng ia ki sngi iew katkum ha ki thaiñ shnong jong phi ba la ju pynlong shisien ha ka phra sngi.

k. kumno phin pynshisha ba ka jing sneg jingkyntu ka kmie u Kiang Nangbah ka la suhthied ha u kum u Nongialam?

d. Kumno ngin leh khnang ban pyniioh sa shisien pat ia ka aiom ksiar ha kane ka ri baieit jong ngi?

e. Kiei ki kyntin Khasi kib ahpa ha ka Auxilliary verbs katkum ka ko tba la thoh da u Nissor Singh? Thaw ar tylli ki senten kum ki nuksa

(2+2=4)

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