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Rol	I No. Total No. of Pages	s : 02	
Tot	al No. of Questions : 08		
M.Tech.(Power System) (E-I) (Sem2) EHVAC TRANSMISSION Subject Code: PEE-514 M.Code: 38814			
Time: 3 Hrs. Max. Mar		ks:100	
INS 1. 2.	TRUCTIONS TO CANDIDATES: Attempt any FIVE questions out of EIGHT questions. Each question carries TWENTY marks.		
Q1	What are the various configurations of tower? Explain with neat diagrams and conthem from the point of view of applications with reasoning.	ompare (20)	
Q2	(a) Derive the expressing determining the thermal rating of EHVAC Line transmission	on? (10)	
	(b) Explain the importance of current carrying capacity and temperature rise in confor design of line.	ductor (10)	
Q3	(a) Discuss the method of line of charge and their properties.	(10)	
	(b) Derive the formula based on voltage gradient for corona loss.	(10)	
Q4	(a) Derive expression for capacitance of long objects under transmission lines.	(10)	

Q5 Compute the *rms* values of ground level electrostatic field of a 400KV line at its maximum operating voltage of 420KV (L-L) given in the following details :

Single circuit horizontal configuration H=13 m, S=12m, Conductor 2×3.18 cm, B=45.72cm. Vary the horizontal distance along ground from the line centre from 0 to 3H=39H.

(b) Discuss the electrostatic effect due to 3 phase single and double circuit EHV AC Lines.

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Q6 (a) Explain the lightening arresters and protective characteristics in details. (10)(b) A 750KV bushing is protected by gaps, which withstand 2PO power frequency voltages. Determine their 50% flash over value under 50Hz, lightening impulse voltage if: (i) Rod plane gap is used and (ii) Rod-rod gap is wed. (10)O7 What are the criteria for designing EHV lines based on steady state limits and other parameter. (20)Q8 (a) Surge Arrester (5) (b) Transient over voltage in EHV AC (5) (c) Radio Interference MANN Filest Rainker Coll (5) (d) EHV AC Circuit Breakers. (5)

NOTE: Disclosure of Identity by writing Mobile No. or Making of passing request on any page of Answer Sheet will lead to UMC against the Student.

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