

# Bluetooth Enabled Panic Button for Potential Rape Victims

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Y  
Y

Participated in & did the coursework [Y/N]? *Alnair*

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Y  
Y

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## 1 CONSPECTUS

### 1.1 What are the objectives of the coursework?

- 1) To assess any Digital Communications Technology (DCT) to be used in marginalized sector.
- 2) To modify the DCT appropriate to the selected marginalized sector.
- 3) To appraise the economic, societal, and environmental implications of the modified DCT.

### 1.2 How does the coursework fit with the course and previously done coursework?

By:

- 1) Involving the modification of a communication platform between potential rape victims and emergency contacts
- 2) Using digital communications theory to enhance performance of data transmission for the protection of app users.

### 1.3 How were the objectives achieved?

By:

- 1) Targeting the marginalized sector of the DCT which are potential rape victims.
- 2) Modifying the multiple access method used by bluetooth from FH-CDMA to TDMA

### 1.4 What are the key results and generalizations?

The key results are:

- 1) To help the master (rape victim) in a Piconet maintain more than one connection simultaneously.
- 2) make use of multiple point in reaching out contacts once the panic button is pressed.
- 3) modification of multiple access scheme used by bluetooth standard.

*By affixing my/our signature/s, I/we, the author/s, pledge that: I/we have completed this coursework on my/our own; I/we have not used any unauthorized material/assistance/help on this coursework; and I/we have not given directly or indirectly to any other student/unauthorized person/means any access to any part of the specified coursework. Coram Deo.*

Coursework Starting Date: July 13, 2018  
Submission Date: August 18, 2018

## 2 CONCEPTS AND PRINCIPLES

### 2.1 What are the necessary and relevant concepts and principles for understanding the coursework and for supporting the correct results?

- 1) Mastery of how Bluetooth works and its specifications
- 2) Knowledge about different techniques used in Multiplexing methods
- 3) Clear understanding of Frequency Hopping Spread Spectrum (FHSS)
- 4) Basic concepts about bluetooth connections

### 2.2 How does any new component, not covered in previous coursework, function?

By:

- 1) Overlaying Time Division Multiplexing (TDM) on bluetooth connections.
- 2) Incorporating frequency hopping with TDM for simultaneous data transmission
- 3) Synchronizing a master device with the other two devices through the use of frequency hopping.

### 2.3 What figures, equations, and/or tables could support your answers in Sec. 2.1 and Sec.2.2?

- 1) The figure below shows an example of a wireless connection between a single or multiple devices using bluetooth

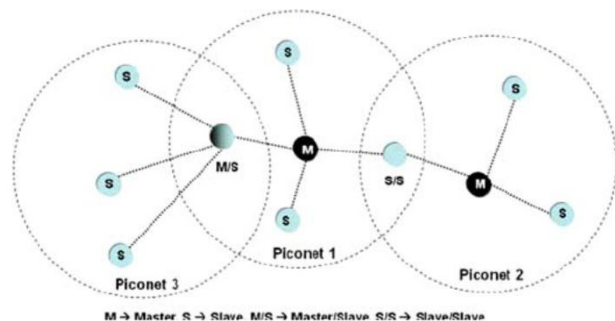


Figure 1. Piconet

- 2) The figure below shows a block diagram implementation for frequency hopping code.

## FHSS Block Diagram

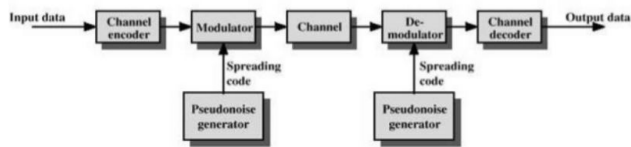


Figure 2. Block Diagram of FHSS

### 2.4 Did you cite more than two publications in your answers in Sec. 2.1. and 2.2

Yes

### 2.5 Did you cite any online source in your answers in Sec.2.1 and Sec.2.2?

Yes.

## 3 METHODOLOGY

### 3.1 How does your implementation in Sec. 3.5 achieve the objectives?

By:

- 1) Simulating the performance difference between CDMA and TDMA.
- 2) Showing application of TDM and full full duplex transmission to panic button device.

### 3.2 Why does your implementation in Sec. 3.5 achieve the objectives?

Because:

- 1) The application of TDMA simplifies the point to multiple-point connections
- 2) Multiple-point connections can help the rape victim reach out to a lot of contacts simultaneously

### 3.3 How does your evaluation in Sec. 3.6 achieve the objectives?

By:

- 1) Achieving these results, it can be proven that the use of overlay TDM into FSHH would improve its duplexing technique.
- 2) it would make the panic button device more efficient and faster for reaching help since multiple contacts are accessed simultaneously.

### 3.4 Why does your evaluation in Sec. 3.6 achieve the objectives?

Because:

- 1) It is proven that a possibility of simultaneous access point is possible with bluetooth through simulation
- 2) It could serve as new innovation to further studies about multiple access with bluetooth.

## 3.5 Implementation

### 3.5.1 What were the materials used?

- 1) Bluetooth Module
- 2) Arduino
- 3) Push Button

### 3.5.2 What is the summary of the processes used to make the coursework?

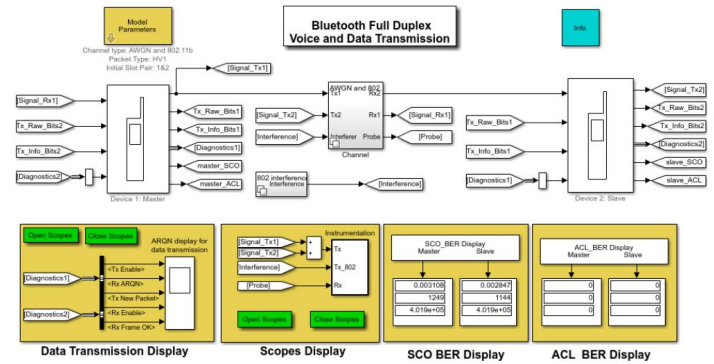


Figure 3. An example of bluetooth module in SIMULINK to be used for DCT

- 1) Overlaying of bluetooth protocol to hardware device.
- 2) Master device shares different hopping code for each slave devices.
- 3) Each slave devices are independent of each other.

## 3.6 Evaluation

### 3.6.1 What were your procedures for evaluating the correct outcome of your coursework?

- 1) researched for different multiplexing techniques.
- 2) studied the difference between FHSS and TDMA and how TDMA was incorporated to bluetooth.
- 3) creating a full duplex piconet between a master and slave device for comparison.

### 3.6.2 What quantities were gathered and how have you obtained them for testing the veracity of your results?

- 1) Hopping Spectrogram
- 2) Timing Diagram
- 3) BER Calculation Rate

## 4 RESULTS AND DISCUSSIONS

### 4.1 How do the results achieve the objectives?

By:

- 1) Showing that TDMA was more efficient compared to CDMA. With this, the modified DCT would highly benefit the marginalized sector.
- 2) Showing that TDM and FDM overlays protocol are beneficial to helping the device to be able to connect to more than one data connection to other devices simultaneously;
- 3) From the aforementioned statement, it showed that using bluetooth modules with modified DCT, is better than using other modules such as GSM/GPRS because the marginalized sectors are able to get more with less expenses.

**4.2 Why do the results achieve the objectives?**

Because:

- 1) Up to two lines per item.
- 2) Up to two lines per item.

**4.3 Are all your results correct in accordance to what you described in Sec. 3.6 evaluation process? Why?**

Yes/no, because:

- 1) Up to two lines per item.
- 2) Up to two lines per item.

**4.4 What is result  $X$  (briefly describe it here), what does it mean if it is correct, and how does it contribute in reaching the objectives?**

- 1) Refer to the appropriate caption number of your result, i.e. Fig.  $X$  for figure  $X$ , Table  $X$  for table  $X$ , etc.
- 2) Interpret result  $X$  and the reasons why it was obtained.
- 3) Point out and explain apparent discrepancies from principles/concepts/theory if your result is incorrect.
- 4) Cite existing publication for comparison of your result.
- 5) Do not present your result as "It worked" without an appropriate explanation as such action does not show thorough understanding.
- 6) Repeat Sec. 4.4 for each major result  $X$  (i.e.  $X=1$ ,  $X=2$ , etc.).

For example, result  $X = 1$  (on the accuracy performance of the enhanced bi-directive method):

- 1) Figure ... shows that the performance of the system is satisfactory up to 90%.
- 2) The result in Figure ... was obtained because of the bi-directive mechanism of the proposed architecture.
- 3) The remaining 10% accuracy loss is due to the failure of the bi-directive mechanism to ... and supported by ...
- 4) Reference [1] also achieved similar range of results from 85% to 93%.
- 5) ...

**4.5 Did you cite more than two publications in your answers above (yes/no)?**

Yes.

**5 CONCLUSIONS****5.1 What are the main points that should be known, remembered, and learned about the coursework?**

- 1) Up to two lines per item.
- 2) Up to two lines per item.

**5.2 What are the gists of the inferences drawn from your results?**

- 1) Up to two lines per item.
- 2) Up to two lines per item.

**5.3 Briefly, what are your comments on (1) your results, and (2) future coursework if any?**

- 1) Up to two lines per item.
- 2) Up to two lines per item.

**REFERENCES**

- [1] A. Einstein, "Zur Elektrodynamik bewegter Körper. (German) [On the electrodynamics of moving bodies]," *Annalen der Physik*, vol. 322, no. 10, pp. 891–921, 1905.

## GRADING RUBRIC FOR THE PROJECT

CRITERIA	EXEMPLARY 4 (Exceeds Expectations) (all checked boxes → exemplary)	SATISFAC- TORY 3 (Meets Expectations)	DEVELO- PING 2 (Below Expectations)	BEGIN- NING 1 (Not Acceptable)	RATING
<b>Concrete understanding</b>	<input type="checkbox"/> 1. Are key points that should be known, remembered, and learned about the coursework correct? <input type="checkbox"/> 2. Is the gist of the inferences drawn from the results accurate? <input type="checkbox"/> 3. Are the necessary and relevant concepts and principles for understanding the coursework and for supporting the correct results accurate and structured with logical reasoning? <input type="checkbox"/> 4. Does the coursework show that it is (or are the answers) on target with sound rationale, backed by strong comprehension, and defended well?	More than half of the exemplary checklist has been met	Half of the exemplary checklist has been met	Less than half of exemplary checklist has been met	_____
<b>Articulateness in communications</b>	<input type="checkbox"/> 1. Does the coursework show that it has not committed plagiarism? <input type="checkbox"/> 2. Is the presentation of information logically structured, mutually exclusive, and/or collectively exhaustive (should it be necessary)? <input type="checkbox"/> 3. Are data, figures, tables, equations, abbreviations, and notations properly labelled and neatly presented? <input type="checkbox"/> 4. Is the report (written and/or oral) made according to suitable and/or technical standards and set format? <input type="checkbox"/> 5. Are literature or source references properly cited? <input type="checkbox"/> 6. Is there absence of verbosity?	More than half of the exemplary checklist has been met	Half of the exemplary checklist has been met	Less than half of exemplary checklist has been met	_____
<b>Competence in applying principles</b>	<input type="checkbox"/> 1. Are methods for achieving the coursework objectives properly selected? <input type="checkbox"/> 2. Is the implementation of the methods successful? <input type="checkbox"/> 3. Is the evaluation for testing the correctness of the results appropriate? <input type="checkbox"/> 4. Are the required output and deliverables met according to the set requirements? <input type="checkbox"/> 1. Do the results show evidences of all the project objectives being attained? <input type="checkbox"/> 2. Does the documentation discuss how the topic developed historically from the past until now? <input type="checkbox"/> 3. Does the documentation discuss how the topic developed technically from the past until now? <input type="checkbox"/> 4. Did the proponent(s) define their project entirety into a manageable structure? <input type="checkbox"/> 5. Did the proponent(s) sequence their project activities correctly? <input type="checkbox"/> 6. Did the proponent(s) estimated the project duration properly? <input type="checkbox"/> 7. Did the proponent(s) develop their schedule well? <input type="checkbox"/> 8. Did the proponent(s) perform schedule control? <input type="checkbox"/> 5. Are encountered problems, like source of errors, clearly identified and addressed by sharp and logical investigative and observational skills? <input type="checkbox"/> 6. Does the submitted coursework match academic honesty standards?	More than half of the exemplary checklist has been met	Half of the exemplary checklist has been met	Less than half of exemplary checklist has been met	_____
<b>Remarks:</b>				<b>Grade:</b>	= _____ / 12 = _____ %