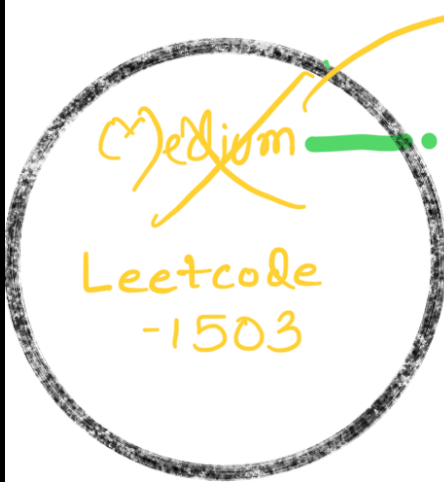

ARRAY : Video - 66



...E.A.S.Y...

(Apptitude)



Last Moment Before
All Ants Fall Out
of a Plank...

Facebook
Instagram } → code story with MIK
(Twitter) → CS with MIK
code story with MIK →  ←

Company :- Google

1503. Last Moment Before All Ants Fall Out of a Plank

Hint



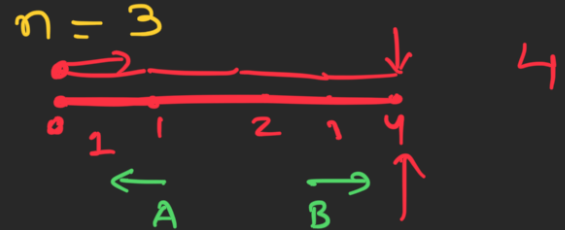
Medium

639

235



Companies



We have a wooden plank of the length n units. Some ants are walking on the plank, each ant moves with a speed of **1 unit per second**. Some of the ants move to the left, the other move to the right.

When two ants moving in two different directions meet at some point, they change their directions and continue moving again. Assume changing directions does not take any additional time.

When an ant reaches one end of the plank at a time t , it falls out of the plank immediately.

Given an integer n and two integer arrays left and right, the positions of the ants moving to the left and the right, return *the moment when the last ant(s) fall out of the plank*.

Example:- $n = 4$
 $left = [4, 3]$
 $right = [0, 1]$

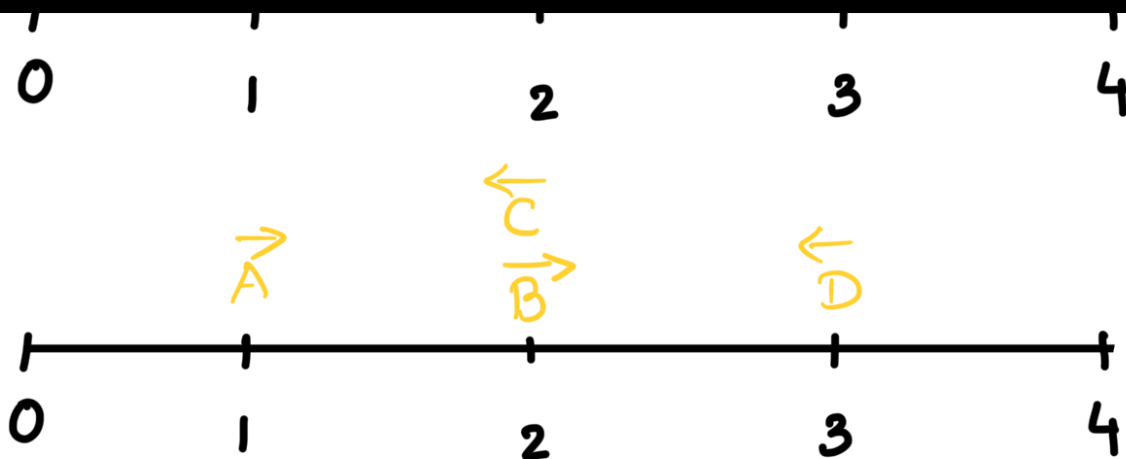
\vec{A}

\vec{B}

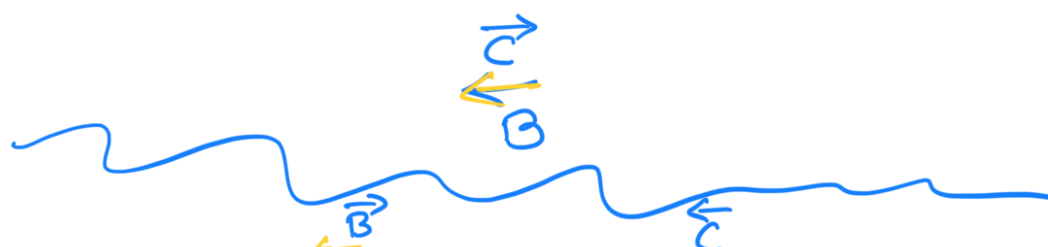
$\leftarrow C$

$\leftarrow D$

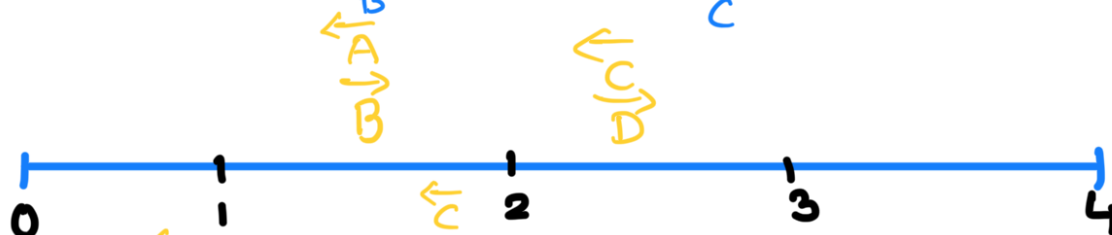
$T=0$



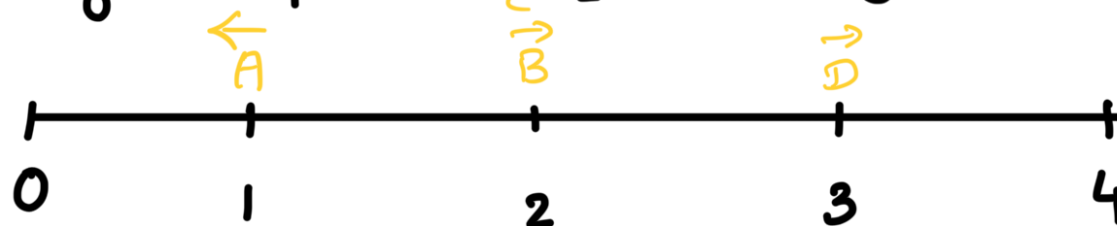
$T=1$



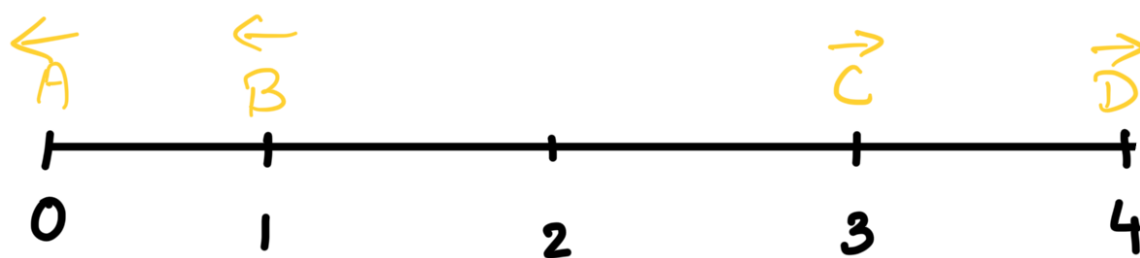
$T=1.001$



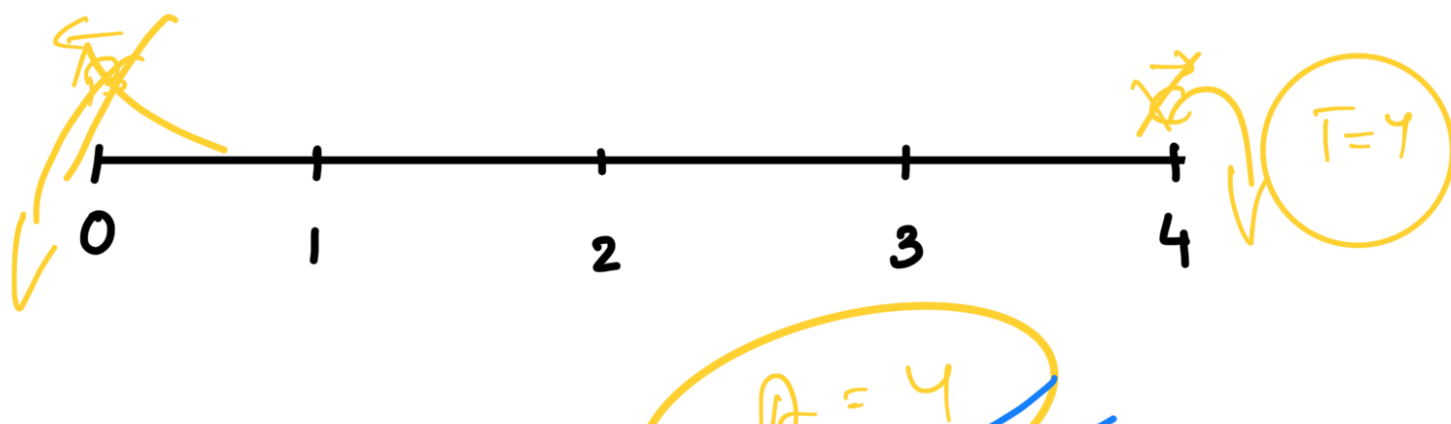
$T=1.5$

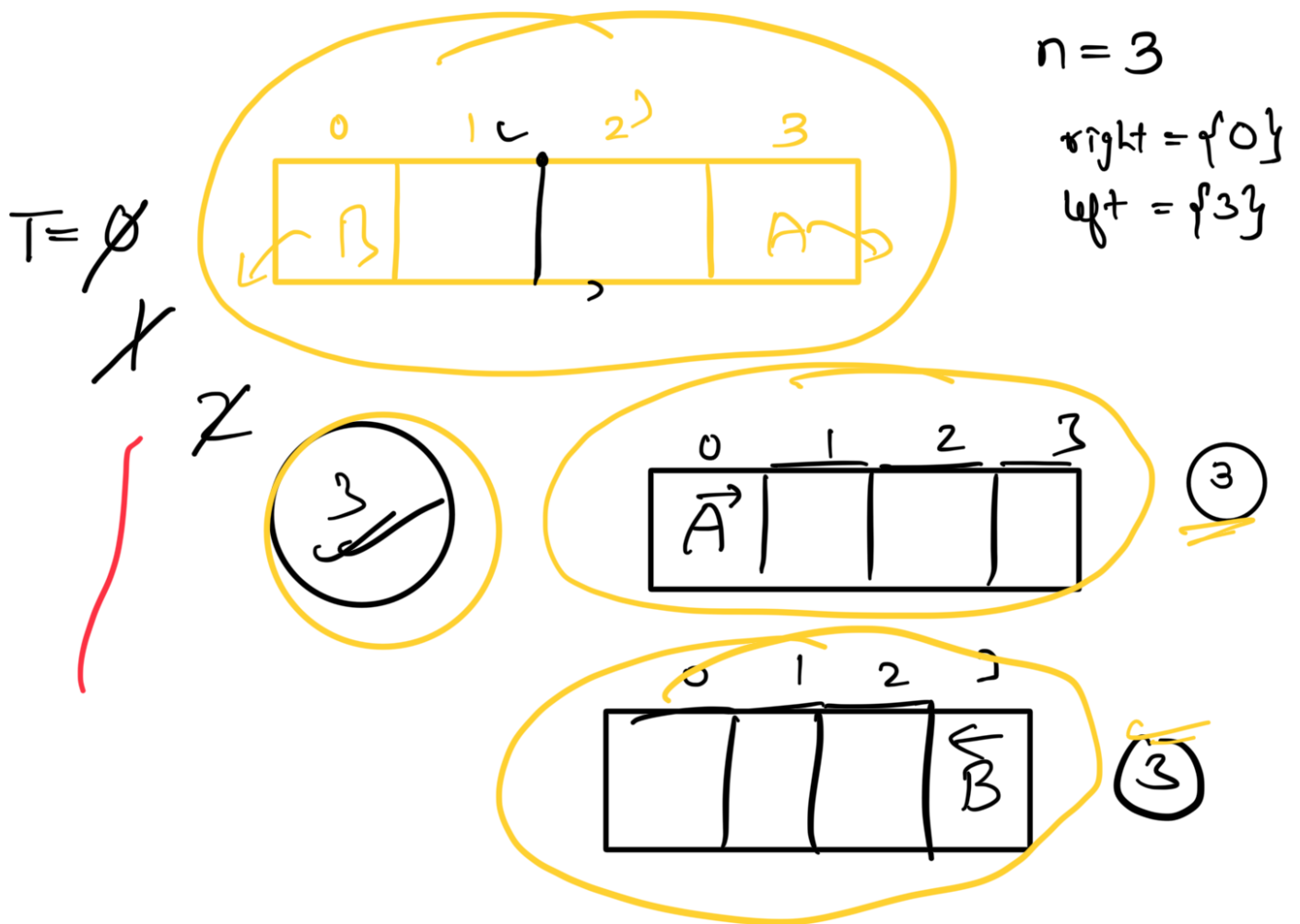


$T=2$



$T=3$





cc You don't have to think
about collision,

Assume they pass each

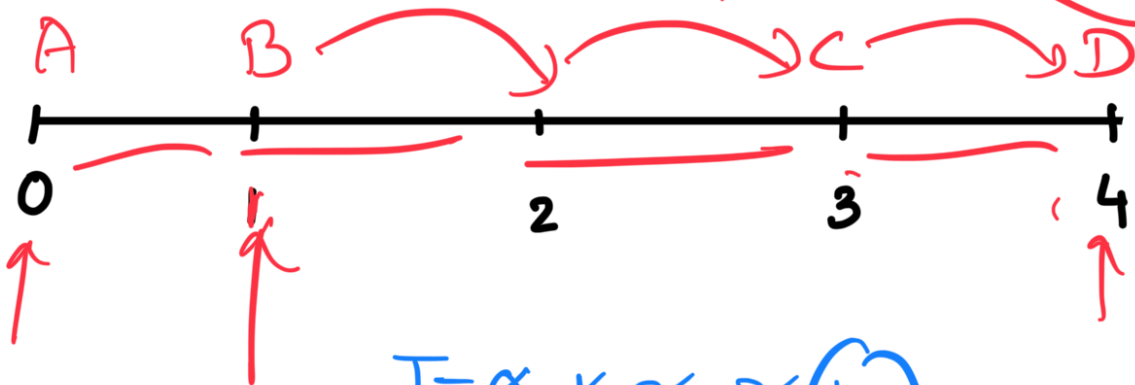
Other \rightarrow "Magical Ants"

$$n = 4$$

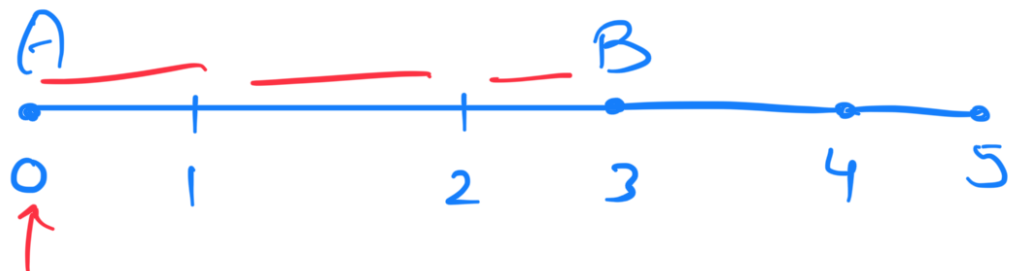
$$\rightarrow \text{left} = [4, 3] \leftarrow \text{4}$$

$$\rightarrow \text{right} = [0, 1] \quad T = 4 \quad 4 - 0 = 4$$

$$\overline{h} - 1 = 3$$



$$T = \cancel{0} \times 2 \neq 3 \quad \text{4}$$



$$T =$$

$$A\text{-time} = n - 0 = n = 5$$

$$B\text{-time} = \text{id}a = 3$$

the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion (United Nations 1994).

There is a growing awareness of the need to provide a better quality of life for children in the world. The United Nations Convention on the Rights of the Child (1989) has been signed by 113 countries, and the United Nations Development Programme (1990) has produced a list of indicators to monitor the progress of children's development. The World Bank (1990) has also produced a list of indicators to monitor the progress of children's development.

The purpose of this paper is to review the current state of knowledge about the development of children in the world, and to discuss the implications for policy and practice. The paper is organized into three main sections: (1) a review of the current state of knowledge about the development of children in the world; (2) a discussion of the implications for policy and practice; and (3) a conclusion.

The first section of the paper reviews the current state of knowledge about the development of children in the world. This section is organized into three main parts: (1) a review of the current state of knowledge about the development of children in the world; (2) a discussion of the implications for policy and practice; and (3) a conclusion.

The second section of the paper discusses the implications for policy and practice. This section is organized into three main parts: (1) a review of the current state of knowledge about the development of children in the world; (2) a discussion of the implications for policy and practice; and (3) a conclusion.

The third section of the paper concludes the paper. This section is organized into three main parts: (1) a review of the current state of knowledge about the development of children in the world; (2) a discussion of the implications for policy and practice; and (3) a conclusion.

The fourth section of the paper concludes the paper. This section is organized into three main parts: (1) a review of the current state of knowledge about the development of children in the world; (2) a discussion of the implications for policy and practice; and (3) a conclusion.

The fifth section of the paper concludes the paper. This section is organized into three main parts: (1) a review of the current state of knowledge about the development of children in the world; (2) a discussion of the implications for policy and practice; and (3) a conclusion.

The sixth section of the paper concludes the paper. This section is organized into three main parts: (1) a review of the current state of knowledge about the development of children in the world; (2) a discussion of the implications for policy and practice; and (3) a conclusion.

The seventh section of the paper concludes the paper. This section is organized into three main parts: (1) a review of the current state of knowledge about the development of children in the world; (2) a discussion of the implications for policy and practice; and (3) a conclusion.

The eighth section of the paper concludes the paper. This section is organized into three main parts: (1) a review of the current state of knowledge about the development of children in the world; (2) a discussion of the implications for policy and practice; and (3) a conclusion.

The ninth section of the paper concludes the paper. This section is organized into three main parts: (1) a review of the current state of knowledge about the development of children in the world; (2) a discussion of the implications for policy and practice; and (3) a conclusion.

The tenth section of the paper concludes the paper. This section is organized into three main parts: (1) a review of the current state of knowledge about the development of children in the world; (2) a discussion of the implications for policy and practice; and (3) a conclusion.

