Counting

• Readings:



Basic counting principles Rosen section 4.1-4.3

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Basic Counting Principle

Example (Rosen p.303): How many functions?



How many one-to-one function?



Basic Counting Principles

The product rule ٠

Suppose a procedure can be broken down into a **sequence** of *N* tasks. If there are *n_i* ways to do the *i*th task. There are $n_1 n_2 \dots n_N$ ways to do this procedure.



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Basic Counting Principles

The sum rule •

Suppose a procedure can be divided into separate N tasks which cannot be done at the same time. If there are n_i ways to do the *i*th task. There are $n_1 + n_2 + \ldots + n_N$ ways to do this procedure.



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Basic Counting Principle

Example (Rosen p.305):

A student can choose a project from one of three lists. The three lists contain 23, 15, and 19 possible projects.

How many possible ways for a student to choose a project?

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Example:

A parking lot consists of a single row of *n* parking spaces. Only two cars park in this parking lot. How many ways can they park?

How many ways can they park if there can be at most one empty space between them?



Example:

A password can contain 6 to 8 characters. Each character can be A-Z. How many possible passwords are there?

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Tree Diagram

Example (Rosen p.309):

How many bit strings of length four do not have two consecutive ones?







The Pigeonhole Principle

If k+1 or more objects are placed into k boxes, then there are at least one box containing two or more objects.



6 boxes

7 objects

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• Example (Rosen p.315):

How many cards must be selected from a standard deck of 52 cards to guarantee that at least three cards of the same suit are chosen?

How many must be selected to guarantee that at least three hearts are selected?

If *N* objects are placed into *k* boxes, then there is at least one box containing at least $\lceil N/k \rceil$ objects.



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There is at least one box that contains at least 3 objects.

• Example (Rosen p.315):

Show that among any n+1 positive integers not exceeding 2n, there must be an integer that divides one of the other integers.

e.g.: n=5 {3,4,5,7,8,10}



Permutations

- An <u>ordered</u> arrangement of *r* elements of a set is called an *r-permutation*
- E.g.: S = {1,2,3}
 - 1,2 is a 2-permutation of S
 - 2,1 is another 2-permutation of S
 - 3,2 is also another 2-permutation of S
 - 1,2,3 is a permutation of S
 - 2,1,3 is another permutation of S

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• Example (Rosen p.321):

How many ways are there to select a 1st-prize winner, a 2nd-prize winner, and a 3rd-prize winner from 100 people?



The number of *r*-permutations of a set with *n* distinct elements is: P(n,r) = n(n-1)(n-2)...(n-r+1)

Proof:

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Example:

A parking lot consists of a single row of 6 parking spaces. Six people always park here, among them are Aj. Atthasit and Aj. Attawith.

If Aj. Atthasit can always find a parking spot on the left of Aj. Attawith. How many ways can the six cars park in this parking lot?





Combinations

- An *r-combination* of elements of a set is an <u>unordered</u> selection of *r* elements from the set.
- Or a subset, with *r* elements, of the set.
 - E.g.: S = $\{1,2,3,4\}$
 - {1,2,3} is a 3-combination of S {3,2,1} is the same as {1,2,3}

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• Example:

How many ways are there to select a 3 prize winners winner from 100 people (when the three prizes are identical)?



Combinations

The number of *r*-combinations of a set with *n* distinct elements is: C(n,r) = n! / r!(n-r)!

Proof:

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• Example:

How many bit strings of length *10* contain more than 2 ones?





• Example:

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If only 3 students will get 'A' for this class and they are chosen randomly. What is the probability that a certain student will get the 'A'?

• A combinatorial proof is a proof that uses counting arguments to prove a theorem rather than some other method such as algebraic techniques.

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• Example (Rosen p.323):

Prove that when *n* and *r* are nonnegative integers with $n \le r$, C(n,r) = C(n,n-r)

• <u>Example</u>: Prove that $\sum_{k=0}^{n} \binom{n}{k} = 2^{n}$

