

Noto Sans Gunjala Gondi

2021-02-19 - 09:16.36  
09:16.38

Print this page

	uni0000		
ZERO WIDTH NON-JOINER	uni200C		
	uni000D		
ZERO WIDTH JOINER	uni200D		
MINUS SIGN	uni2212		
LEFT SINGLE QUOTATION MARK	uni2018		
RIGHT SINGLE QUOTATION MARK	uni2019		
LEFT DOUBLE QUOTATION MARK	uni201C		
RIGHT DOUBLE QUOTATION MARK	uni201D		
SPACE	uni0020		
EXCLAMATION MARK	uni0021		
PERCENT SIGN	uni0025		
HORIZONTAL ELLIPSIS	uni2026		
APOSTROPHE	uni0027		
LEFT PARENTHESIS	uni0028		
RIGHT PARENTHESIS	uni0029		

ASTERISK uni002A	*	*
PLUS SIGN uni002B	+	+
COMMA uni002C	,	,
HYPHEN-MINUS uni002D	-	-
FULL STOP uni002E	.	.
SOLIDUS uni002F	/	/
COLON uni003A	:	:
LESS-THAN SIGN uni003C	<	<
EQUALS SIGN uni003D	=	=
GREATER-THAN SIGN uni003E	>	>
QUESTION MARK uni003F	?	?
GUNJALA GONDI LETTER A uni11D60		ᳵ
GUNJALA GONDI LETTER AA uni11D61		ᳶ
GUNJALA GONDI LETTER I uni11D62		᳷
GUNJALA GONDI LETTER II uni11D63		᳸
GUNJALA GONDI LETTER U uni11D64		᳹
GUNJALA GONDI LETTER UU uni11D65		ᳺ
GUNJALA GONDI LETTER EE uni11D67		᳼
GUNJALA GONDI LETTER AI uni11D68		᳽
GUNJALA GONDI LETTER OO uni11D6A		᳿
GUNJALA GONDI LETTER AU uni11D6B		᳾
GUNJALA GONDI LETTER YA uni11D6C		᳾
GUNJALA GONDI LETTER VA uni11D6D		᳾
GUNJALA GONDI LETTER BA uni11D6E		᳾
GUNJALA GONDI LETTER BHA uni11D6F		᳾
GUNJALA GONDI LETTER MA uni11D70		᳾
GUNJALA GONDI LETTER KA uni11D71		᳾

GUNJALA GONDI LETTER KHA uni11D72	𑌕
GUNJALA GONDI LETTER TA uni11D73	𑌖
GUNJALA GONDI LETTER THA uni11D74	𑌗
GUNJALA GONDI LETTER LA uni11D75	𑌘
GUNJALA GONDI LETTER GA uni11D76	𑌙
GUNJALA GONDI LETTER GH A uni11D77	𑌚
GUNJALA GONDI LETTER DA uni11D78	𑌛
GUNJALA GONDI LETTER DHA uni11D79	𑌜
GUNJALA GONDI LETTER NA uni11D7A	𑌝
GUNJALA GONDI LETTER CA uni11D7B	𑌞
GUNJALA GONDI LETTER CHA uni11D7C	𑌟
GUNJALA GONDI LETTER TTA uni11D7D	𑌠
GUNJALA GONDI LETTER TTHA uni11D7E	𑌡
GUNJALA GONDI LETTER LLA uni11D7F	𑌢
GUNJALA GONDI LETTER JA uni11D80	𑌣
GUNJALA GONDI LETTER JHA uni11D81	𑌤
GUNJALA GONDI LETTER DDA uni11D82	𑌥
GUNJALA GONDI LETTER DDHA uni11D83	𑌦
GUNJALA GONDI LETTER NGA uni11D84	𑌧
GUNJALA GONDI LETTER PA uni11D85	𑌨
GUNJALA GONDI LETTER PHA uni11D86	𑌩
GUNJALA GONDI LETTER HA uni11D87	𑌪
GUNJALA GONDI LETTER RA uni11D88	𑌫
GUNJALA GONDI LETTER SA uni11D89	𑌬
GUNJALA GONDI VOWEL SIGN AA uni11D8A	𑌭
GUNJALA GONDI VOWEL SIGN I uni11D8B	𑌮
GUNJALA GONDI VOWEL SIGN II uni11D8C	𑌯
GUNJALA GONDI VOWEL SIGN U uni11D8D	𑌰

GUNJALA GONDI VOWEL SIGN UU uni11D8E		ਊ
GUNJALA GONDI VOWEL SIGN EE uni11D90		
GUNJALA GONDI VOWEL SIGN AI uni11D91		
GUNJALA GONDI VOWEL SIGN OO uni11D93		ਊ
GUNJALA GONDI VOWEL SIGN AU uni11D94		ਊ
GUNJALA GONDI SIGN ANUSVARA uni11D95		
GUNJALA GONDI SIGN VISARGA uni11D96		ː
GUNJALA GONDI VIRAMA uni11D97		
GUNJALA GONDI OM uni11D98		ਯ
NO-BREAK SPACE uni00A0		
GUNJALA GONDI DIGIT ZERO uni11DA0		੦
GUNJALA GONDI DIGIT ONE uni11DA1		੧
GUNJALA GONDI DIGIT TWO uni11DA2		੨
GUNJALA GONDI DIGIT THREE uni11DA3		੩
GUNJALA GONDI DIGIT FOUR uni11DA4		੪
GUNJALA GONDI DIGIT FIVE uni11DA5		੫
GUNJALA GONDI DIGIT SIX uni11DA6		੬
GUNJALA GONDI DIGIT SEVEN uni11DA7		੭
GUNJALA GONDI DIGIT EIGHT uni11DA8		੮
GUNJALA GONDI DIGIT NINE uni11DA9		੯
DOTTED CIRCLE uni25CC	⋯	⋯
MULTIPLICATION SIGN uni00D7	×	×
DIVISION SIGN uni00F7	÷	÷

Anusvara\_alt.GGondi  
Ending "GGondi" ≠ OT Feature (cannot display this character)  
feature (cannot find base glyph) (cannot find base glyph)
























BaHalant.GGondi  
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feature (cannot find base glyph)




































































BaHalf.GGondi  
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feature (cannot find base glyph)
















BaMatraAa.GGondi



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DaMatraUu.GGondi		
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DdaHalant.GGondi		
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DdaHalf.GGondi		
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DdaMatraAa.GGondi		
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DdaMatraU.GGondi		
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DdaMatraUu.GGondi		
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DdhaHalf.GGondi		
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DhaMatraUu.GGondi		
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GaMatraUu.GGondi		





LaHalant.GGondi  
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LaMatraAa.GGondi  
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LlaMatraUu.GGondi  
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MaHalant.GGondi  
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MaHalf.GGondi  
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MaMatraAa.GGondi  
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MaMatraU.GGondi  
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MaMatraUu.GGondi  
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feature (cannot find base glyph)



Matral\_alt1.GGondi  
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feature (cannot find base glyph) (cannot find base glyph)



Matral\_alt2.GGondi  
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Matrali\_alt1.GGondi  
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feature (cannot find base glyph) (cannot find base glyph)



Matrali\_alt2.GGondi  
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NaHalant.GGondi  
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feature (cannot find base glyph)



NaHalf.GGondi  
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NaMatraAa.GGondi  
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feature (cannot find base glyph)



NaMatraU.GGondi  
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feature (cannot find base glyph)



NaMatraUu.GGondi  
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feature (cannot find base glyph)



NgaHalant.GGondi  
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feature (cannot find base glyph)



NgaHalf.GGondi  
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feature (cannot find base glyph)



NgaMatraAa.GGondi  
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feature (cannot find base glyph)



NgaMatraU.GGondi  
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feature (cannot find base glyph)



NgaMatraUu.GGondi  
Ending "GGondi" ≠ OT Feature (cannot display this character)  
feature (cannot find base glyph)



Om\_alt.GGondi  
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feature (cannot find base glyph) (cannot find base glyph)


















PaHalant.GGondi  
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feature (cannot find base glyph)



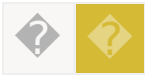
PaHalf.GGondi



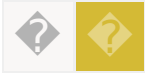




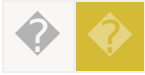
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feature (cannot find base glyph)



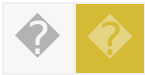
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feature (cannot find base glyph)



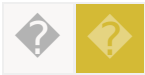
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feature (cannot find base glyph)



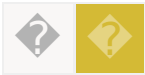
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feature (cannot find base glyph)



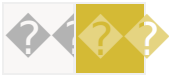
YaMatraU.GGondi  
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YaMatraUu.GGondi  
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\_Halant.GGondi  
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quotedbl.GGondi  
Ending "GGondi" ≠ OT Feature (cannot display this character)  
feature



semicolon.GGondi  
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feature



the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (1990–1999) and the number of people in the private sector has increased by 1.7 million (1990–1999).

There is a growing emphasis on the need to improve the quality of care and services provided by the public sector. This has led to a number of initiatives, including the introduction of the Health Care Act 1999, the introduction of the NHS Direct website, and the introduction of the NHS Choice and Control Fund.

The Health Care Act 1999 introduced a number of changes to the way in which the NHS is run. These changes include the introduction of the NHS Direct website, the introduction of the NHS Choice and Control Fund, and the introduction of the NHS Patient Choice Scheme.

The NHS Direct website is a free service that provides information and advice on a wide range of health problems. It is available 24 hours a day, 7 days a week.

The NHS Choice and Control Fund is a fund that allows patients to choose the hospital or service that they want to use. This fund is available to all patients who are registered with a General Practitioner.

The NHS Patient Choice Scheme is a scheme that allows patients to choose the hospital or service that they want to use. This scheme is available to all patients who are registered with a General Practitioner.

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the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion (United Nations 1994).

There is a growing awareness of the need to develop a new generation of young people who are able to deal with the challenges of the 21st century. This has led to a number of initiatives aimed at promoting the development of young people's skills and attitudes. One of the most well-known of these is the United Nations' *World Education Forum* (1994), which has set out a number of key areas for action.

The *World Education Forum* has identified four key areas for action: (1) *Basic Education*, (2) *Technical and Vocational Education and Training* (TVET), (3) *Higher Education*, and (4) *Adult Education*.

Each of these areas has a number of specific objectives. For example, the objectives for *Basic Education* are to: (1) *improve the quality of basic education*, (2) *expand access to basic education*, and (3) *promote the learning of life skills*.

The objectives for *Technical and Vocational Education and Training* are to: (1) *improve the quality of TVET*, (2) *expand access to TVET*, and (3) *promote the learning of life skills*.

The objectives for *Higher Education* are to: (1) *improve the quality of higher education*, (2) *expand access to higher education*, and (3) *promote the learning of life skills*.

The objectives for *Adult Education* are to: (1) *improve the quality of adult education*, (2) *expand access to adult education*, and (3) *promote the learning of life skills*.

The *World Education Forum* has also identified a number of key areas for action in the field of *Adult Education*. These are: (1) *improve the quality of adult education*, (2) *expand access to adult education*, and (3) *promote the learning of life skills*.

The *World Education Forum* has also identified a number of key areas for action in the field of *Technical and Vocational Education and Training*. These are: (1) *improve the quality of TVET*, (2) *expand access to TVET*, and (3) *promote the learning of life skills*.

The *World Education Forum* has also identified a number of key areas for action in the field of *Higher Education*. These are: (1) *improve the quality of higher education*, (2) *expand access to higher education*, and (3) *promote the learning of life skills*.

The *World Education Forum* has also identified a number of key areas for action in the field of *Basic Education*. These are: (1) *improve the quality of basic education*, (2) *expand access to basic education*, and (3) *promote the learning of life skills*.

The *World Education Forum* has also identified a number of key areas for action in the field of *Adult Education*. These are: (1) *improve the quality of adult education*, (2) *expand access to adult education*, and (3) *promote the learning of life skills*.

The *World Education Forum* has also identified a number of key areas for action in the field of *Technical and Vocational Education and Training*. These are: (1) *improve the quality of TVET*, (2) *expand access to TVET*, and (3) *promote the learning of life skills*.

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The *World Education Forum* has also identified a number of key areas for action in the field of *Adult Education*. These are: (1) *improve the quality of adult education*, (2) *expand access to adult education*, and (3) *promote the learning of life skills*.

The *World Education Forum* has also identified a number of key areas for action in the field of *Technical and Vocational Education and Training*. These are: (1) *improve the quality of TVET*, (2) *expand access to TVET*, and (3) *promote the learning of life skills*.

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The *World Education Forum* has also identified a number of key areas for action in the field of *Technical and Vocational Education and Training*. These are: (1) *improve the quality of TVET*, (2) *expand access to TVET*, and (3) *promote the learning of life skills*.

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The *World Education Forum* has also identified a number of key areas for action in the field of *Technical and Vocational Education and Training*. These are: (1) *improve the quality of TVET*, (2) *expand access to TVET*, and (3) *promote the learning of life skills*.

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The *World Education Forum* has also identified a number of key areas for action in the field of *Basic Education*. These are: (1) *improve the quality of basic education*, (2) *expand access to basic education*, and (3) *promote the learning of life skills*.



