

2020-09-25 - 15:46.58  
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Aparajita  
**Aparajita Bold**  
*Aparajita Italic*  
***Aparajita Bold Italic***

SPACE  
uni0020

EXCLAMATION MARK  
uni0021

QUOTATION MARK  
uni0022

NUMBER SIGN  
uni0023

DOLLAR SIGN  
uni0024

PERCENT SIGN  
uni0025

AMPERSAND  
uni0026

APOSTROPHE  
uni0027

LEFT PARENTHESIS  
uni0028

RIGHT PARENTHESIS  
uni0029

ASTERISK  
uni002A

PLUS SIGN  
uni002B

COMMA  
uni002C

HYPHEN-MINUS  
uni002D

FULL STOP  
uni002E

SOLIDUS  
uni002F

!	!	!	!	!
"	"	"	"	"
#	#	#	#	#
\$	\$	\$	\$	\$
%	%	%	%	%
&	&	&	&	&
'	'	'	'	'
(	(	(	(	(
)	)	)	)	)
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+	+	+	+	+
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-	-	-	-	-
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/	/	/	/	/

DIGIT ZERO uni0030	0	0	0	0	0
DIGIT ONE uni0031	1	1	1	1	1
DIGIT TWO uni0032	2	2	2	2	2
DIGIT THREE uni0033	3	3	3	3	3
DIGIT FOUR uni0034	4	4	4	4	4
DIGIT FIVE uni0035	5	5	5	5	5
DIGIT SIX uni0036	6	6	6	6	6
DIGIT SEVEN uni0037	7	7	7	7	7
DIGIT EIGHT uni0038	8	8	8	8	8
DIGIT NINE uni0039	9	9	9	9	9
COLON uni003A	:	:	:	:	:
SEMICOLON uni003B	;	;	;	;	;
LESS-THAN SIGN uni003C	<	<	<	<	<
EQUALS SIGN uni003D	=	=	=	=	=
GREATER-THAN SIGN uni003E	>	>	>	>	>
QUESTION MARK uni003F	?	?	?	?	?
COMMERCIAL AT uni0040	@	@	@	@	@
LATIN CAPITAL LETTER A uni0041	A	A	A	A	A
LATIN CAPITAL LETTER B uni0042	B	B	B	B	B
LATIN CAPITAL LETTER C uni0043	C	C	C	C	C
LATIN CAPITAL LETTER D uni0044	D	D	D	D	D
LATIN CAPITAL LETTER E uni0045	E	E	E	E	E
LATIN CAPITAL LETTER F uni0046	F	F	F	F	F
LATIN CAPITAL LETTER G uni0047	G	G	G	G	G
LATIN CAPITAL LETTER H uni0048	H	H	H	H	H
LATIN CAPITAL LETTER I uni0049	I	I	I	I	I
LATIN CAPITAL LETTER J uni004A	J	J	J	J	J
LATIN CAPITAL LETTER K uni004B	K	K	K	K	K

LATIN CAPITAL LETTER L  
uni004C

L	L	L	L	L
---	---	---	---	---

LATIN CAPITAL LETTER M  
uni004D

M	M	M	M	M
---	---	---	---	---

LATIN CAPITAL LETTER N  
uni004E

N	N	N	N	N
---	---	---	---	---

LATIN CAPITAL LETTER O  
uni004F

O	O	O	O	O
---	---	---	---	---

LATIN CAPITAL LETTER P  
uni0050

P	P	P	P	P
---	---	---	---	---

LATIN CAPITAL LETTER Q  
uni0051

Q	Q	Q	Q	Q
---	---	---	---	---

LATIN CAPITAL LETTER R  
uni0052

R	R	R	R	R
---	---	---	---	---

LATIN CAPITAL LETTER S  
uni0053

S	S	S	S	S
---	---	---	---	---

LATIN CAPITAL LETTER T  
uni0054

T	T	T	T	T
---	---	---	---	---

LATIN CAPITAL LETTER U  
uni0055

U	U	U	U	U
---	---	---	---	---

LATIN CAPITAL LETTER V  
uni0056

V	V	V	V	V
---	---	---	---	---

LATIN CAPITAL LETTER W  
uni0057

W	W	W	W	W
---	---	---	---	---

LATIN CAPITAL LETTER X  
uni0058

X	X	X	X	X
---	---	---	---	---

LATIN CAPITAL LETTER Y  
uni0059

Y	Y	Y	Y	Y
---	---	---	---	---

LATIN CAPITAL LETTER Z  
uni005A

Z	Z	Z	Z	Z
---	---	---	---	---

LEFT SQUARE BRACKET  
uni005B

[	[	[	[	[
---	---	---	---	---

REVERSE SOLIDUS  
uni005C

\	\	\	\	\
---	---	---	---	---

RIGHT SQUARE BRACKET  
uni005D

]	]	]	]	]
---	---	---	---	---

CIRCUMFLEX ACCENT  
uni005E

^	^	^	^	^
---	---	---	---	---

LOW LINE  
uni005F

_	_	_	_	_
---	---	---	---	---

GRAVE ACCENT  
uni0060

`	`	`	`	`
---	---	---	---	---

LATIN SMALL LETTER A  
uni0061

a	a	a	a	a
---	---	---	---	---

LATIN SMALL LETTER B  
uni0062

b	b	b	b	b
---	---	---	---	---

LATIN SMALL LETTER C  
uni0063

c	c	c	c	c
---	---	---	---	---

LATIN SMALL LETTER D  
uni0064

d	d	d	d	d
---	---	---	---	---

LATIN SMALL LETTER E  
uni0065

e	e	e	e	e
---	---	---	---	---

LATIN SMALL LETTER F  
uni0066

f	f	f	f	f
---	---	---	---	---

LATIN SMALL LETTER G  
uni0067

g	g	g	g	g
---	---	---	---	---

LATIN SMALL LETTER H uni0068	h	h	h	h	h
LATIN SMALL LETTER I uni0069	i	i	i	i	i
LATIN SMALL LETTER J uni006A	j	j	j	j	j
LATIN SMALL LETTER K uni006B	k	k	k	k	k
LATIN SMALL LETTER L uni006C	l	l	l	l	l
LATIN SMALL LETTER M uni006D	m	m	m	m	m
LATIN SMALL LETTER N uni006E	n	n	n	n	n
LATIN SMALL LETTER O uni006F	o	o	o	o	o
LATIN SMALL LETTER P uni0070	p	p	p	p	p
LATIN SMALL LETTER Q uni0071	q	q	q	q	q
LATIN SMALL LETTER R uni0072	r	r	r	r	r
LATIN SMALL LETTER S uni0073	s	s	s	s	s
LATIN SMALL LETTER T uni0074	t	t	t	t	t
LATIN SMALL LETTER U uni0075	u	u	u	u	u
LATIN SMALL LETTER V uni0076	v	v	v	v	v
LATIN SMALL LETTER W uni0077	w	w	w	w	w
LATIN SMALL LETTER X uni0078	x	x	x	x	x
LATIN SMALL LETTER Y uni0079	y	y	y	y	y
LATIN SMALL LETTER Z uni007A	z	z	z	z	z
LEFT CURLY BRACKET uni007B	{	{	{	{	{
VERTICAL LINE uni007C					
RIGHT CURLY BRACKET uni007D	}	}	}	}	}
TILDE uni007E	~	~	~	~	~
NO-BREAK SPACE uni00A0					
INVERTED EXCLAMATION MARK uni00A1	¡	¡	¡	¡	¡
CENT SIGN uni00A2	¢	¢	¢	¢	¢
POUND SIGN uni00A3	£	£	£	£	£
CURRENCY SIGN uni00A4	¤	¤	¤	¤	¤

YEN SIGN uni00A5	¥	¥	¥	¥	¥
BROKEN BAR uni00A6					
SECTION SIGN uni00A7	§	§	§	§	§
DIAERESIS uni00A8	¨	¨	¨	¨	¨
COPYRIGHT SIGN uni00A9	©	©	©	©	©
FEMININE ORDINAL INDICATOR uni00AA	a	a	a	a	a
LEFT-POINTING DOUBLE ANGLE QUOTATION MARK uni00AB	«	«	«	«	«
NOT SIGN uni00AC	¬	¬	¬	¬	¬
SOFT HYPHEN uni00AD					
REGISTERED SIGN uni00AE	®	®	®	®	®
MACRON uni00AF	—	—	—	—	—
DEGREE SIGN uni00B0	°	°	°	°	°
PLUS-MINUS SIGN uni00B1	±	±	±	±	±
SUPERSCRIFT TWO uni00B2	²	²	²	²	²
SUPERSCRIFT THREE uni00B3	³	³	³	³	³
ACUTE ACCENT uni00B4	´	´	´	´	´
MICRO SIGN uni00B5	μ	μ	μ	μ	μ
PILCROW SIGN uni00B6	¶	¶	¶	¶	¶
MIDDLE DOT uni00B7	·	·	·	·	·
CEDILLA uni00B8	¸	¸	¸	¸	¸
SUPERSCRIFT ONE uni00B9	¹	¹	¹	¹	¹
MASCULINE ORDINAL INDICATOR uni00BA	º	º	º	º	º
RIGHT-POINTING DOUBLE ANGLE QUOTATION MARK uni00BB	»	»	»	»	»
VULGAR FRACTION ONE QUARTER uni00BC	¼	¼	¼	¼	¼
VULGAR FRACTION ONE HALF uni00BD	½	½	½	½	½
VULGAR FRACTION THREE QUARTERS uni00BE	¾	¾	¾	¾	¾
INVERTED QUESTION MARK uni00BF	¿	¿	¿	¿	¿
LATIN CAPITAL LETTER A WITH GRAVE uni00C0	À	À	À	À	À

LATIN CAPITAL LETTER A WITH ACUTE uni00C1	Á	Á	Á	Á	Á
LATIN CAPITAL LETTER A WITH CIRCUMFLEX uni00C2	Â	Â	Â	Â	Â
LATIN CAPITAL LETTER A WITH TILDE uni00C3	Ã	Ã	Ã	Ã	Ã
LATIN CAPITAL LETTER A WITH DIAERESIS uni00C4	Ä	Ä	Ä	Ä	Ä
LATIN CAPITAL LETTER A WITH RING ABOVE uni00C5	Å	Å	Å	Å	Å
LATIN CAPITAL LETTER AE uni00C6	Æ	Æ	Æ	Æ	Æ
LATIN CAPITAL LETTER C WITH CEDILLA uni00C7	Ç	Ç	Ç	Ç	Ç
LATIN CAPITAL LETTER E WITH GRAVE uni00C8	È	È	È	È	È
LATIN CAPITAL LETTER E WITH ACUTE uni00C9	É	É	É	É	É
LATIN CAPITAL LETTER E WITH CIRCUMFLEX uni00CA	Ê	Ê	Ê	Ê	Ê
LATIN CAPITAL LETTER E WITH DIAERESIS uni00CB	Ë	Ë	Ë	Ë	Ë
LATIN CAPITAL LETTER I WITH GRAVE uni00CC	Ì	Ì	Ì	Ì	Ì
LATIN CAPITAL LETTER I WITH ACUTE uni00CD	Í	Í	Í	Í	Í
LATIN CAPITAL LETTER I WITH CIRCUMFLEX uni00CE	Î	Î	Î	Î	Î
LATIN CAPITAL LETTER I WITH DIAERESIS uni00CF	Ï	Ï	Ï	Ï	Ï
LATIN CAPITAL LETTER ETH uni00D0	Ð	Ð	Ð	Ð	Ð
LATIN CAPITAL LETTER N WITH TILDE uni00D1	Ñ	Ñ	Ñ	Ñ	Ñ
LATIN CAPITAL LETTER O WITH GRAVE uni00D2	Ò	Ò	Ò	Ò	Ò
LATIN CAPITAL LETTER O WITH ACUTE uni00D3	Ó	Ó	Ó	Ó	Ó
LATIN CAPITAL LETTER O WITH CIRCUMFLEX uni00D4	Ô	Ô	Ô	Ô	Ô
LATIN CAPITAL LETTER O WITH TILDE uni00D5	Õ	Õ	Õ	Õ	Õ
LATIN CAPITAL LETTER O WITH DIAERESIS uni00D6	Ö	Ö	Ö	Ö	Ö
MULTIPLICATION SIGN uni00D7	×	×	×	×	×
LATIN CAPITAL LETTER O WITH STROKE uni00D8	Ø	Ø	Ø	Ø	Ø
LATIN CAPITAL LETTER U WITH GRAVE uni00D9	Ù	Ù	Ù	Ù	Ù
LATIN CAPITAL LETTER U WITH ACUTE uni00DA	Ú	Ú	Ú	Ú	Ú
LATIN CAPITAL LETTER U WITH CIRCUMFLEX uni00DB	Û	Û	Û	Û	Û
LATIN CAPITAL LETTER U WITH DIAERESIS	Ü	Ü	Ü	Ü	Ü

	uni00DC	Ü	Ü	Ŭ	Ū	Ů
LATIN CAPITAL LETTER Y WITH ACUTE	uni00DD	Ý	Ý	Ý	Ý	Ý
LATIN CAPITAL LETTER THORN	uni00DE	Þ	Þ	Þ	Þ	Þ
LATIN SMALL LETTER SHARP S	uni00DF	ß	ß	ß	ß	ß
LATIN SMALL LETTER A WITH GRAVE	uni00E0	à	à	à	à	à
LATIN SMALL LETTER A WITH ACUTE	uni00E1	á	á	á	á	á
LATIN SMALL LETTER A WITH CIRCUMFLEX	uni00E2	â	â	â	â	â
LATIN SMALL LETTER A WITH TILDE	uni00E3	ã	ã	ã	ã	ã
LATIN SMALL LETTER A WITH DIAERESIS	uni00E4	ä	ä	ä	ä	ä
LATIN SMALL LETTER A WITH RING ABOVE	uni00E5	å	å	å	å	å
LATIN SMALL LETTER AE	uni00E6	æ	æ	æ	æ	æ
LATIN SMALL LETTER C WITH CEDILLA	uni00E7	ç	ç	ç	ç	ç
LATIN SMALL LETTER E WITH GRAVE	uni00E8	è	è	è	è	è
LATIN SMALL LETTER E WITH ACUTE	uni00E9	é	é	é	é	é
LATIN SMALL LETTER E WITH CIRCUMFLEX	uni00EA	ê	ê	ê	ê	ê
LATIN SMALL LETTER E WITH DIAERESIS	uni00EB	ë	ë	ë	ë	ë
LATIN SMALL LETTER I WITH GRAVE	uni00EC	ì	ì	ì	ì	ì
LATIN SMALL LETTER I WITH ACUTE	uni00ED	í	í	í	í	í
LATIN SMALL LETTER I WITH CIRCUMFLEX	uni00EE	î	î	î	î	î
LATIN SMALL LETTER I WITH DIAERESIS	uni00EF	ï	ï	ï	ï	ï
LATIN SMALL LETTER ETH	uni00F0	ð	ð	ð	ð	ð
LATIN SMALL LETTER N WITH TILDE	uni00F1	ñ	ñ	ñ	ñ	ñ
LATIN SMALL LETTER O WITH GRAVE	uni00F2	ò	ò	ò	ò	ò
LATIN SMALL LETTER O WITH ACUTE	uni00F3	ó	ó	ó	ó	ó
LATIN SMALL LETTER O WITH CIRCUMFLEX	uni00F4	ô	ô	ô	ô	ô
LATIN SMALL LETTER O WITH TILDE	uni00F5	õ	õ	õ	õ	õ
LATIN SMALL LETTER O WITH DIAERESIS	uni00F6	ö	ö	ö	ö	ö
DIVISION SIGN	uni00F7	÷	÷	÷	÷	÷

LATIN SMALL LETTER O WITH STROKE uni00F8	ø	ø	ø	ø	ø
LATIN SMALL LETTER U WITH GRAVE uni00F9	ù	ù	ù	ù	ù
LATIN SMALL LETTER U WITH ACUTE uni00FA	ú	ú	ú	ú	ú
LATIN SMALL LETTER U WITH CIRCUMFLEX uni00FB	û	û	û	û	û
LATIN SMALL LETTER U WITH DIAERESIS uni00FC	ü	ü	ü	ü	ü
LATIN SMALL LETTER Y WITH ACUTE uni00FD	ý	ý	ý	ý	ý
LATIN SMALL LETTER THORN uni00FE	þ	þ	þ	þ	þ
LATIN SMALL LETTER Y WITH DIAERESIS uni00FF	ÿ	ÿ	ÿ	ÿ	ÿ
LATIN SMALL LETTER DOTLESS I uni0131	ı	ı	ı	ı	ı
LATIN CAPITAL LIGATURE OE uni0152	Œ	Œ	Œ	Œ	Œ
LATIN SMALL LIGATURE OE uni0153	œ	œ	œ	œ	œ
LATIN CAPITAL LETTER S WITH CARON uni0160	Š	Š	Š	Š	Š
LATIN SMALL LETTER S WITH CARON uni0161	š	š	š	š	š
LATIN CAPITAL LETTER Y WITH DIAERESIS uni0178	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ
LATIN CAPITAL LETTER Z WITH CARON uni017D	Ž	Ž	Ž	Ž	Ž
LATIN SMALL LETTER Z WITH CARON uni017E	ž	ž	ž	ž	ž
LATIN SMALL LETTER F WITH HOOK uni0192	f	f	f	f	f
MODIFIER LETTER APOSTROPHE uni02BC	’	’	’	’	’
MODIFIER LETTER CIRCUMFLEX ACCENT uni02C6	^	^	^	^	^
CARON uni02C7	ˇ	ˇ	ˇ	ˇ	ˇ
RING ABOVE uni02DA	◌̊	◌̊	◌̊	◌̊	◌̊
SMALL TILDE uni02DC	~	~	~	~	~
DEVANAGARI SIGN INVERTED CANDRABINDU uni0900		ँ	ँ	ँ	ँ
DEVANAGARI SIGN CANDRABINDU uni0901		ं	ं	ं	ं
DEVANAGARI SIGN ANUSVARA uni0902		ं	ं	ं	ं
DEVANAGARI SIGN VISARGA uni0903		ः	ः	ः	ः
DEVANAGARI LETTER SHORT A uni0904		अ	अ	अ	अ
DEVANAGARI LETTER A uni0905		आ	आ	आ	आ
DEVANAGARI LETTER AA					



uni0906	□	अ	आ	इ	ई
DEVANAGARI LETTER I uni0907	□	इ	ई	उ	ऊ
DEVANAGARI LETTER II uni0908	□	ई	ई	ई	ई
DEVANAGARI LETTER U uni0909	□	उ	उ	उ	उ
DEVANAGARI LETTER UU uni090A	□	ऊ	ऊ	ऊ	ऊ
DEVANAGARI LETTER VOCALIC R uni090B	□	ऋ	ऋ	ऋ	ऋ
DEVANAGARI LETTER VOCALIC L uni090C	□	ॠ	ॠ	ॠ	ॠ
DEVANAGARI LETTER CANDRA E uni090D	□	ए	ए	ए	ए
DEVANAGARI LETTER SHORT E uni090E	□	ऐ	ऐ	ऐ	ऐ
DEVANAGARI LETTER E uni090F	□	ए	ए	ए	ए
DEVANAGARI LETTER AI uni0910	□	ऐ	ऐ	ऐ	ऐ
DEVANAGARI LETTER CANDRA O uni0911	□	ऑ	ऑ	ऑ	ऑ
DEVANAGARI LETTER SHORT O uni0912	□	ओ	ओ	ओ	ओ
DEVANAGARI LETTER O uni0913	□	ओ	ओ	ओ	ओ
DEVANAGARI LETTER AU uni0914	□	औ	औ	औ	औ
DEVANAGARI LETTER KA uni0915	□	क	क	क	क
DEVANAGARI LETTER KHA uni0916	□	ख	ख	ख	ख
DEVANAGARI LETTER GA uni0917	□	ग	ग	ग	ग
DEVANAGARI LETTER GHA uni0918	□	घ	घ	घ	घ
DEVANAGARI LETTER NGA uni0919	□	ङ	ङ	ङ	ङ
DEVANAGARI LETTER CA uni091A	□	च	च	च	च
DEVANAGARI LETTER CHA uni091B	□	छ	छ	छ	छ
DEVANAGARI LETTER JA uni091C	□	ज	ज	ज	ज
DEVANAGARI LETTER JHA uni091D	□	झ	झ	झ	झ
DEVANAGARI LETTER NYA uni091E	□	ञ	ञ	ञ	ञ
DEVANAGARI LETTER TTA uni091F	□	ट	ट	ट	ट
DEVANAGARI LETTER TTHA uni0920	□	ठ	ठ	ठ	ठ
DEVANAGARI LETTER DDA uni0921	□	ड	ड	ड	ड

DEVANAGARI LETTER DDHA uni0922	□	ढ	ढ	ढ	ढ
DEVANAGARI LETTER NNA uni0923	□	ण	ण	ण	ण
DEVANAGARI LETTER TA uni0924	□	त	त	त	त
DEVANAGARI LETTER THA uni0925	□	थ	थ	थ	थ
DEVANAGARI LETTER DA uni0926	□	द	द	द	द
DEVANAGARI LETTER DHA uni0927	□	ध	ध	ध	ध
DEVANAGARI LETTER NA uni0928	□	न	न	न	न
DEVANAGARI LETTER NNNA uni0929	□	न्	न्	न्	न्
DEVANAGARI LETTER PA uni092A	□	प	प	प	प
DEVANAGARI LETTER PHA uni092B	□	फ	फ	फ	फ
DEVANAGARI LETTER BA uni092C	□	ब	ब	ब	ब
DEVANAGARI LETTER BHA uni092D	□	भ	भ	भ	भ
DEVANAGARI LETTER MA uni092E	□	म	म	म	म
DEVANAGARI LETTER YA uni092F	□	य	य	य	य
DEVANAGARI LETTER RA uni0930	□	र	र	र	र
DEVANAGARI LETTER RRA uni0931	□	ठ	ठ	ठ	ठ
DEVANAGARI LETTER LA uni0932	□	ल	ल	ल	ल
DEVANAGARI LETTER LLA uni0933	□	ळ	ळ	ळ	ळ
DEVANAGARI LETTER LLLA uni0934	□	ळ	ळ	ळ	ळ
DEVANAGARI LETTER VA uni0935	□	व	व	व	व
DEVANAGARI LETTER SHA uni0936	□	श	श	श	श
DEVANAGARI LETTER SSA uni0937	□	ष	ष	ष	ष
DEVANAGARI LETTER SA uni0938	□	स	स	स	स
DEVANAGARI LETTER HA uni0939	□	ह	ह	ह	ह
DEVANAGARI VOWEL SIGN OE uni093A		ं	ं	ं	ं
DEVANAGARI VOWEL SIGN OOE uni093B	□	ी	ी	ी	ी
DEVANAGARI SIGN NUKTA uni093C		्	्	्	्
DEVANAGARI SIGN AVAGRAHA uni093D	□	ः	ः	ः	ः

DEVANAGARI VOWEL SIGN AA uni093E	◻	◌ा	◌ी	◌ी	◌ी
	◻	◌ि	◌ि	◌ि	◌ि
DEVANAGARI VOWEL SIGN I uni093F					
DEVANAGARI VOWEL SIGN II uni0940	◻	◌ी	◌ी	◌ी	◌ी
DEVANAGARI VOWEL SIGN U uni0941		◌ु	◌ु	◌ु	◌ु
DEVANAGARI VOWEL SIGN UU uni0942		◌ू	◌ू	◌ू	◌ू
DEVANAGARI VOWEL SIGN VOCALIC R uni0943		◌ृ	◌ृ	◌ृ	◌ृ
DEVANAGARI VOWEL SIGN VOCALIC RR uni0944		◌ॄ	◌ॄ	◌ॄ	◌ॄ
DEVANAGARI VOWEL SIGN CANDRA E uni0945		◌ँ	◌ँ	◌ँ	◌ँ
DEVANAGARI VOWEL SIGN SHORT E uni0946		◌े	◌े	◌े	◌े
DEVANAGARI VOWEL SIGN E uni0947		◌े	◌े	◌े	◌े
DEVANAGARI VOWEL SIGN AI uni0948		◌ै	◌ै	◌ै	◌ै
DEVANAGARI VOWEL SIGN CANDRA O uni0949	◻	◌ॉ	◌ॉ	◌ॉ	◌ॉ
DEVANAGARI VOWEL SIGN SHORT O uni094A	◻	◌ो	◌ो	◌ो	◌ो
DEVANAGARI VOWEL SIGN O uni094B	◻	◌ो	◌ो	◌ो	◌ो
DEVANAGARI VOWEL SIGN AU uni094C	◻	◌ौ	◌ौ	◌ौ	◌ौ
DEVANAGARI SIGN VIRAMA uni094D		◌्	◌्	◌्	◌्
DEVANAGARI VOWEL SIGN PRISHTHAMATRA E uni094E	◻	◌◌	◌◌	◌◌	◌◌
DEVANAGARI VOWEL SIGN AW uni094F	◻	◌ौ	◌ौ	◌ौ	◌ौ
DEVANAGARI OM uni0950	◻	ॐ	ॐ	ॐ	ॐ
DEVANAGARI STRESS SIGN UDATTA uni0951					
DEVANAGARI STRESS SIGN ANUDATTA uni0952					
DEVANAGARI GRAVE ACCENT uni0953		◌̀	◌̀	◌̀	◌̀
DEVANAGARI ACUTE ACCENT uni0954		◌́	◌́	◌́	◌́
DEVANAGARI VOWEL SIGN CANDRA LONG E uni0955		◌ँ	◌ँ	◌ँ	◌ँ
DEVANAGARI VOWEL SIGN UE uni0956		◌ृ	◌ृ	◌ृ	◌ृ
DEVANAGARI VOWEL SIGN UUE uni0957		◌ॄ	◌ॄ	◌ॄ	◌ॄ
DEVANAGARI LETTER QA					

uni0958

□	क	क	क	क
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□	ख	ख	ख	ख
---	---	---	---	---

DEVANAGARI LETTER KHHA  
uni0959DEVANAGARI LETTER GHHA  
uni095A

□	ग	ग	ग	ग
---	---	---	---	---

DEVANAGARI LETTER ZA  
uni095B

□	ज़	ज़	ज़	ज़
---	----	----	----	----

DEVANAGARI LETTER DDDHA  
uni095C

□	ड़	ड़	ड़	ड़
---	----	----	----	----

DEVANAGARI LETTER RHA  
uni095D

□	ढ़	ढ़	ढ़	ढ़
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DEVANAGARI LETTER FA  
uni095E

□	फ़	फ़	फ़	फ़
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DEVANAGARI LETTER YYA  
uni095F

□	य़	य़	य़	य़
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DEVANAGARI LETTER VOCALIC RR  
uni0960

□	ऋ	ऋ	ऋ	ऋ
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DEVANAGARI LETTER VOCALIC LL  
uni0961

□	ॠ	ॠ	ॠ	ॠ
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DEVANAGARI VOWEL SIGN VOCALIC L  
uni0962

	ँ	ँ	ँ	ँ
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DEVANAGARI VOWEL SIGN VOCALIC LL  
uni0963

	ॡ	ॡ	ॡ	ॡ
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DEVANAGARI DANDA  
uni0964

□				
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DEVANAGARI DOUBLE DANDA  
uni0965

□				
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DEVANAGARI DIGIT ZERO  
uni0966

□	०	०	०	०
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DEVANAGARI DIGIT ONE  
uni0967

□	१	१	१	१
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DEVANAGARI DIGIT TWO  
uni0968

□	२	२	२	२
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DEVANAGARI DIGIT THREE  
uni0969

□	३	३	३	३
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DEVANAGARI DIGIT FOUR  
uni096A

□	४	४	४	४
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DEVANAGARI DIGIT FIVE  
uni096B

□	५	५	५	५
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DEVANAGARI DIGIT SIX  
uni096C

□	६	६	६	६
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DEVANAGARI DIGIT SEVEN  
uni096D

□	७	७	७	७
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DEVANAGARI DIGIT EIGHT  
uni096E

□	८	८	८	८
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DEVANAGARI DIGIT NINE  
uni096F

□	९	९	९	९
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DEVANAGARI ABBREVIATION SIGN  
uni0970

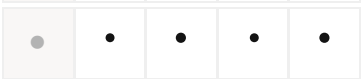
□	॰	॰	॰	॰
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DEVANAGARI SIGN HIGH SPACING DOT uni0971	◌̣	◌̣	◌̣	◌̣
DEVANAGARI LETTER CANDRA A uni0972	◌̡	अँ	अँ	अँ
DEVANAGARI LETTER OE uni0973	◌̢	अं	अं	अं
DEVANAGARI LETTER OOE uni0974	◌̣	आँ	आँ	आँ
DEVANAGARI LETTER AW uni0975	◌̤	औ	औ	औ
DEVANAGARI LETTER UE uni0976	◌̥	उ	उ	उ
DEVANAGARI LETTER UUE uni0977	◌̦	ऊ	ऊ	ऊ
DEVANAGARI LETTER ZHA uni0979	◌̧	झ	झ	झ
DEVANAGARI LETTER HEAVY YA uni097A	◌̨	य	य	य
DEVANAGARI LETTER GGA uni097B	◌̩	ग	ग	ग
DEVANAGARI LETTER JJA uni097C	◌̪	ज	ज	ज
DEVANAGARI LETTER GLOTTAL STOP uni097D	◌̫	॑	॑	॑
DEVANAGARI LETTER DDDA uni097E	◌̬	ड	ड	ड
DEVANAGARI LETTER BBA uni097F	◌̭	ब	ब	ब
ZERO WIDTH NON-JOINER uni200C				
ZERO WIDTH JOINER uni200D				
EN DASH uni2013	—	—	—	—
EM DASH uni2014	—	—	—	—
LEFT SINGLE QUOTATION MARK uni2018	‘	‘	‘	‘
RIGHT SINGLE QUOTATION MARK uni2019	’	’	’	’
SINGLE LOW-9 QUOTATION MARK uni201A	‚	‚	‚	‚
LEFT DOUBLE QUOTATION MARK uni201C	“	“	“	“
RIGHT DOUBLE QUOTATION MARK uni201D	”	”	”	”
DOUBLE LOW-9 QUOTATION MARK uni201E	„	„	„	„
DAGGER uni2020	†	†	†	†

DOUBLE DAGGER  
uni2021



BULLET  
uni2022



HORIZONTAL ELLIPSIS  
uni2026



PER MILLE SIGN  
uni2030



SINGLE LEFT-POINTING ANGLE QUOTATION MARK  
uni2039



SINGLE RIGHT-POINTING ANGLE QUOTATION MARK  
uni203A



RUPEE SIGN  
uni20A8



EURO SIGN  
uni20AC



INDIAN RUPEE SIGN  
uni20B9



TRADE MARK SIGN  
uni2122



MINUS SIGN  
uni2212



BULLET OPERATOR  
uni2219



DOTTED CIRCLE  
uni25CC











the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (from 2.5 million in 1980 to 4 million in 1995). The public sector has also become an important employer of women, with 4.5 million women employed in the public sector in 1995, compared with 3.5 million in 1980. The public sector has also become an important employer of young people, with 1.5 million young people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people with disabilities, with 1.5 million people with disabilities employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people from ethnic minorities, with 1.5 million people from ethnic minorities employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 50 years of age, with 1.5 million people over 50 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are under 25 years of age, with 1.5 million people under 25 years of age employed in the public sector in 1995, compared with 1 million in 1980.

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The public sector has also become an important employer of people who are in a civil partnership, with 1.5 million people in a civil partnership employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are in a common-law partnership, with 1.5 million people in a common-law partnership employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are in a registered partnership, with 1.5 million people in a registered partnership employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are in a civil union, with 1.5 million people in a civil union employed in the public sector in 1995, compared with 1 million in 1980.

the 1990s, the number of people with a mental health problem has increased by 50% (Mental Health Foundation, 2000).

There is a growing awareness of the need to address the needs of people with mental health problems. The Department of Health (2000) has set out a vision for the future of mental health services, which includes a focus on prevention, early intervention and recovery.

The aim of this paper is to explore the experiences of people with mental health problems who are involved in the criminal justice system.

The paper is organized as follows. First, we discuss the prevalence of mental health problems in the criminal justice system.

Second, we discuss the challenges faced by people with mental health problems who are involved in the criminal justice system.

Third, we discuss the role of mental health professionals in the criminal justice system.

Fourth, we discuss the role of the criminal justice system in the recovery of people with mental health problems.

Fifth, we discuss the role of the criminal justice system in the prevention of mental health problems.

Sixth, we discuss the role of the criminal justice system in the early intervention of mental health problems.

Finally, we discuss the role of the criminal justice system in the recovery of people with mental health problems.

The paper concludes with a discussion of the implications of the findings for practice.

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the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million, and the number of people aged 75 and over has increased by 1.2 million (Office for National Statistics 2000). The number of people aged 65 and over is projected to increase to 10.5 million by 2026, and the number of people aged 75 and over to 7.5 million (Office for National Statistics 2000).

There is a growing awareness of the need to address the health and social care needs of older people. The Department of Health (2000) has set out a strategy for the NHS to meet the needs of older people. The strategy is based on the following principles: (1) to ensure that older people have access to the services they need; (2) to ensure that older people are treated with respect and dignity; (3) to ensure that older people are able to live independently; and (4) to ensure that older people are able to participate in the decisions that affect their lives.

The Department of Health (2000) has also set out a number of key objectives for the NHS to meet the needs of older people. These objectives are: (1) to improve the health of older people; (2) to improve the social care of older people; (3) to improve the housing of older people; and (4) to improve the transport of older people. The NHS is currently working towards these objectives, and it is hoped that by 2010, the needs of older people will be better met.

There are a number of factors that can affect the health and social care needs of older people. These factors include: (1) age; (2) sex; (3) ethnicity; (4) social class; (5) education; (6) income; (7) housing; (8) transport; (9) health status; and (10) social support. The NHS is currently working to address these factors, and it is hoped that by 2010, the needs of older people will be better met.

There are a number of challenges that the NHS faces in meeting the needs of older people. These challenges include: (1) the increasing number of older people; (2) the increasing complexity of the needs of older people; (3) the increasing cost of the services needed by older people; and (4) the increasing pressure on the NHS resources. The NHS is currently working to address these challenges, and it is hoped that by 2010, the needs of older people will be better met.

There are a number of ways in which the NHS can improve the health and social care of older people. These ways include: (1) improving the health of older people; (2) improving the social care of older people; (3) improving the housing of older people; and (4) improving the transport of older people. The NHS is currently working towards these ways, and it is hoped that by 2010, the needs of older people will be better met.

There are a number of things that older people can do to improve their health and social care. These things include: (1) staying active; (2) eating a healthy diet; (3) getting enough sleep; (4) staying hydrated; (5) taking medication as prescribed; (6) attending appointments; (7) staying safe; and (8) staying connected. The NHS is currently working to help older people do these things, and it is hoped that by 2010, the needs of older people will be better met.

There are a number of resources available to older people to help them improve their health and social care. These resources include: (1) the NHS website; (2) the NHS helpline; (3) the NHS app; (4) the NHS leaflets; (5) the NHS videos; (6) the NHS podcasts; (7) the NHS newsletters; and (8) the NHS social media. The NHS is currently working to make these resources more accessible to older people, and it is hoped that by 2010, the needs of older people will be better met.

There are a number of things that the NHS can do to improve the health and social care of older people. These things include: (1) improving the health of older people; (2) improving the social care of older people; (3) improving the housing of older people; and (4) improving the transport of older people. The NHS is currently working towards these things, and it is hoped that by 2010, the needs of older people will be better met.

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 public sector has increased by 2.5 million (1990–1999).

There is a growing emphasis on the need to improve the quality of public services and to ensure that the public sector is efficient and effective. This has led to a number of initiatives, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The purpose of this paper is to examine the impact of public sector reform on the quality of public services. The paper will first review the literature on public sector reform and quality of public services. It will then discuss the impact of public sector reform on the quality of public services in the UK.

The paper is organized as follows. Section 2 reviews the literature on public sector reform and quality of public services. Section 3 discusses the impact of public sector reform on the quality of public services in the UK. Section 4 concludes.

## 2. Literature review

The literature on public sector reform and quality of public services is extensive. This section will review the literature on public sector reform and quality of public services in the UK.

The first strand of the literature focuses on the impact of public sector reform on the quality of public services. This literature has found that public sector reform has had a mixed impact on the quality of public services. Some studies have found that public sector reform has led to an improvement in the quality of public services, while others have found that public sector reform has led to a decline in the quality of public services.

The second strand of the literature focuses on the impact of public sector reform on the efficiency of public services. This literature has found that public sector reform has led to an improvement in the efficiency of public services. This is due to a number of factors, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The third strand of the literature focuses on the impact of public sector reform on the cost of public services. This literature has found that public sector reform has led to a reduction in the cost of public services. This is due to a number of factors, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The fourth strand of the literature focuses on the impact of public sector reform on the public sector. This literature has found that public sector reform has led to a number of changes in the public sector, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The fifth strand of the literature focuses on the impact of public sector reform on the public. This literature has found that public sector reform has led to a number of changes in the public, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The sixth strand of the literature focuses on the impact of public sector reform on the economy. This literature has found that public sector reform has led to a number of changes in the economy, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The seventh strand of the literature focuses on the impact of public sector reform on the environment. This literature has found that public sector reform has led to a number of changes in the environment, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The eighth strand of the literature focuses on the impact of public sector reform on the culture. This literature has found that public sector reform has led to a number of changes in the culture, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The ninth strand of the literature focuses on the impact of public sector reform on the society. This literature has found that public sector reform has led to a number of changes in the society, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The tenth strand of the literature focuses on the impact of public sector reform on the world. This literature has found that public sector reform has led to a number of changes in the world, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The eleventh strand of the literature focuses on the impact of public sector reform on the future. This literature has found that public sector reform has led to a number of changes in the future, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The twelfth strand of the literature focuses on the impact of public sector reform on the past. This literature has found that public sector reform has led to a number of changes in the past, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The thirteenth strand of the literature focuses on the impact of public sector reform on the present. This literature has found that public sector reform has led to a number of changes in the present, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The fourteenth strand of the literature focuses on the impact of public sector reform on the future. This literature has found that public sector reform has led to a number of changes in the future, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

The fifteenth strand of the literature focuses on the impact of public sector reform on the past. This literature has found that public sector reform has led to a number of changes in the past, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

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The seventeenth strand of the literature focuses on the impact of public sector reform on the future. This literature has found that public sector reform has led to a number of changes in the future, including the introduction of performance indicators, the establishment of public sector bodies, and the implementation of public sector reform.

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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (from 2.5 million in 1980 to 4 million in 1995). The public sector has also become an important employer of women, with 4.5 million women employed in the public sector in 1995, compared with 3.5 million in 1980. The public sector has also become an important employer of young people, with 1.5 million young people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people with disabilities, with 1.5 million people with disabilities employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people from ethnic minorities, with 1.5 million people from ethnic minorities employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are over 50 years of age, with 1.5 million people over 50 years of age employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are under 25 years of age, with 1.5 million people under 25 years of age employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are single, with 1.5 million single people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are married, with 1.5 million married people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are divorced, with 1.5 million divorced people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are widowed, with 1.5 million widowed people employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are cohabiting, with 1.5 million cohabiting people employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are living alone, with 1.5 million people living alone employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are in a partnership, with 1.5 million people in a partnership employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are in a family, with 1.5 million people in a family employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are in a household, with 1.5 million people in a household employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are in a community, with 1.5 million people in a community employed in the public sector in 1995, compared with 1 million in 1980.

The public sector has also become an important employer of people who are in a country, with 1.5 million people in a country employed in the public sector in 1995, compared with 1 million in 1980. The public sector has also become an important employer of people who are in a world, with 1.5 million people in a world employed in the public sector in 1995, compared with 1 million in 1980.

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the 1990s, the number of people in the world who are living in poverty has increased from 1.2 billion to 1.6 billion (World Bank 1999).

There is a growing awareness of the need to address the needs of the world's poor. The United Nations Millennium Declaration (2000) states that the world's leaders have agreed to 'eradicate extreme poverty and hunger' by the year 2015. The United Nations Development Programme (2000) has identified eight 'Millennium Goals' to be achieved by 2015. The first goal is to 'eradicate extreme poverty and hunger'.

The World Bank (1999) has identified 'extreme poverty' as living on less than \$1 per day. The World Bank (1999) also states that 'extreme poverty' is a global problem. It is a problem that affects all countries, but it is particularly acute in the developing world.

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the 1990s, the number of people in the UK who are aged 65 and over has increased by 1.5 million, and the number of people aged 75 and over has increased by 1.2 million (Office for National Statistics 2000). The number of people aged 65 and over is projected to increase to 10.5 million by 2026, and the number of people aged 75 and over to 7.5 million (Office for National Statistics 2000).

There is a growing awareness of the need to address the health and social care needs of older people. The Department of Health (2000) has identified the need to develop a new approach to the care of older people, one that is based on the principles of person-centred care. This approach is based on the idea that older people should be treated as individuals, with their own needs and preferences. It is a approach that is based on the idea that older people should be treated as individuals, with their own needs and preferences. It is a approach that is based on the idea that older people should be treated as individuals, with their own needs and preferences. It is a approach that is based on the idea that older people should be treated as individuals, with their own needs and preferences.

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There is a growing emphasis on the need to improve the efficiency of public services, and to ensure that the public sector is able to deliver the services that are required in a cost-effective manner. This has led to a number of initiatives, including the introduction of competition, the restructuring of public services, and the introduction of performance targets.

The public sector is also facing a number of challenges, including the need to improve the quality of services, the need to reduce costs, and the need to ensure that services are accessible to all.

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the 1990s, the number of people in the UK with a mental health problem has increased by 50% (Mental Health Foundation, 2000).

There is a growing awareness of the need to address the needs of people with mental health problems in the workplace. The Department of Health (2000) has published a strategy for mental health care in the UK, which includes a commitment to improve the mental health of people in the workplace.

The purpose of this paper is to review the current state of research on mental health in the workplace and to discuss the implications for practice.

## 2. Background

The first part of the paper reviews the current state of research on mental health in the workplace. The second part discusses the implications for practice.

## 2.1. Prevalence

The prevalence of mental health problems in the workplace is a complex issue. There are a number of factors that can influence the prevalence of mental health problems in the workplace, including the nature of the work, the work environment, and the individual's characteristics.

One of the most commonly cited figures for the prevalence of mental health problems in the workplace is 10% (Mental Health Foundation, 2000). However, this figure is based on a number of assumptions and may not be accurate for all workplaces.

For example, the prevalence of mental health problems in the workplace may be higher in certain types of work, such as high-pressure jobs or jobs that involve a high degree of responsibility.

It is also important to note that the prevalence of mental health problems in the workplace may be higher if we consider not only people who are currently experiencing a mental health problem, but also people who have previously experienced a mental health problem.

Overall, the prevalence of mental health problems in the workplace is a complex issue that requires further research.

## 2.2. Impact

The impact of mental health problems in the workplace is a complex issue. There are a number of factors that can influence the impact of mental health problems in the workplace, including the nature of the work, the work environment, and the individual's characteristics.

One of the most commonly cited impacts of mental health problems in the workplace is reduced productivity (Mental Health Foundation, 2000). However, this impact is not always straightforward.

For example, people with mental health problems may experience a range of symptoms that can affect their productivity, such as fatigue, difficulty concentrating, and mood swings.

It is also important to note that the impact of mental health problems in the workplace may be different for different types of work and different work environments.

Overall, the impact of mental health problems in the workplace is a complex issue that requires further research.

## 2.3. Interventions

There are a number of interventions that can be used to address mental health problems in the workplace. These interventions can be divided into three main categories: individual, organizational, and community.

Individual interventions focus on helping the individual with the mental health problem to manage their symptoms and improve their functioning. These interventions may include cognitive-behavioral therapy, medication, and self-help strategies.

Organizational interventions focus on creating a work environment that is supportive of people with mental health problems. These interventions may include providing training for managers and colleagues, implementing flexible working arrangements, and providing access to employee assistance programs.

Community interventions focus on providing support and resources to people with mental health problems in the workplace. These interventions may include providing information about mental health problems, providing access to support groups, and providing access to community resources.

Overall, there are a number of interventions that can be used to address mental health problems in the workplace. The choice of intervention will depend on the nature of the problem and the needs of the individual.

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 has set out a series of goals for the 21st century, which include the goal of 'improving the quality of life for all' (United Nations 1994). This goal is to be achieved by 2015, and it is a challenge that all countries face.

One of the ways in which this goal can be achieved is by providing a better quality of life for children. This can be done by ensuring that children have access to basic needs such as food, shelter, and education. It can also be done by ensuring that children are protected from violence and abuse.

There are many ways in which children can be protected from violence and abuse. One way is by ensuring that children are in the care of responsible adults. Another way is by ensuring that children are educated about violence and abuse.

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The public sector is a complex organisation, and it is difficult to understand how it works. The public sector is made up of many different organisations, each of which has its own role to play. The public sector is also a major employer in the UK, and this has implications for the way in which the public sector is managed and the way in which it is funded.

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There is a growing awareness of the need to address the health and social care needs of older people. The Department of Health (2000) has set out a strategy for the NHS to meet the needs of older people. The strategy is based on the following principles: (1) to ensure that older people have access to the services they need; (2) to ensure that older people are treated with respect and dignity; (3) to ensure that older people are able to live independently; and (4) to ensure that older people are able to participate in the decisions that affect their lives.

The Department of Health (2000) has also set out a number of key objectives for the NHS to meet the needs of older people. These objectives are: (1) to improve the health and social care of older people; (2) to ensure that older people are able to live independently; (3) to ensure that older people are able to participate in the decisions that affect their lives; and (4) to ensure that older people are treated with respect and dignity.

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