

SCIENTIFIC LABORATORY FOR THE IDENTIFICATION AND GRADING OF DIAMOND AND COLORED STONES EDUCATIONAL PROGRAMS

## **ELECTRONIC COPY**

## DIAMOND REPORT

This report is a statement of the diamond's identity and grade including all relevant information.

	NUMBER <b>185543955</b> MUMBAI, October 30, 2015				
	LABORATORY REPORT (ORIGINAL)	TC	WHOM IT MAY CONCE	ERN.	
DESCRIPTION SHAPE AND CUT <b>CARAT WEIGHT</b> Measurements <b>CLARITY GRADE</b> <b>COLOR GRADE</b> Fluorescence FINISH Polish - Symmetry Proportions Table Size Crown Height Pavilion Depth Girdle Thickness Culet Total Depth	<ul> <li>NATURAL DIAMOND</li> <li>PEAR BRILLIANT</li> <li><b>3.01 CARATS</b></li> <li>12.33 x 8.00 x 5.06 mm</li> <li><b>VVS 2</b></li> <li><b>H</b></li> <li>VERY SLIGHT</li> <li>VERY GOOD</li> <li>VERY GOOD</li> <li>VERY GOOD</li> <li>56.5%</li> <li>15%</li> <li>42.5%</li> <li>SLIGHTLY THICK TO VERY THICK (FACETED)</li> <li>POINTED</li> <li>63.3%</li> <li>IGI 185543955</li> </ul>		<text><text><text><image/><image/><text><text><text></text></text></text></text></text></text>		
	CLARITY GRADE: Internally Flawless	vvs <sub>1</sub> vvs <sub>2</sub>	VS <sub>1</sub> VS <sub>2</sub>	$s_1$ $s_2$ $s_1$ $s_2$	13
	COLOR GRADE : D E F G	н і ј к	L M N O	P Q R S-Z FANCY COL	OR
	PROPORTIONS - MARGIN: $\pm$ 1% MEASUREMENTS - MARGIN: $\pm$ 0.02mm				
The gemological analysis of diamonds, precious stones and other minerals must be carried out by gemologists with many years experience in this field who have a keen sense of the professional code of ethics governing their work as well as a thorough knowledge of crystallographic, optical and physical phenomenon. The identification of the various species and varieties of stones, the distinction between natural and synthetic material, as well as various treatment methods currently encountered are all very sensitive factors. More specifically for diamonds, the laws of refraction and dispersion of light, the related geometric data as well as knowledge of all aspects involved in the cutting process are essential.					

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