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Welcome

to the QS University Rankings: BRICS 2014/15

By Ben Sowter & Zoya Zaitseva

Galileo once said "Measure what is measurable, and make measurable what is not so".

Once the QS World University Rankings were established after a few editions, QS has constantly striven to drive back frontiers of what is measurable in higher education. Persistently inviting institutions to compile and submit data as an external stimulus, has contributed to an observable enhancement in a typical institution's capacity and inclination to track far more sophisticated data for internal consumption. The move towards data-centric decision making is not limited to higher education, but a global trend driving business, which is also developing into a multi-billion dollar industry in its own right.

In 2004, when the QS World University Rankings first began, the ability to gather good data from world leading universities varied greatly from one country to the next – the UK, US, Australia and much of Northern Europe was ahead of the curve but there were very clear black spots – amongst them, Brazil, Russia, India and China. The idea of gathering data on 200 universities in BRICS nations in 2004 would have been unthinkable. The world has changed. Indeed, even in the six months since the first edition, we have been able to build a sharper picture of the higher education sector across these increasingly influential nations.

Daring to ask difficult questions in uncharted places is the first step in a journey towards understanding.

Those first answers may lack precision and clarity but the number of institutions who have come to us and asked for support and clarification has been overwhelming.

The number of institutions actively thanking us for asking such questions has grown to the point where it almost outnumbers the critics and skeptics .We have to thank all the institutions providing the data that enabled us to create a ranking comparing the leading universities of the BRICS nations as well as informing other research and rankings we compile.

Fundamentally, however, QS places students at the heart of what we do. Over the next five to ten years, as the world acknowledges the resilient and undiminishing influence of these five economies, we anticipate that they will attract an increasing share of internationally mobile students. What this work is really about, is providing those prospective international students with more information to support that decision, to provide them with more options, and help those who might otherwise talk themselves out of a great adventure, to feel that they are making a solid decision.

Enjoy the results, give us your feedback and help us identify the next frontier.





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BRICS nations step up the pace in the race for excellence

By Martin Ince

The BRICS are a classic case of what biologist Richard Dawkins calls a "meme," an idea that injects itself into culture and conversation and affects people's thinking, much as a gene affects their biology.

Since the British economist Jim O'Neill thought up the term in 2001, it has become standard shorthand for the idea that the world's economic future is not in the hands of traditional players such as the US, Europe and Japan. More recently, a range of other groupings have also been proposed to convey the same concept, including the MINTs (Mexico, Indonesia, Nigeria and Turkey), the CIVETS (Colombia, Indonesia, Vietnam, Egypt, Turkey and South Africa) and the EAGLES (the Emerging and Growth-Leading Economies, a larger and more changeable group). But none has real traction compared to the original BRICS idea.

The five BRICS nations are scarcely a homogeneous grouping. China and India are the world's most populous nations, while South Africa has fewer people than Britain. South Africa and India are former British colonies; China is still nominally communist.

But if these nations are to compete with the existing developed world, they will need world-class university systems, and this is what the QS University Ranking: BRICS is all about.

The ranking has been compiled from some indicators used in the QS World University Ranking, including data from our global surveys of academic and employer opinion as well as information on faculty/student ratio, citations, and international faculty and student numbers. In addition, we have used two measures intended to reflect specific BRICS priorities. These are staff with a PhD, and overall research productivity, irrespective of citations.

The first thing to note is that all five of the BRICS nations are represented in the upper reaches of this ranking. China has the top two places and Russia's highest-placed institution is third. Brazil and South Africa's top entrants are at 7 and 9, and India at 13. This shows that these nations all have top-quality higher education systems, and validates the idea of ranking them alongside each other.

But it is also noticeable that China has six of the top 10 places in this ranking, one fewer than in 2013, but still a high score. As well as being well-liked by the world's academic and employer experts, Chinese universities are highly productive of research papers. The top two BRICS universities, Tsinghua and Peking, score 97.4 and 89.6 respectively on this measure, while the third, Lomonosov Moscow State in Russia, scores just 37.5.

The key question for China is whether this massive output of research papers will turn in time into influential discoveries cited around the world. It seems from these results that China's top universities are managing this feat, but it may be harder to replicate across the system as a whole.

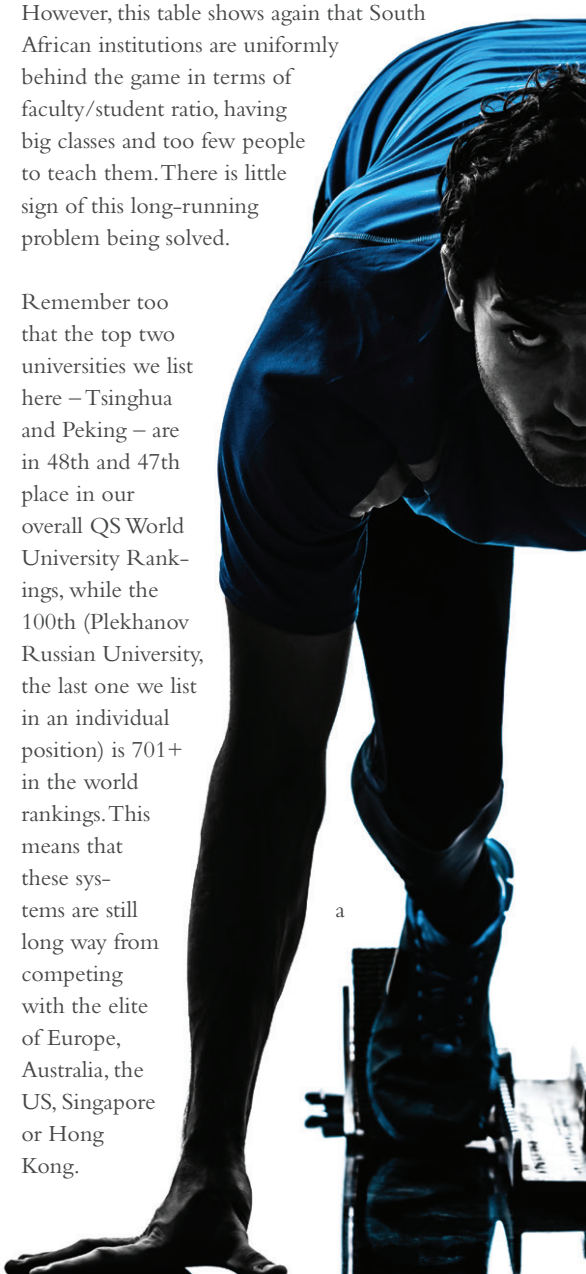
China's big Asian rival, India, has little reason to draw comfort from these rankings. It has only 20 universities and institutions among the 200 we list here, compared to 71 in China, 53 in Russia, 45 in Brazil and 11 in South Africa, with less than 5 per cent of India's population. The Indian university system is a strong on a national scale, but our data shows that it holds little attraction for globally mobile students and academics.

By contrast, it seems that the well-liked universities of Brazil are good at attracting international faculty, perhaps because of its fast-growing research budgets, but poor at bringing in overseas students. The Brazilian government is keen to send many more students abroad. One effect of their presence on campuses around the world may be growing visibility for Brazil as a place to study.

Brazil's results are also the polar opposite of those for Russia, whose universities bring in many foreign students, but far few foreign staff. It is also notable that the methodology of these rankings brings out the high quality of Russia's specialist institutions in fields such as science, business and engineering, which overall world rankings often fail to capture.

South African universities are well-represented here despite the country's small population. However, this table shows again that South African institutions are uniformly behind the game in terms of faculty/student ratio, having big classes and too few people to teach them. There is little sign of this long-running problem being solved.

Remember too that the top two universities we list here – Tsinghua and Peking – are in 48th and 47th place in our overall QS World University Rankings, while the 100th (Plekhanov Russian University, the last one we list in an individual position) is 701+ in the world rankings. This means that these systems are still a long way from competing with the elite of Europe, Australia, the US, Singapore or Hong Kong.





Country Focus: Brazil

Brazil strives for greater strength in depth

By Danny Byrne

The second largest economy in the BRICS and the world's fifth most populous nation, in recent years Brazil has firmly established itself as the dominant force in Latin American higher education. In the most recent edition of QS University Rankings: Latin America, Brazil claimed six of the top 10 places, despite top-ranked institution Universidade de São Paulo (USP) dropping from first to second place overall.

Like other major emerging economies such as China and India, Brazil has prioritized higher education as a key driver of further development. Student enrolment has tripled from 2 to over 6 million in the past decade. OECD figures show that education investment grew more in Brazil than in any other OECD nation from 2000-2008 as a proportion of GDP.

At a time when countries all over the world have recognized the necessity of a highly educated workforce to meet the growing demand for skilled workers in a range of industries, Brazilian graduates also boast the highest average salary uplift of any OECD nation according to the 2012 Education at a Glance report.

Yet the growth of the Brazilian higher education sector has not been without its teething problems. For one thing, even as government investment has increased, there have been widespread concerns over the efficiency with which funds are being administered. Quality and accessibility remain issues, with much of the increase in participation coming through the proliferation of private institutions, of varying levels of accreditation.

Furthermore, following 2011 there has been a sharp downturn in Brazil's previously vibrant economy, with annual GDP growth contracting from 7.5% in 2010 to just 0.9% in 2012.

As investment and participation have increased, Brazilian institutions such as Universidade de São Paulo (USP) and Universidade Estadual de Campinas (Unicamp) have already started to feature far more prominently than ever before in international rankings. USP has improved its position in the QS World University Rankings in each of the last four years, rising from 207th in 2009 to 127th in 2013. Six Brazilian institutions now feature in the global top 500, with four of them improving their position significantly last year.

Given this increased global prominence, it is little surprise to see Brazil's top two institutions, USP and Unicamp, consolidating their positions in the top 10 of this year's BRICS ranking. Yet there is a drop-off beyond these two elite institutions, suggesting that Brazil currently lacks the strength in depth of China, Russia and even India when it comes to its number of truly top-level institutions. Brazil is second to China for its number of top-10 institutions, but third for its number of top-30 and fourth for its number of top-50 institutions.

With 45 institutions in the top 200, Brazil trails China (71) and Russia (53), and is well ahead of India (20) and South Africa (11). Yet despite having far fewer institutions in total, India still has five institutions in the top 20, compared to Brazil's three.

In terms of international reputation, Brazil's top institutions are competing on an even footing with the best that China and Russia have to offer. USP ranks 3rd for academic reputation, placing it above Russia's Lomonosov Moscow State University and China's, and trailing only Tsinghua and Peking University. Universidade Estadual de Campinas (Unicamp) also makes the top 10, reflecting the improved research strength and greater international visibility of Brazil's top two academic institutions.

Recognition among international employers has proved slightly more difficult to come by. USP ranks 6th for employer reputation, with Unicamp 14th, but these are the only two Brazilian institutions to make the top 50. International employers are still



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more likely to target graduates of the C9 League institutions and the IITs

However, Brazilian institutions outperform many of their competitors among the BRICS nations when it comes to their proportion of staff with a PhD. Eight Brazilian institutions perform better than the highest-ranked Chinese institution in this indicator.

The volume of research produced by leading Brazilian institutions has grown significantly in recent years, tying in with their improved academic reputation. USP and Unicamp both feature in the top 20 here for research papers per faculty member, an impressive performance especially when one considers the vast sums that have been channeled into turning Chinese institutions into some of the world's most prolific producers of STEM research.

Yet Brazil's performance is less impressive when it comes to citations. This reflects a comparative lack of impact in the global academic community, perhaps exacerbated by the challenges faced by finding a wide international audience for work published primarily in Portuguese. In contrast, three of South Africa's anglophone institutions feature in the top ten for research citations, with University of Cape Town number one.

High student/faculty ratios are an issue at many of the major public institutions across Latin America, reflecting the fact that the most academically prestigious and research-intensive institutions across the region are often not as well equipped as their smaller private counterparts when it comes to teaching provision.

The bulk of Brazil's significant research comes from large public institutions such as USP, Unicamp and Universidade Federal do Rio de Janeiro, yet all three institutions fail to make the top 100 here for their student/faculty ratio. This is one of the major factors separating USP from Tsinghua, Peking and Lomonosov Moscow State University, all of which make the top 30 for this measure.

Latin American institutions are generally not yet at a stage of their development where large-scale internationalization has become a top priority. But Brazil has started to take steps in recent years to increase levels of global engagement through research collaborations and programs to attract international students and academics. Yet the QS rankings show that Brazilian institutions have yet to progress beyond being primarily domestic degree providers, in contrast to the cosmopolitan institutions that feature at the top of the global rankings. No Brazilian institution makes the global top 100 here for its proportion of international students.

The likes of USP and Unicamp have started to develop a global reputation among academics and employers, have a high proportion of staff with a PhD, and are now producing a large volume of published research. However, as large public institutions in a historically underfunded system they remain subject to some of the infrastructural shortcomings of their less academically recognized peers. Improved student/faculty ratios and increased levels of international engagement will be necessary in order for more Brazilian institutions to emulate USP and Unicamp in competing with the very best that the BRICS have to offer.

Russia trails China in quest for world-class universities

By Danny Byrne

This year's QS University Rankings: BRICS provide some encouraging signs for Russian institutions, but also show that there is significant work to be done before they can aspire to compete with the world's best

Russia greatly increased the proportion of its school-leaving population entering higher education during the post-Soviet years, but is only now beginning to seriously invest in its higher education sector to bring quality in line with its international competitors.

Alexandr Klimov, Deputy Minister at the Ministry of Education and Science of the Russian Federation, notes: "Since 2012, Russia has invested on the internationalization of its higher education system. Among the numerous initiatives undertaken, we have produced a comprehensive report which includes key data and statistics on all the Russian universities and allocated a significant budget to develop international research collaborations."

Klimov continues: "In 2013, the government identified 15 institutions with potential for global leadership and is supporting their aspirations. To sustain the desired ascending trajectory these elite group of universities are developing their infrastructure, attracting the world's best students and academics, and increasing their capacity to produce groundbreaking research. The Russian government has set the goal of achieving global top-100 rankings for at least five universities by 2020."

At the moment, that goal is looking rather distant, with Russian institutions having historically underperformed since the QS World University Rankings were launched in 2004. Lomonosov Moscow State University ranks 120th in the world, but it is the only Russian institution to make the global top 200

Moscow State and St. Petersburg State University have been ring-fenced for funding purposes as the country's premier institutions, and they are the most successful Russian institutions in this year's QS University Rankings: BRICS. Moscow State ranks third, behind China's Tsinghua and Peking University, while St Petersburg State ranks 12th, two places higher than last year.

Yet despite being well represented in terms of its quantity of ranked institutions, the majority of Russian institutions fare somewhat disappointingly. Russia's total of 53 institutions in the total top 200 is second only to China, which has 71. But only seven of these institutions make the top 50, significantly fewer than China's 21, three fewer than Brazil, and one fewer than India.

However the rankings also point to a significant strength for Russian universities. Unlike many of the major research institutions in the other BRICS nations, Russian institutions are notable for their exceptionally low student/faculty ratios, an indication of their highly selective nature as well as consistent investment in teaching staff. Russia has 17 of the top 20 institutions in this indicator, including all of the top 12 - a measure of total dominance.

Moscow State also compares favorably to Peking University and Tsinghua University for its proportion of staff with a PhD, showing that its faculty are qualified as well as merely numerous. The institution's reputation for academic excellence is well established, placing 5th in this year's academic reputation survey.

The major area for improvement for all of Russia's institutions compared to their international peers is the research-based metrics. Whereas China has made concerted efforts since the mid-1990s to turn its universities into major producers of scientific research, in Russia this process is in its embryonic phase.

Novosibirsk State University is the only Russian institution placed within the top 100 for research productivity, and rankings for citations per paper are in general even lower, with the exception of the National Research Nuclear University "MEPhI", whose influential and highly targeted work sees it rank second.

If the lack of high-impact research produced at Russian institutions is striking in comparison with the other BRICS nations, the QS World University Rankings put it into perspective on a global level. Russian institutions fail to make the top 600 for research citations, and this is perhaps the single most obvious area to be addressed if they are to fulfill government plans to challenge the global elite in the coming years.

An important aspect of Russian institutions' efforts to increase their research capacity will be increasing levels of global engagement through international collaborations and partnerships, as well as attracting high-quality international students and faculty in greater numbers. This year's BRICS rankings show that this is an area in which they are already making fair progress in relation to their peers. Moscow State University is one of four Russian institutions ranked within the top 10 for its proportion of international students, though international faculty is scarce by comparison.

Russia's top five institutions all fail to make the top 50 for their proportion of international faculty, suggesting that attracting high-quality researchers from around the world should another priority as Russian institutions strive to increase their global presence in the coming years.

Deputy Minister Klimov agrees: "For a very long time Russian universities didn't have to even think about global competitiveness or internationalization as all the institutions were focused on serving the internal market; Russia joined the Bologna Accord quite recently and it's been just a couple of years since local degrees have been brought in line with the international standards. However, we hope that with the support the State is currently providing, our universities will be able to catch up and take over some of our international competitors".



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Country Focus: India

India announces investments in HE to boost global competitiveness

By John O'Leary

Indian universities' gradual progress in QS international rankings has continued in the new comparison of higher education in the five BRICS countries.

Twenty Indian institutions feature in the latest QS University Rankings: BRICS, compared to 17 in the Asian equivalent published by QS last month. As in the first BRICS exercise, compiled in 2013, five Indian Institutes of Technology (IITs) win places in the top 20.

The competitiveness of the country's universities on the world stage has become a major issue in India. President Pranab Mukherjee received a personal briefing on their progress when he accepted the first copy of the QS University Rankings: Asian in New Delhi in May 2014, and Smiriti Irani, the new minister responsible for universities has already expressed interest.

Ms Irani, at 38 the youngest member of Narendra Modi's cabinet, has set a target of raising spending on education to 6 per cent of GDP from less than 4 per cent currently. In return, she will expect universities to improve and to align their courses more closely with the jobs market. She will also look again at long-stalled proposals to allow foreign universities to open branch campuses in India.

In its successful election campaign, the BJP promised to set up Indian Institutes of Technology and Indian Institutes of Management (IIMs) in every state. In the new ranking, IITs are again by far the most successful representatives of the country's huge higher education system. IIT Delhi has the highest position, at 13th, and the Bombay, Kanpur, Madras and Kharagpur IITs are also in the top 20 for the BRICS nations.

The University of Delhi has overtaken the University of Calcutta to become India's highest ranked generalist institution in the BRICS ranking, as it was in the Asian equivalent. Improvements in staffing levels and citations helped Delhi to jump 14 places since 2013.

There have been notable improvements, too, from Manipal University, Birla Institute of Technology and Science, and Amity University, all of which have risen more than ten places since the first BRICS ranking. The biggest fall was at Panjab University, which was close to the top 100 in 2013.

The methodology in the BRICS ranking seems to suit Indian universities slightly better than that for the QS World University Rankings or the recent Asian exercise. The inclusion of staff with a PhD plays to India's strengths, in the leading universities at least. The Indian Institute of Technology Kharagpur has a higher proportion of PhDs among its staff than any university in the five countries, while another three Indian institutions feature in the top five on this measure.

On overall staffing levels, by contrast, only Manipal University appears in the top 100 among the universities of the BRICS countries. The figures for international students and staff tell a similar story.

Indian universities have been struggling to keep pace with the demand from the country's vast young population: between 2007-08 and 2010-11, post-secondary student numbers grew by almost 5 million students. In the same five-year period, almost 10,000 new colleges and universities opened, but even this did not meet the government's expansion targets.

There are now frequent calls for the country's complex higher education system to be reformed and for universities to be more transparent. The new government is promising a national commission on education to reform and revitalise the sector to make India a knowledge hub.

Prime Minister Modi has spoken of the need to link research and education to the development needs of the country, and noted the poor performance of Indian universities compared to those in China in global university rankings. The new BRICS ranking is likely to fuel those concerns since Chinese universities fill six of the top ten places and there is a total of 71 in the ranking compared with India's 20.





Country Focus: China

China's 'C9 League' shows its dominance

By Danny Byrne

China's dominance of this year's QS University Rankings: BRICS is striking. With Tsinghua and Peking University taking the top two spots China can also boast seven of the top 10 and 17 of the top 30 institutions in this year's rankings. Add to that the fact that China accounts for 75 of the total 200 ranked institutions, and it is clear that the Chinese system currently has a significant lead over its competitors in terms of both quality and quantity.

China's dominance is commensurate with the unparalleled efforts made by a government that has placed higher education at the center of its development strategy for nearly 20 years. Its main goals have been clear: a dramatic expansion in participation, and the development of a top tier of world-class institutions to rival and potentially even supersede the likes of the Ivy League in the US and Oxbridge in the UK.

China's flourishing economy has not only allowed for unprecedented investments in higher education, but demanded it. China's historically low participation rates meant that by the mid-1990s it had become clear that a revolution in higher education was required to meet the demand for a mass supply of skilled workers created by China's rapidly transforming economy.

China tripled its higher education expenditure in a decade after 1996, an unprecedented growth rate that has since been put into perspective by the struggles of India to achieve similarly ambitious goals. China's total student enrolment grew by a staggering 660% over a 12-year period between 1998 and 2010, leaping from 3.4 million to 22.3 million. Or, to put that in perspective, going from a student body roughly equal to the population of Panama, to one roughly equal to the population of Australia.

China now has the largest higher education sector in the world, having overtaken the USA in 2007. Along the way it has created hundreds of new institutions at all levels of the sector, as well as helping meet the country's secondary goal through establishing a top tier of elite institutions: the C9 League.

Seven of China's C9 League institutions make the top 10 in this year's BRICS ranking, suggesting that the policy of concentrating funding and resources towards turning them into world-class research-intensive centers of excellence is starting to pay some dividends. Tsinghua and Peking University take the top two spots, ahead of Fudan University (4th), University of Science and Technology of China (5th), Nanjing University (6th), Shanghai Jiao Tong University (8th) and Zhejiang University (9th). The two lower ranked members of the C9 League are Xi'an Jiaotong University (20th) and Harbin Institute of Technology (29th).

The C9 institutions have been the major recipients of the startling increases in research and development funding made by the government in recent years.

At a time when the aftermath of the economic crisis has stalled investment in many countries in the West, China's investment in R&D has averaged nearly 20% annual growth since 2008, and was set to total over one trillion yuan in 2014.

Peking and Tsinghua typically place among the top five in Asia for their academic and employer reputation, so it is little surprise to see them taking the top two spots here in both of the reputational surveys. Indeed, Chinese universities take a clean sweep of the top four spots for employer reputation, alongside six of the top ten for academic reputation. This global reputation for excellence lays the foundations for the strong performance of the C9 institutions in this year's BRICS ranking.

Yet the rankings also show that there are significant areas for improvement before Chinese universities get anywhere near challenging the very best in the world. Tsinghua and Peking have both improved their student/faculty ratio

scores this year, but generally this is an area in which Chinese institutions perform surprisingly poorly. None of the other C9 institutions makes the top 50 for their student/faculty ratio, with the likes of Fudan, Nanjing, Shanghai Jiao Tong and Zheijang ranking outside of the top 100. Despite massively increased funding, particularly for research, this suggests that staff hiring has not being increased to match the massive expansion in student enrolment throughout the sector in the past decade. Despite trailing overall, this is an area in which Russia comfortably outperforms China, taking nine of the top 10 spots.

Another long-standing issue for Chinese institutions is a lack of research impact compared to their Western rivals. In the QS World University Rankings neither Peking nor Tsinghua makes the top 200 for research citations, with no Chinese institution making the global top 100. However, this situation has been improving in recent years, and in comparison with the other BRICS countries, China has consolidated its performance. There has been an across-the-board improvement for Chinese universities in this year's citations per paper indicator, and four Chinese universities make the top 10. Though this indicator also demonstrates the greater international penetration of English-language research, with University of Cape Town taking the top spots and University of Witwatersrand also making the top five.

One of the steps towards addressing the gulf in research citations with the world's top institutions is increasing levels of global engagement, and this is another area of historical weakness in which Chinese institutions are now making improvements. The government's '1,000 Talents' scheme aims to encourage international collaboration, with one of the anticipated positive effects being the likelihood that more internationally co-authored research papers will increase international citation rates. Zheijang University is building a new international campus, set to be completed in 2016, where the primary language of instruction will be English. This approach has led to remarkable success in the case of Korean institution KAIST, which now sits at 2nd in the QS University Rankings: Asia, having adopted English as its primary operating language.

Despite these efforts to overcome its traditional international isolation, China's top institutions tend to be less international than their peers. None of the 'C9' institutions make the top 10 for their proportion of international students, with only Tsinghua making the top 20. Far greater improvements in these areas will be required before the C9 League can emulate the achievements of the Ivy League, but this year's QS University Rankings: BRICS shows that they are moving in the right direction.



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Country Focus: South Africa

South Africa aims for quality over quantity

By John O'Leary

South Africa is the undoubted leader of its continent for higher education, but even a university system that is head and shoulders above its neighbours' in scale and quality is dwarfed by the other members of the BRICS grouping.

Only 11 of the 200 institutions in the new ranking are from South Africa, but they account for almost half of the country's universities. Alongside the huge populations of China, India and Brazil in particular, South Africa must hope for quality, rather than quantity, to make its mark.

The University of Cape Town (UCT) is the main success story. UCT has moved into the BRICS top ten, with the highest ratio of citations per academic paper of any university throughout the five countries. It also scores strongly on international students and faculty, as well as featuring among the leading institutions in polling of academics.

The University of the Witwatersrand (Wits) is more than 20 places behind, in 31st place, but this result still represents progress since the university was more than 150 places below UCT in the last QS World University Rankings.

Wits has overtaken Stellenbosch University, which is South Africa's other representative in the top 40 of the new BRICS ranking.

Higher education in South Africa has gone through radical change since the fall of apartheid, including a series of mergers around the turn of the millennium which eventually reduced the 36 universities and technikons to the current 23. The country's vice-chancellors agreed in a recent report on the 20 years of democracy that the new arrangements were a major advance, although the differentiation of missions remained contentious.

The universities are struggling to meet a government target of 25 per cent participation in higher education while shortcomings remain in secondary education. The rate grew only from 15 per cent to 17.3 per cent in the decade up to 2011, but the strains of expansion are reflected in the BRICS ranking. No South African university features in the top 150 on this measure and only three are in the top200.

The relatively low proportion of academics holding PhDs is another factor that holds South African universities back in this ranking. None of the country's universities reaches the top 100 on this measure.

The vice-chancellors' report said that only 34 per cent of academics had a PhD and the research performance of universities was very uneven, with ten universities producing 86 per cent of all research and almost 90 per cent of doctoral graduates. The National Planning Commission has set a target of 75 per cent of academics to have PhDs by 2030, but the vice-chancellors have dismissed this as over-ambitious without adequate funding.

The Planning Commission has called for the number of PhDs to be trebled by 2030, with most of the growth coming in STEM subjects. Over the same period, it would like more than a quarter of all enrolments to be at postgraduate level.

Several South African universities score well on the measures of international activity, however. Wits is in the top five for its proportion of international faculty, while UCT is in the top ten for both international faculty and students.

The picture is more mixed but still positive when it comes to the universities' reputation among academics and employers. UCT is in the top ten for academics and the top 20 for employers, while most of South Africa's representatives are in the top half of the ranking for both groups.

A recent report, led by the Institute of Education at the University of London, found that graduate employment in South Africa was 5.9 per cent, less than a third of the rate in Kenya, Ghana and Nigeria. But the study found low completion rates, with 40 per cent of students dropping out in the first year and only 15 per cent completing their course in the expected time



BRICS Methodology

By Maya Plentz Fagundes

The QS University Rankings: BRICS was designed to respond to the increasing demand from stakeholders in higher education, worldwide, to identify the top universities in large emerging market economies. The BRIC acronym created by the Goldman Sachs economist Jim O'Neill, in 2001, has gained traction in financial circles and among policy makers, for it symbolizes the shift of power away from the G-7 towards rapid growth nations with very distinct characteristics: Brazil, Russia, India, China and, more recently, South Africa.

These five key emerging economies have made significant strides in the QS World University Rankings® in the last years, the likely result of government policies that invest in higher education, to better respond to their changing job markets that demand highly skilled workers.

In the seminal paper published on the 30th of November of 2001 , by the Goldman Sachs Economic Research Group, the outlook presented for the global economy and the prominence of the BRICS in the decade that followed was spot on. We continue to see the BRICS success stories, even if at times marred by uncertainties and external shocks, and its assured resilience in the exponential growth of its countries' higher education sector.

The QS University Rankings: BRICS ranking has been compiled from data used in the QS World University Rankings, including data from our global surveys of academic and employer opinion as well as information on faculty/student ratio, citations, and international faculty and student numbers.

In addition, we have used two measures intended to reflect specific BRICS priorities. These are staff with a PhD, and overall research productivity, irrespective of citations.

We are aware that global rankings offer a partial view of the development of higher education in these countries. The QS University Rankings: BRICS seeks to highlight the strengths of universities in the BRICS countries, and their specific missions.

Through extensive and rigorous consultations with experts in these regions, eight indicators have been selected, covering the four key areas that form of the bedrock of all QS university rankings: research, teaching, employability and international outlook. These eight indicators are:

1.	**Academic reputation (30%)**	based on a major global survey of academics, who are asked to identify the top-performing universities in their own field.
2.	**Employer reputation (20%)**	based on a major global survey of graduate employers, who are asked to identify the universities that produce the best graduates.
3.	**Faculty/student ratio (20%)**	based on the number of students enrolled per academic faculty member employed (this aims to give an idea of commitment to teaching quality).
4.	**Staff with a PhD (10%)**	based on the ratio of academic staff members with a PhD.
5.	**Papers per faculty (10%)**	based on the number of research papers published per academic staff member.
6.	**Citations per paper (5%)**	based on the frequency with which the institution's research is cited by other researchers.
7.	**International faculty (2.5%)**	based on the percentage of faculty members who are international.
8.	**International students (2.5%)**	based on the percentage of students who are international.

More about the methodology of the QS University Rankings: BRICS

These indicators and weightings are slightly different from those used in the QS World University Rankings or QS's other regional rankings, and have been chosen to reflect current challenges and priorities in the BRICS countries.

For example, the weighting of international student and faculty ratios has been reduced to reflect the comparatively low rates of international recruitment in the BRICS nations, with the exception of South Africa. Institutions from these nations have generally prioritized other factors such as recruiting the most academically qualified staff, which is reflected in the 'Staff with a PhD' indicator. The importance of collaboration with local recruiters is also reflected in the weighting of 20% for Employer Reputation, up from 10% in QS World University Rankings.

More than 400 universities across the five BRICS countries have been assessed, of which the top 200 are ranked. As well as "hard" data on research, staffing and student makeup, the rankings draw on data take into account the views of academics and employers from QS's global surveys of academics and employers, which comprise over 9,800 individual responses from BRICS countries specifically.

QS University Rankings: BRICS represents a valuable addition to our growing portfolio of rankings and rating exercises, equipping the next generation of internationally mobile students with the means to make better informed decisions about their global study options, and thanks to the cooperation of the universities in the five BRICS countries we feel that we have accomplished that goal of independent, rigorous research, that is the hallmark of QS University Rankings.



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QS WORLD UNIVERSITY RANKINGS BRICS 2014: TOP 200

2014 rank	2013 rank	Institution	Country/Territory	Academic Reputation		Employer Reputation		Faculty Student		Staff with PhD		Papers per Faculty		Citations per Paper		International Faculty		International Students		Overall	QS Stars
				SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RATING
1	1	TSINGHUA UNIVERSITY	CN	100.0	2	100.0	2	94.4	16	93.9	41	97.4	18	89.7	35	99.9	10	92.9	18	100.0	
2	2	PEKING UNIVERSITY	CN	100.0	1	100.0	1	89.5	28	85.7	61	89.6	37	98.6	8	96.8	14	74.5	37	97.2	
3	3	LOMONOSOV MOSCOW STATE UNIVERSITY	RU	100.0	5	99.0	11	100.0	4	99.6	26	37.5	101+	58.0	101+	49.4	54	99.0	10	92.6	
4	6=	UNIVERSITY OF SCIENCE AND TECHNOLOGY OF CHINA	CN	99.1	11	85.2	31	70.4	66	100.0	24	99.7	4	99.0	7	55.5	45	5.0	101+	89.7	
5	4	FUDAN UNIVERSITY	CN	100.0	4	100.0	3	48.1	101+	95.8	34	94.3	28	99.8	4	46.3	57	93.6	17	89.5	
6	5	NANJING UNIVERSITY	CN	99.8	7	97.0	16	40.6	101+	90.5	49	95.7	22	98.3	11	99.9	9	51.2	62	87.1	
7	8	UNIVERSIDADE DE SÃO PAULO (USP)	BR	100.0	3	100.0	6	41.6	101+	100.0	7	98.0	12	87.2	48	50.0	53	14.9	101+	86.4	
8	6=	SHANGHAI JIAO TONG UNIVERSITY	CN	100.0	6	100.0	4	45.9	101+	81.6	67	100.0	1	89.5	36	30.0	78	37.7	74	85.8	
9=	10	UNIVERSIDADE ESTADUAL DE CAMPINAS (UNICAMP)	BR	99.7	9	97.6	14	37.9	101+	100.0	10	97.7	15	80.1	71	56.3	43	17.9	101+	84.9	
9=	11	UNIVERSITY OF CAPE TOWN	ZA	99.5	10	95.6	17	38.5	101+	65.1	101+	94.2	29	100.0	1	100.0	7	99.4	6	84.9	
11	9	ZHEJIANG UNIVERSITY	CN	99.7	8	99.5	8	32.8	101+	77.7	83	100.0	2	88.3	42	95.0	18	56.6	57	84.6	
12	14	SAINT-PETERSBURG STATE UNIVERSITY	RU	96.1	17	88.0	27	99.8	9	95.9	33	17.6	101+	40.0	101+	22.4	91	74.7	36	84.4	
13	13	INDIAN INSTITUTE OF TECHNOLOGY DELHI (IITD)	IN	97.1	15	99.9	7	52.0	101+	80.5	75	99.3	8	83.3	64	6.6	101+	8.8	101+	84.3	
14	12	BEIJING NORMAL UNIVERSITY	CN	98.0	14	82.8	34	56.3	101+	83.2	64	76.4	58	85.7	52	99.9	8	71.3	41	84.0	
15	15	INDIAN INSTITUTE OF TECHNOLOGY BOMBAY (IITB)	IN	98.8	13	100.0	5	32.3	101+	100.0	14	97.6	16	87.2	47	19.0	101+	2.6	101+	83.0	
16	17	INDIAN INSTITUTE OF TECHNOLOGY KANPUR (IITK)	IN	93.2	19	98.1	12	36.3	101+	100.0	12	98.9	10	81.0	70	13.7	101+	2.8	101+	81.4	
17	16	INDIAN INSTITUTE OF TECHNOLOGY MADRAS (IITM)	IN	90.4	24	99.1	10	30.0	101+	100.0	1	99.2	9	84.9	59	15.4	101+	1.2	101+	79.7	
18	22	NOVOSIBIRSK STATE UNIVERSITY	RU	86.1	32	78.5	42	92.4	22	70.3	98	46.8	98	47.5	101+	32.2	74	95.2	15	79.4	
19	21	XI'AN JIAOTONG UNIVERSITY	CN	80.9	38	92.8	20	72.3	59	43.8	101+	89.3	39	58.0	101+	60.1	39	42.9	68	78.2	
20	18	INDIAN INSTITUTE OF TECHNOLOGY KHARAGPUR (IITKGP)	IN	87.9	30	97.7	13	25.4	101+	100.0	1	99.9	3	87.4	45	2.3	101+	1.1	101+	77.5	
21=	20	SUN YAT-SEN UNIVERSITY	CN	91.3	21	82.7	36	33.5	101+	86.4	58	84.8	47	97.6	14	71.1	32	31.4	79	77.3	
21=	19	UNIVERSIDADE FEDERAL DO RIO DE JANEIRO	BR	98.8	12	72.1	51	47.0	101+	97.3	30	59.1	79	85.7	53	59.1	40	15.2	101+	77.3	
23	27	TONGJI UNIVERSITY	CN	86.7	31	88.4	25	39.5	101+	69.4	101+	95.6	23	45.5	101+	95.0	17	50.4	63	76.0	
24	42	RENMIN (PEOPLE'S) UNIVERSITY OF CHINA	CN	84.8	33	93.8	19	54.6	101+	95.3	35	15.7	101+	78.3	76	40.4	62	47.2	64	74.3	
25	23=	NANKAI UNIVERSITY	CN	88.7	27	82.7	35	59.9	93	24.2	101+	77.3	56	99.7	6	14.2	101+	64.4	46	74.2	
26	32	BEIHANG UNIVERSITY	CN	73.5	43	79.7	39	81.2	45	59.7	101+	97.7	14	27.7	101+	9.0	101+	16.9	101+	74.0	
27=	39	BEIJING INSTITUTE OF TECHNOLOGY	CN	78.9	40	89.4	23	44.5	101+	81.3	70	94.7	25	32.2	101+	52.5	50	22.6	101+	73.5	
27=	23=	HARBIN INSTITUTE OF TECHNOLOGY	CN	68.5	48	78.1	43	63.0	82	81.1	71	98.6	11	46.5	101+	77.0	29	23.2	101+	73.5	
29	28	SHANGHAI UNIVERSITY	CN	91.2	22	86.2	29	46.9	101+	61.9	101+	63.4	74	59.4	101+	54.5	46	22.7	101+	73.4	
30	25	UNIVERSIDADE ESTADUAL PAULISTA "JÚLIO DE MESQUITA FILHO"	BR	81.3	37	69.0	56	59.7	94	100.0	6	69.0	69	65.3	101+	24.5	83	9.1	101+	73.1	4
31	31	UNIVERSITY OF THE WITWATERSRAND	ZA	92.9	20	83.6	32	28.9	101+	32.1	101+	69.9	67	99.7	5	100.0	5	84.2	32	72.1	
32	29	UNIVERSIDADE FEDERAL DE SÃO PAULO (UNIFESP)	BR	66.1	53	45.6	89	80.0	47	100.0	18	90.4	36	93.1	22	50.2	52	4.7	101+	72.0	
33	26	WUHAN UNIVERSITY	CN	94.1	18	89.7	22	47.0	101+			80.0	52	69.8	101+	27.0	80	39.6	71	70.6	
34	30	STELLENBOSCH UNIVERSITY	ZA	90.7	23	79.2	40	23.0	101+	39.3	101+	81.4	50	98.3	10	91.6	23	67.8	45	70.5	
35	37	MOSCOW STATE INSTITUTE OF INTERNATIONAL RELATIONS	RU	60.0	67	86.0	30	99.3	11	100.0	17	1.2	101+	1.0	101+	34.1	69	98.2	13	70.4	3
36	33	BAUMAN MOSCOW STATE TECHNICAL UNIVERSITY	RU	79.6	39	97.2	15	100.0	3	35.1	101+	3.5	101+	2.9	101+	4.0	101+	26.4	95	70.0	
37	34	INDIAN INSTITUTE OF TECHNOLOGY ROORKEE (IITR)	IN	72.5	46	88.3	26	20.5	101+	100.0	1	99.4	6	88.4	40			4.6	101+	69.9	
38	38	UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL	BR	89.1	26	57.8	67	37.2	101+	100.0	23	80.2	51	70.1	101+					69.1	
39	53	UNIVERSITY OF DELHI	IN	96.4	16	99.2	9	15.9	101+	95.1	36	8.1	101+	95.8	18	1.3	101+	3.8	101+	69.0	
40	35	UNIVERSIDADE FEDERAL DE MINAS GERAIS	BR	88.2	29	56.9	68	30.3	101+	100.0	8	72.8	64	81.6	68	63.6	35	6.5	101+	68.9	4
41	43=	TIANJIN UNIVERSITY	CN	64.0	61	82.5	37	47.4	101+	84.6	63	94.8	24	47.2	101+	32.3	73	6.6	101+	68.3	
42	40	XIAMEN UNIVERSITY	CN	83.4	34	62.9	62	32.4	101+	77.8	82	68.9	70	92.5	27	38.2	65	60.6	50	67.7	
43	36	PONTIFICIA UNIVERSIDADE CATÓLICA DE SÃO PAULO (PUC-SP)	BR	68.2	49	86.6	28	86.3	31	79.2	76	4.2	101+	18.7	101+	32.9	72	4.8	101+	67.1	
44	43=	UNIVERSIDADE FEDERAL DE SÃO CARLOS	BR	59.2	68	63.0	61	70.7	63	98.9	27	65.2	72	62.9	101+	13.1	101+	9.0	101+	66.4	
45	41	PONTIFICIA UNIVERSIDADE CATÓLICA DO RIO DE JANEIRO - PUC - RIO	BR	88.3	28	77.4	46	18.7	101+	80.8	72	55.0	85	50.6	101+	77.5	28	16.7	101+	65.9	
46	43=	UNIVERSITY OF PRETORIA	ZA	89.5	25	91.1	21	13.0	101+	30.7	101+	52.4	90	74.1	85	52.7	49	87.9	24	64.9	
47=	43=	BEIJING JIAOTONG UNIVERSITY	CN	73.0	45	74.4	48	39.6	101+	64.4	101+	93.6	31	20.8	101+	21.7	95	33.2	77	64.7	
47=	47	ST. PETERSBURG STATE POLITECNICAL UNIVERSITY	RU	62.5	63	69.8	55	94.3	17	72.3	94	8.3	101+	29.7	101+	6.4	101+	67.8	44	64.7	
47=	58	TOMSK STATE UNIVERSITY	RU	64.7	57	59.0	66	74.6	56	100.0	22	16.7	101+	13.4	101+	92.5	21	85.7	28	64.7	
50	52	UNIVERSITY OF CALCUTTA	IN	83.3	35	74.9	47	9.2	101+	100.0	15	74.9	59	60.2	101+	4.1	101+	1.9	101+	64.2	

QS WORLD UNIVERSITY RANKINGS BRICS 2014: TOP 200

2014 rank	2013 rank	Institution	Country/Territory	Academic Reputation		Employer Reputation		Faculty Student		Staff with PhD		Papers per Faculty		Citations per Paper		International Faculty		International Students		Overall	QS Stars
				SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RATING
51	48=	UNIVERSIDADE DE BRASILIA	BR	81.8	36	51.1	77	46.5	101+	93.6	42	35.8	101+	57.8	101+	92.3	22	4.6	101+	64.0	
52	55	MOSCOW INSTITUTE OF PHYSICS AND TECHNOLOGY STATE UNIVERSITY	RU	52.4	77	54.7	72	100.0	5	74.7	88	18.2	101+	25.7	101+	52.2	51	91.4	21	62.5	
53	51	INDIAN INSTITUTE OF TECHNOLOGY GUWAHATI (IITG)	IN	64.1	59	51.3	76	33.7	101+	100.0	1	97.6	17	85.0	56	3.6	101+	2.7	101+	62.1	
54	48=	HUAZHONG UNIVERSITY OF SCIENCE AND TECHNOLOGY	CN	65.5	55	77.6	44	58.2	97			89.4	38	61.1	101+	12.0	101+	20.5	101+	61.3	
55	56	SHANDONG UNIVERSITY	CN	66.6	52	59.2	65	39.2	101+	54.0	101+	72.6	65	84.9	57	44.8	58	20.5	101+	59.8	
56	63	BEIJING UNIVERSITY OF TECHNOLOGY	CN	67.8	50	70.1	53	41.7	101+	39.3	101+	85.7	44	21.5	101+	56.1	44	14.8	101+	59.7	
57	65	NATIONAL RESEARCH NUCLEAR UNIVERSITY "MEPHI"	RU	38.0	99	47.6	85	92.2	23	88.4	54	20.7	101+	100.0	2	40.5	61	57.6	54	59.3	
58	50	HIGHER SCHOOL OF ECONOMICS	RU	53.0	76	64.3	59	94.1	19	78.5	77	3.5	101+	8.3	101+	33.2	71	20.0	101+	59.1	3
59	59	JILIN UNIVERSITY	CN	73.3	44	65.5	57	61.2	83			58.2	81	70.3	99			19.3	101+	58.7	
60=	57	EAST CHINA NORMAL UNIVERSITY	CN	66.9	51	42.5	95	47.6	101+	49.2	101+	57.0	83	92.0	30	8.6	101+	98.3	12	57.5	
60=	66=	UNIVERSIDADE FEDERAL DE SANTA CATARINA	BR	71.3	47	37.5	101+	36.4	101+	100.0	19	54.0	87	63.3	101+	35.8	68	12.1	101+	57.5	
60=	60	UNIVERSITY OF KWAZULU-NATAL	ZA	74.8	42	46.2	87	32.4	101+	37.3	101+	58.6	80	84.9	58	100.0	2	58.0	53	57.5	
63	75=	EAST CHINA UNIVERSITY OF SCIENCE AND TECHNOLOGY	CN	46.1	88	38.0	101+	78.6	50	64.9	101+	61.8	76	97.3	15			13.0	101+	56.5	
63	61	UNIVERSITY OF JOHANNESBURG	ZA	64.1	60	77.5	45	37.0	101+	25.4	101+	28.9	101+	70.8	95	99.8	11	68.3	43	56.8	
64	54	SOUTHEAST UNIVERSITY	CN	60.8	65	50.7	78	63.3	80			93.3	33	61.5	101+	28.0	79	27.4	93	56.3	
66	66=	SICHUAN UNIVERSITY	CN	75.9	41	42.2	96	38.5	101+	20.6	101+	76.7	57	81.9	67	10.4	101+	24.2	100	55.1	
67	71	TOMSK POLYTECHNIC UNIVERSITY	RU	44.0	90	53.7	73	91.9	24	69.3	101+	7.8	101+	7.4	101+	13.8	101+	99.3	7	54.7	
68	62	UNIVERSITY OF MUMBAI	IN	65.0	56	94.8	18	1.4	101+			99.6	5	85.2	54					54.4	
69	79	KAZAN FEDERAL UNIVERSITY	RU	63.3	62	41.9	97	90.5	26	42.1	101+	5.8	101+	20.1	101+	10.4	101+	26.3	96	53.6	
70	75=	SHANGHAI INTERNATIONAL STUDIES UNIVERSITY	CN	38.1	98	64.1	60	81.9	42	54.2	101+	2.2	101+	5.9	101+	95.3	15	94.6	16	52.7	
71	73	CHINA AGRICULTURAL UNIVERSITY	CN	57.9	70	25.9	101+	40.6	101+	63.4	101+	91.2	34	87.5	43	14.6	101+	6.8	101+	52.5	
72=	74	N.I. LOBACHEVSKY STATE UNIVERSITY OF NIZHNI NOVGOROD	RU	48.1	85	45.8	88	68.9	69	100.0	9	11.3	101+	16.7	101+	5.6	101+	29.4	89	51.6	3
72=	78	PONTIFICIA UNIVERSIDADE CATÓLICA DO RIO GRANDE DO SUL	BR	50.3	79	33.4	101+	60.6	90	77.0	85	38.3	101+	87.0	49	14.1	101+	3.6	101+	51.6	
74	81	UNIVERSIDADE FEDERAL DO PARANÁ (UFPR)	BR	56.6	73	27.6	101+	57.3	99	85.7	60	45.0	101+	56.6	101+					51.2	
75	68	DALIAN UNIVERSITY OF TECHNOLOGY	CN	53.3	75	48.6	82	25.4	101+	41.6	101+	99.4	7	67.8	101+	16.5	101+	9.1	101+	50.3	
75	131-140	UNIVERSIDADE DO ESTADO DO RIO DE JANEIRO (UERJ)	BR	50.2	80	45.0	90	33.2	101+	100.0	15	46.0	100	89.4	37					51.1	
76=	72	RHODES UNIVERSITY	ZA	60.3	66	56.8	69	19.2	101+			94.5	26	72.8	88			100.0	2	50.2	
76=	70	UNIVERSITY OF MADRAS	IN	50.2	81	69.9	54	27.6	101+			72.2	66	91.4	31			98.6	11	50.2	
78	69	UNIVERSITY OF SCIENCE AND TECHNOLOGY BEIJING	CN	66.0	54	41.1	100	37.2	101+			96.3	20	29.9	101+	10.5	101+	25.8	97	48.8	
79	82	UNIVERSIDADE FEDERAL DO PERNAMBUCO	BR	58.6	69	24.9	101+	38.2	101+	94.6	38	40.1	101+	48.2	101+	32.1	75	5.6	101+	48.3	
80	84	URAL FEDERAL UNIVERSITY NAMED AFTER BORIS YELTSIN	RU	57.0	71	38.3	101+	74.5	58	47.0	101+	8.7	101+	10.1	101+	21.3	97	23.0	101+	48.1	
81	80	UNIVERSIDADE FEDERAL FLUMINENSE	BR	49.3	82	26.3	101+	60.7	87	87.1	57	24.7	101+	46.9	101+					47.0	
82	86=	PEOPLE'S FRIENDSHIP UNIVERSITY OF RUSSIA	RU	48.7	83	22.5	101+	96.6	14	32.8	101+	4.1	101+	12.7	101+	4.7	101+	100.0	1	46.6	
83	83	SHANGHAI UNIVERSITY OF FINANCE AND ECONOMICS	CN	29.0	101+	80.1	38	35.0	101+	92.4	44	9.5	101+	19.6	101+	57.1	42	38.1	73	46.5	
84	85	BANARAS HINDU UNIVERSITY	IN	61.4	64	55.9	71	21.9	101+			52.7	89	92.9	25			12.3	101+	45.4	
85=	100	MANIPAL UNIVERSITY	IN	21.6	101+	56.6	70	76.0	54	47.0	101+	17.9	101+	43.0	101+	4.3	101+	86.3	26	45.1	
85=	89	SOUTHERN FEDERAL UNIVERSITY (SFEDU)	RU	35.5	101+	29.3	101+	89.6	27	77.8	81	5.8	101+	14.7	101+	2.2	101+	13.8	101+	45.1	
87	77	BEIJING FOREIGN STUDIES UNIVERSITY	CN	47.8	86	65.4	58	52.6	101+			3.1	101+	5.7	101+	100.0	6	99.7	4	44.7	
88	101-110	CENTRAL SOUTH UNIVERSITY	CN	32.0	101+	36.0	101+	33.1	101+	70.5	97	88.0	43	56.5	101+	42.0	60	9.0	101+	44.6	
89	86=	NORTHWESTERN POLYTECHNICAL UNIVERSITY	CN	28.2	101+	44.9	91	85.8	34			73.0	62	18.9	101+	5.5	101+	7.8	101+	44.4	
90=	111-120	BIRLA INSTITUTE OF TECHNOLOGY AND SCIENCE	IN	22.8	101+	78.7	41	27.0	101+	80.6	73	27.1	101+	79.9	72	3.6	101+			44.0	
90=	91	VORONEZH STATE UNIVERSITY	RU	36.4	101+	31.3	101+	60.9	85	94.8	37	9.4	101+	11.0	101+	23.0	85	75.8	35	44.0	
92	88	UNIVERSITY OF THE WESTERN CAPE	ZA	54.8	74	26.2	101+	13.1	101+	48.8	101+	49.0	96	87.4	44	99.1	13	57.3	55	43.5	
93	96	UNIVERSIDADE FEDERAL DE VIÇOSA	BR	30.6	101+	16.1	101+	76.5	52	66.5	101+	51.9	92	32.1	101+	17.2	101+	9.4	101+	43.0	
94=	90	CHONGQING UNIVERSITY	CN	50.3	78	50.3	80	21.8	101+	5.4	101+	90.7	35	35.4	101+	7.4	101+	16.8	101+	42.6	
94=	95	HARBIN ENGINEERING UNIVERSITY	CN	13.9	101+	60.7	64	54.0	101+	49.1	101+	73.0	63	24.4	101+	8.0	101+	30.0	86	42.6	
96	-	UNIVERSIDADE FEDERAL DA BAHIA	BR	40.1	97	26.7	101+	85.2	35	18.4	101+	15.8	101+	70.5	97					42.5	
97	93	SOUTH CHINA UNIVERSITY OF TECHNOLOGY	CN	47.3	87	37.3	101+	22.3	101+			96.4	19	69.3	101+	12.4	101+	30.3	85	41.4	
98	121-130	NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY "MISIS"	RU	8.7	101+	32.6	101+	91.9	25	75.4	87	11.9	101+	14.2	101+	42.4	59	84.5	31	41.2	
99	94	UNIVERSITY OF PUNE	IN	56.8	72	83.1	33	8.7	101+			2.3	101+	87.3	46					41.1	

QS WORLD UNIVERSITY RANKINGS BRICS 2014: TOP 200

2014 rank	2013 rank	Institution	Country/Territory	Academic Reputation		Employer Reputation		Faculty Student		Staff with PhD		Papers per Faculty		Citations per Paper		International Faculty		International Students		Overall	QS Stars
				SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RATING
100=	99	FAR EASTERN FEDERAL UNIVERSITY	RU	27.8	101+	30.8	101+	88.5	29	45.6	101+	3.9	101+	5.6	101+	47.7	56	52.5	60	41.0	
100=	101-110	PLEKHANOV RUSSIAN UNIVERSITY OF ECONOMICS	RU	30.6	101+	62.4	63	55.0	101+	58.0	101+	1.5	101+	6.6	101+	10.0	101+	28.2	90	41.0	
101-110	111-120	BEIJING UNIVERSITY OF CHINESE MEDICINE	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
101-110	98	DONGHUA UNIVERSITY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
101-110	101-110	HUNAN UNIVERSITY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
101-110	92	INDIAN INSTITUTE OF INFORMATION TECHNOLOGY(IIIT) - ALLAHABAD	IN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
101-110	101-110	LANZHOU UNIVERSITY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
101-110	97	MOSCOW POWER ENGINEERING INSTITUTE	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
101-110	111-120	NATIONAL UNIVERSITY OF DEFENSE TECHNOLOGY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
101-110	111-120	OCEAN UNIVERSITY OF CHINA	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
101-110	111-120	UNIVERSIDADE FEDERAL DE LAVRAS	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
101-110	111-120	UNIVERSITY OF THE FREE STATE	ZA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
111-120	101-110	CENTRAL UNIVERSITY OF FINANCE AND ECONOMICS	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
111-120	121-130	NANJING UNIVERSITY OF SCIENCE AND TECHNOLOGY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
111-120	-	ITMO UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
111-120	141-150	PERM STATE UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
111-120	111-120	TOMSK STATE UNIVERSITY OF CONTROL SYSTEMS AND RADIOELECTRONICS	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
111-120	111-120	UNIVERSIDADE ESTADUAL DE LONDRINA	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
111-120	101-110	UNIVERSIDADE ESTADUAL DE MARINGÁ	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
111-120	111-120	UNIVERSIDADE FEDERAL DE GOIÁS	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
111-120	101-110	UNIVERSITY OF INTERNATIONAL BUSINESS AND ECONOMICS	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
121-130	101-110	BEIJING UNIVERSITY OF CHEMICAL TECHNOLOGY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
121-130	131-140	CHINA UNIVERSITY OF POLITICAL SCIENCE AND LAW	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
121-130	131-140	GUBKIN RUSSIAN STATE UNIVERSITY OF OIL AND GAS	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
121-130	141-150	MENDELEEV UNIVERSITY OF CHEMICAL TECHNOLOGY OF RUSSIA	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
121-130	201+	NATIONAL RESEARCH SARATOV STATE UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
121-130	151-200	SAINT PETERSBURG STATE ELECTROTECHNICAL UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
121-130	121-130	SHANGHAI NORMAL UNIVERSITY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
121-130	121-130	UNIVERSIDADE FEDERAL DE SANTA MARIA	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
121-130	121-130	UNIVERSITY OF ELECTRONIC SCIENCE AND TECHNOLOGY OF CHINA	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
121-130	151-200	XIDIAN UNIVERSITY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
131-140	121-130	CHINA UNIVERSITY OF MINING AND TECHNOLOGY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
131-140	131-140	HERZEN STATE PEDAGOGICAL UNIVERSITY OF RUSSIA	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
131-140	151-200	MOSCOW AVIATION INSTITUTE (NATIONAL RESEARCH UNIVERSITY)	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
131-140	151-200	MOSCOW STATE LINGUISTIC UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
131-140	101-110	MOSCOW STATE UNIVERSITY OF CIVIL ENGINEERING	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
131-140	151-200	NATIONAL MINERAL RESOURCES UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
131-140	121-130	NORTHEASTERN UNIVERSITY (CHINA)	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
131-140	151-200	NOVOSIBIRSK STATE TECHNICAL UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
131-140	121-130	UNIVERSIDADE ESTADUAL DE PONTA GROSSA	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
131-140	131-140	UNIVERSIDADE ESTADUAL DO NORTE FLUMINENSE	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
141-150	151-200	AMITY UNIVERSITY	IN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
141-150	141-150	ANNA UNIVERSITY	IN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
141-150	111-120	BEIJING UNIVERSITY OF POSTS AND TELECOMMUNICATIONS	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
141-150	131-140	BELGOROD STATE TECHNOLOGICAL UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
141-150	131-140	IRKUTSK STATE UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
141-150	131-140	NANJING UNIVERSITY OF AERONAUTICS AND ASTRONAUTICS	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
141-150	101-110	PANJAB UNIVERSITY	IN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
141-150	141-150	PONTIFICIA UNIVERSIDADE CATÓLICA DO PARANÁ -PUCPR	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
141-150	201+	THE RUSSIAN PRESIDENTIAL ACADEMY OF NATIONAL ECONOMY AND PUBLIC ADMINISTRATION	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

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2014 rank	2013 rank	Institution	Country/Territory	Academic Reputation		Employer Reputation		Faculty Student		Staff with PhD		Papers per Faculty		Citations per Paper		International Faculty		International Students		Overall	QS Stars
				SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RANK	SCORE	RATING
141-150	151-200	UNIVERSIDADE FEDERAL DE OURO PRETO	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	201+	ALTAI STATE UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	BELGOROD STATE UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	141-150	CHINA UNIVERSITY OF GEOSCIENCES	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	CHINA UNIVERSITY OF PETROLEUM	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	201+	FINANCIAL UNIVERSITY UNDER THE GOVERNMENT OF THE RUSSIAN FEDERATION	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	141-150	HUAZHONG AGRICULTURAL UNIVERSITY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	HUAZHONG NORMAL UNIVERSITY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	KALININGRAD STATE TECHNICAL UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	KAZAN NATIONAL RESEARCH TECHNICAL UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	201+	KAZAN NATIONAL RESEARCH TECHNOLOGICAL UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	NANJING AGRICULTURAL UNIVERSITY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	141-150	NANJING NORMAL UNIVERSITY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	NELSON MANDELA METROPOLITAN UNIVERSITY	ZA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	141-150	NORTH-EASTERN FEDERAL UNIVERSITY NAMED AFTER M.K.AMMOSOV	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	201+	NORTHERN (ARCTIC) FEDERAL UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	NORTHWEST AGRICULTURE AND FORESTRY UNIVERSITY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
151-200	141-150	NORTH-WEST UNIVERSITY	ZA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	PETROZAVODSK STATE UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	PONDICHERRY UNIVERSITY	IN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	131-140	PONTIFICIA UNIVERSIDADE CATÓLICA DO CAMPINAS - PUC CAMPINAS	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	RUSSIAN STATE UNIVERSITY FOR THE HUMANITIES RGGU	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	201+	SAINT-PETERSBURG STATE UNIVERSITY OF ECONOMICS	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	SAMARA STATE AEROSPACE UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	SAMARA STATE UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	SHAANXI NORMAL UNIVERSITY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
151-200	151-200	SIBERIAN FEDERAL UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	111-120	SOOCHOW UNIVERSITY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	SOUTH CHINA NORMAL UNIVERSITY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	SOUTH URAL STATE UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	SOUTHWEST JIAOTONG UNIVERSITY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	UNIVERSIDADE DO ESTADO DE SANTA CATARINA	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	UNIVERSIDADE FEDERAL DA PARAÍBA	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	UNIVERSIDADE FEDERAL DE CAMPINA GRANDE	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	UNIVERSIDADE FEDERAL DE ITAJUBÁ	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	UNIVERSIDADE FEDERAL DE JUIZ DE FORA	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	UNIVERSIDADE FEDERAL DE MATO GROSSO	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	UNIVERSIDADE FEDERAL DE PELOTAS	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	UNIVERSIDADE FEDERAL DE SÃO JOÃO DEL-REI UFSJ	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	UNIVERSIDADE FEDERAL DE UBERLÂNDIA	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	UNIVERSIDADE FEDERAL DO CEARÁ (UFC)	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	UNIVERSIDADE FEDERAL DO MATO GROSSO DO SUL	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	UNIVERSIDADE FEDERAL DO RIO GRANDE DO NORTE	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	UNIVERSIDADE FEDERAL DO TRIÂNGULO MINEIRO	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	UNIVERSIDADE FEDERAL RURAL DO RIO DE JANEIRO	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	141-150	UNIVERSIDADE PRESBITERIANA MACKENZIE	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	UNIVERSIDADE TECNOLÓGICA FEDERAL DO PARANÁ	BR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	151-200	VOLGOGRAD STATE UNIVERSITY	RU	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
151-200	131-140	WUHAN UNIVERSITY OF TECHNOLOGY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
151-200	121-130	ZHENGZHOU UNIVERSITY	CN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

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