



Veterinary Medical Education in China/SE Asia/South Asia (Indian-subcontinent)

More than 100 schools or colleges of veterinary medicine in China/SE Asia/India, veterinary medical teaching is relatively backward in China/SE Asia/India, compared with the United States and Europe. But "the one world, the one health," the veterinary medical education became more and more important, and education managers pay more attention to it in the future in China/SE Asia/India.

1 Veterinary Medical Education in China

More than 100 years ago, the Qing dynasty government created China's first official veterinary institution in Baoding city, Hebei province. This was called the "Farriery Division" and its study was originally limited to equine disease. Today, there are more than 60 veterinary medical schools in China, all belonging to public, throughout 34 provinces, autonomous regions and municipalities directly under the national government, and producing about 12 000 graduates per year. Currently, there are no independent or private veterinary medical schools in China.

When a student wishes to study veterinary medical science, they must first pass the college entrance examination for which there are no specific prerequisites. Students can then select the level of schooling depending on their score. Generally, veterinary medical education in China has one of two programs: animal medicine and animal pharmacy. Some school may be 10 academic semesters (5 years), some may

be 8 academic semesters (4 years) in duration. Students should finish about 200 scores in school, after they finished their study, students will be awarded a bachelors degrees for in the field of agricultural science (BAgriSci).

In China, there is an official system of veterinary accreditation by the Animal Medicine Specialty Teaching Steering Committee of the Ministry of Education, which will supervise and inspect veterinary medical teaching quality. The national veterinary professional degree education steering committee (<http://www.vmd.edu.cn/>) will supervise and inspect professional degree education in veterinary medicine. The Chinese Veterinary Medical Association (CVMA, <http://www.cvma.org.cn/>), founded in 2010, will administrate and register practicing veterinarians.

At present, there is no standard curriculum for undergraduate coursework, although students generally commence with basic science courses and progress to clinical courses and clinical practice. These courses include animal anatomy, animal tissue embryology, biochemistry, animal physiology, animal pathology, pharmacology, microbiology, immunology, animal food hygiene, clinical diagnostics, parasites epidemiology, epidemiology, internal medicine, surgery, obstetrics and Chinese traditional veterinary medicine. The Chinese traditional veterinary medicine course is considered an important and special component of veterinary medical education in China and is comprised of theory and some practical approaches to therapeutics. For example, students are expected to be able to identify major plant species and identify the different parts used in Chinese herbal medicines. The combination of Chinese herbal medicines with acupuncture, moxibustion and massage are considered an important focus in China for animal health care and treating disease.

The aim of veterinary medical education in China is to cultivate students to become innovative or apply their talents working in the field of animal health and hygiene, protect animal health and public health. A successful veterinary medical graduate is expected to be competent as an animal clinical practitioner or as an inspector in the customs or commercial market, inspecting the quality of animal-related products, managing the development of animal medicine and biological products, establishing appropriate quarantine standards, and performing

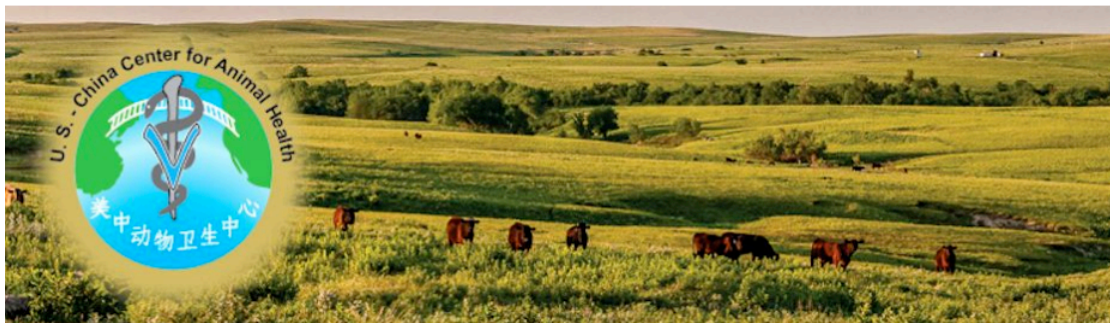
other similar activities. Their work related areas cover livestock and poultry disease prevention and control, livestock and companion animal disease diagnosis and treatment, veterinary public health, animal quarantine, food safety, animal protection and related services.

Table 1 Distribution of School of Veterinary Medicine in China

No.	Region	School
1	North China	China Agricultural University http://www.cau.edu.cn/ Beijing University of Agriculture http://www.bac.edu.cn/ Tianjin Agricultural University http://www.tjau.edu.cn/ Agricultural University of Hebei Province http://www.hebau.edu.cn/ Shanxi Agricultural University http://www.sxau.edu.cn/ Inner Mongolia Agricultural University http://www.imau.edu.cn/
2	Eastern China	Nanjing Agricultural University http://www.njau.edu.cn/ Yangzhou University http://www.yzu.edu.cn/ Zhejiang A & F University http://www.zafu.edu.cn/ Anhui Agricultural University http://www.ahau.edu.cn/ University of science and technology of Anhui http://211.70.48.80/ Jiangxi Agricultural University http://www.jxau.edu.cn/ Fujian Agriculture and Forestry University http://www.fafu.edu.cn/ Shandong Agricultural University http://web02.sdau.edu.cn/ Qingdao Agricultural University http://www.qau.edu.cn/
3	South China	South China Agricultural University http://www.scau.edu.cn/ Guangxi University http://www.gxu.edu.cn/ Zhongkai University of Agricultural and Engineering http://www.zhku.edu.cn/index.htm
4	Northwest Region	North West Agriculture and Forestry University http://www.nwsuaf.edu.cn/ Gansu Agricultural University http://www.gsau.edu.cn/ Xinjiang Agricultural University http://www.xjau.edu.cn/
5	Northeast Region	Shenyang Agricultural University http://www.syau.edu.cn/ Northeast Agricultural University http://www.neau.cn/ Northeast Forestry University http://www.nefu.edu.cn/ Heilongjiang Bayi Agricultural University http://www.hlau.cn Jilin University http://www.jlu.edu.cn/ Jilin Agricultural University http://www.jlau.edu.cn/index_2015.asp Jilin Agricultural Science and Technology College http://www.jlnku.com/
6	Central China	Henan Agricultural University http://www.henau.edu.cn/ Huazhong Agricultural University http://www.hzau.edu.cn/2014/ch/ Hunan Agricultural University http://www.hunau.edu.cn/

		Yangtze University http://www.yangtzeu.edu.cn/
7	Southwest Region	Yunnan Agricultural University http://www.ynau.edu.cn/ Sichuan Agricultural University http://www.sicau.edu.cn/ Agricultural and Animal Husbandry college of Tibet University http://www.xza.cn/ Southwest University Rongchang Campus http://www.swu.edu.cn/glfw_jxdw.html

2 U.S.-China Center for Animal Health (USCCA)



The U.S.-China Center for Animal Health (USCCA) (<http://www.vet.k-state.edu/international/USCCA/>) is a Kansas State University (KSU)-based training center for the improvement of Chinese animal health education, research, government, and industrial workforce and a center that will assist Chinese and American animal health companies to access the American and Chinese markets, respectively.

Kansas State University has a long history with Chinese veterinary medicine. The first Chinese DVM, Luo Qingshen (罗清生), graduated from Kansas State University College of Veterinary Medicine in 1923. Following Luo Qingsheng's steps, from 1924 to 1949, seven more Chinese students earned DVM degrees in the U.S. and Europe, and subsequently returned to China. Unfortunately, the U.S.-China exchanges in veterinary education were suspended from 1949 to 2012.

USCCA was established in 2010 with the mission to improve Chinese veterinary education for a "One World, One Health". In 2012, the U.S.-China Center established the U.S.-China Joint DVM Scholarship Program through partnership with universities, government and animal industry in China.

The U.S.-China Joint DVM Scholarship Program is sponsored by the China Scholarship Council (CSC), Kansas State University (KSU), Zoetis/ International Veterinary Collaboration for China (IVCC), the Chinese Veterinary Medical Association (CVMA),

Each year, the program recruits 4 top students who are junior or senior undergraduate students, or graduate students from universities in China to pursue a

Doctor of Veterinary Medicine (DVM) degree in the U.S. The selected students study pre-veterinary (pre-vet) courses at KSU for a year to meet U.S. DVM admission criteria. Then, the students continue to study for 4 years in the DVM program at KSU or other U.S. universities under the coordination of the U.S.-China Center, such as University of California Davis (UC Davis), University of Minnesota (UMN), Iowa State University (ISU).

Applicants must have a minimum GPA of 3.0 on a 4.0 scale and a TOEFL score of 100 or higher. To be competitive, a GRE score with the percentile average in all three sections should be greater than 50%.

3 NUA-UCDavis One Health Joint Center

Nanjing Agricultural University (NAU , <http://www.njau.edu.cn/>; <http://english.njau.edu.cn/>) is one of the earliest institutions of higher agricultural education in China and a national key university under the Chinese Ministry of Education. In January 2014, NAU and University of California Davis signed the plan to collaborate and founded the NAU-UC Davis One Health Joint Center. For the sake of this plan, the two universities started a winter break exchange program. The One Health Center for Food Safety and Animal Health at NAU addresses the complex global issues of new and re-emerging zoonotic diseases, and the provision of healthy foods for the world's population. Through its comprehensive education programs, the Center helps to build the workforce for the expanding global food safety needs.



4 Veterinary Medical Education in Taiwan

There are 3 universities that have veterinary medical education in Taiwan. They are National Taiwan University, National Chung Hsing University, and National Chiayi University. They all belong to the state. The veterinary undergraduate course are designed for five years of study. Each year, they recruit 40 ~ 60 students as

freshman. 18 hours of theory class or 52 hours for experiment (practice) count as 1 credit. Students need to achieve 182-187 credits in order to graduate in five years. The ratio between theory study and practice is about 1:1 and that of compulsory and elective proportion is 4:1.

Students in addition to the 1 year the school unified organization of the common subject of study, the remaining four annual to veterinary department organization veterinarians, veterinary clinical disciplines and the basis of clinical practice training. Students will be trained in the teaching animal hospital for one year at the 5th year. When students graduate, they do not do graduation thesis and defense, as long as they are repaired. A bachelor's degree in veterinary medicine is sufficient for credit, but must be approved by the doctor of veterinary medicine (DVM) in Taiwan. A degree in veterinary practice is required to obtain a certificate for a degree in veterinary practice Students choose to work rather than going to graduate school after graduation because of the favorable working environment in Taiwan. For example, in National Chung Hsing University, 26.5% students are employed in animal hospitals, 12.9% of students go to pharmaceutical factory or biological company, 25.1% go to teaching and research units and 23.2% work as public sector (agriculture commission, inspection bureau, government).

5 Veterinary Medical Education in Hong Kong



University of Hong Kong's School of Veterinary Medicine is the first veterinary school in Asia modeled on DVM lines. The vision is to establish a Centre of Excellence in Hong Kong that will raise the standards of animal health care and the teaching of the veterinary discipline in the region. The goal is "to be the premier

provider of comprehensive, evidence-based veterinary training, research and service in Asia, with particular emphasis on Emerging Infectious Diseases, Food Safety, Animal Welfare and Aquatic Production."

On September 15th, 2016, City University of Hong Kong in collaboration with Cornell University announced the launch of the first Bachelor of Veterinary Medicine program in Hong Kong (<http://www.cityu.edu.hk/svm/en/index.html>) . With the launch of Hong Kong's first-ever Bachelor of Veterinary Medicine (BVM) program, aspiring veterinarians no longer need to leave Hong Kong to pursue their professional ambitions. Instead, they can train at City University of Hong Kong (City U) with its unique six-year program. The first intake of students will enroll in the fall of 2017. Modeled on Cornell's curriculum, the BVM emphasizes four topics of high interest and relevance to Hong Kong and the surrounding region, namely, emerging infectious diseases, food safety, aquaculture and animal welfare.

6 Veterinary Medical Education in Thailand

There are 11 universities in Thailand that offer veterinary medical education. Department of Veterinary Medicine in Chulalongkorn University was founded simultaneously with the Faculty of Veterinary Science in Chulalongkorn University. The department is divided into five branches of studies including companion animal medicine, aquatic animal medicine, avian diseases and preventive medicine, ruminant animal medicine. The universities offer two levels of study: undergraduate and graduate including master degree, doctoral degree, diploma and residency program. The Department of Veterinary Medicine at Chulalongkorn university is at the forefront of veterinary sciences and education. It is an excellent center for teaching and research.

Kasetsart University (<http://vet.ku.ac.th/vetenglish/>) have two campus, Bang Khen (main campus), Kamphaeng Saen campus

Veterinary Schools in Thailand

- Chiang Mai University Faculty of Veterinary Science
- Chulalongkorn University Faculty of Veterinary Science
- Kasetsart University Faculty of Veterinary Medicine
- Khon Kaen University Faculty of Veterinary Medicine
- Mahanakorn University of Technology Faculty of Veterinary Science
- Mahasarakham University Faculty of Veterinary Medicine and Animal Science
- Mahidol University Faculty of Veterinary Science
- Prince of Songkla University Faculty of Veterinary Science
- Rajamangala University of Technology Srivijaya Faculty of Veterinary Science

- Rajamangala University of Technology Tawan-ok Faculty of Veterinary Science
- Western University Faculty of Veterinary Science

7 Veterinary Medical education in South Asia

Indian literature reveals that a veterinary cult existed as early as 3000-4000 years ago. In the post vedic period the teaching of veterinary medicine was included in the curricula of medical schools. There is evidence of veterinary hospitals and dispensaries under the rule of Chandra Gupta Maurya (300-298 BC) and King Ashoka (237-232). The history of modern veterinary education in Indian sub-continent began with the establishment of the first Army Veterinary School at Pune in 1862 where the course of study was one year duration to meet the requirements of remount depots. The episode of rinderpest led to the establishment of Indian Cattle Plague Commission in 1871 and its recommendations triggered the establishment of civil veterinary schools for training skilled manpower. Such Schools were established at Babugarh, Hapur(1877), Ajmer (1881) and Shimla (1888) to control plague. The first Veterinary College was established in South Asia in Lahore in 1882 with a three years course leading to Licentiate in Veterinary Practice (LVP). Subsequently such Colleges were also established in Bombay (1886), Calcutta (1893), Madras (1903) and Patna (1930). The degree level veterinary education was first introduced by Madras Veterinary College in 1936 under the Madras University. Between 1940s and 1960s other colleges also gradually introduced degree level courses.

In the era of Green Revolution, veterinary education enjoyed a further expansion in the pattern of Land Grant Universities of USA which promoted the concept of integrating teaching, research and extension under the one roof of agricultural university. During the last four decades of 20th century most of the veterinary colleges in South Asia came up as part of agricultural education system. However, the growing need to have separate University system for veterinary education gave rise to the establishment of separate universities for veterinary and animal sciences. The change, however, was made by bringing Fisheries and Food Sciences along with veterinary sciences in some cases. The first separate Veterinary University in India was established in Tamil Nadu in 1989, followed by West Bengal, Karnataka, Haryana, Panjab, Madhya Pradesh, Maharashtra, Uttar Pradesh, Rajasthan, Kerala and Andhra Pradesh. In Pakistan, University of Veterinary and Animal Sciences at Lahore was established in 2002 and Chittagong Veterinary and Animal Sciences University in Bangladesh was established in 2006. Now there are 13 Veterinary and Animal Sciences Universities in South Asia and taking together there are 74 veterinary schools in South Asia. Country-wise, currently, there are 46 veterinary schools in India, 12 in Pakistan, nine in Bangladesh, four in Afghanistan, two in Nepal and one in Srilanka. Among South Asian countries India has more than 65,000 thousands veterinarians followed by Pakistan having nearly eight thousands and Bangladesh

having nearly four thousands. Between 1980s and 1990s, almost all the South Asian countries recognized veterinary profession as a self-regulatory profession regulated by the National Veterinary Councils and started to regulate the minimum standard of veterinary practice and provide accreditation to veterinary schools for maintaining minimum standard of veterinary education.

Veterinary Schools in Afghanistan

- Herat University Veterinary Science Faculty
- Kabul University Veterinary Science Faculty^[1]
- Nangarhar University Veterinary Science Faculty
- Kunduz University Veterinary Science Faculty

Veterinary Schools in Bangladesh

- Bangladesh Agricultural University Faculty of Veterinary Science
- Bangabandhu Sheikh Mujibur Rahman Agricultural University Faculty of Veterinary Medicine and Animal Science
- Chittagong Veterinary and Animal Sciences University
- Hajee Mohammad Danesh Science & Technology University Faculty of Veterinary & Animal Science
- Patuakhali Science and Technology University University Barisal Veterinary College
- Rajshahi University Department of Veterinary and Animal Sciences
- Sher-e-Bangla Agricultural University Faculty of Animal Science and Veterinary Medicine
- Sylhet Agricultural University Faculty of Veterinary and Animal Science
- Jhainaidaha Government Veterinary College

Changing Veterinary Education in Bangladesh

Changing Veterinary Landscapes: The veterinary profession in Bangladesh is passing through a phase of dramatic change in its size, diversity and societal needs. Over the last two decades, number of veterinary schools has increased from one to nine (Figure 1), the number of new graduates produced per year has increased from 50 twenty years ago to nearly 500 now, subsistence backyard poultry sector has rapidly growth into an intensive poultry production industry and traditional cattle rearing for draught purposes has been replaced by an emerging commercial dairy farming. With increased urbanization, the number of companion animals in urban areas has also been increasing at an unprecedented rate. Above all, intensification of livestock production systems is contributing to the

emergence of new pathogens and antimicrobial resistance (AMR) that are of major public health concern. A profession that was only serving the government veterinary services just one decade ago, is now very different in terms of its diverse employability in emerging livestock and food industry, public health, conservation and safeguarding welfare of pet animals in growing urban lives. All those changes have put immense pressure on the veterinary profession to provide quality professional services with a competent veterinary workforce. Skills and competency earned through graduation from the university once thought to be enough to serve the society for life long is no more acceptable to clients and society as a whole. At this crossroads of veterinary profession, maintaining status-quo is certainly not the way forward. It is being recognized that change in all fronts of the profession is inevitable if it is to meet the needs of this century.

The distribution of these schools is illustrated in Figure 1 below.



Promoting change: In order to bring change, Veterinary Schools, Government Veterinary Services (Department of Livestock Services) and Veterinary Professional Quality Regulatory body (Bangladesh Veterinary Council) have come together to develop a new way forward for the profession. Two approaches have been made: (i) a National Veterinary Dean's Council has been created to bring together all of the veterinary schools in a national forum to respond to the education issues emerging with the changing veterinary landscape; (ii) a national veterinary tripartite forum with the representation from the Dean Council, Bangladesh Veterinary Council and Department of Livestock

Services has been formed to bring three arms of the profession to work together to establish an effective veterinary accreditation system and introduce a veterinary continuous education program. This whole process is being supported by a FAO-Government joint project funded by the USAID EPT-2 program. To promote the process of change FAO has made an LOA with Tufts University Cummings School of Veterinary Medicine for providing technical supports to all veterinary schools, the Department of Livestock Services, and the Bangladesh Veterinary Council to improve veterinary curricula, teaching and learning practices, establish a continual education program for the practicing veterinarians, and introducing an effective national veterinary accreditation system.

Figure 2: Formation of National Veterinary Dean Council in Bangladesh



Figure 3: Veterinary Tripartite Forum organized Dialogue on Future of Animal Health in Bangladesh



Teachers' Training on Pedagogy and Disease Control Curriculum Development: As a part of the change initiative, Veterinary Dean Council has embarked on its first educational improvement program with two objectives: 1. Introduce teaching methods that stimulate critical thinking and improve learning skills of veterinary students (Teacher Training); 2. Improve current curricular material dedicated to

disease control and prevention (Curriculum Development). Tufts University Cummings School of Veterinary Medicine has been contracted to provide training in a variety of teaching methods including problem-based learning (PBL). A cohort of 15 university lecturer/professor from across all veterinary schools has been selected to attend the training program. A series of six intensive training sessions each taking five days to complete led by Tufts University professors has been designed to improve disease control and prevention core competencies as well as to introduce novel pedagogic methods, including PBL. Pre- and post-assessments of participating lecturers/professors, including in-class observation, as well as of the Bangladeshi undergraduate students enrolled in the lecturers/professors courses will be used to determine the effectiveness of the training at improving not only teaching practices of the participants, but also the competencies of their students in the areas of disease control and prevention. The first session of this training program will commence on 19-23 August 2017.

Introducing Veterinary Continuous Education Program: Continuing education (CE) is one of the highly recognized approaches for updating and expanding knowledge, skills and competencies of the veterinary workforce and making them a 'lifelong learner'. However, this trait of professional practice in Bangladesh has yet to be harnessed by the veterinary community. As the demand for quality veterinary services is increasing rapidly, the National Veterinary Tripartite Forum has decided to organize the 1st National Veterinary Continuing Education Conference with support of the Food and Agriculture Organization of the United Nations (FAO) on 14-15 October 2017 at Cox's Bazar, Bangladesh. FAO has been assisting the Tripartite Forum to bring some of the best speakers from home and abroad to provide training on disease control and prevention, poultry health and management, herd health management, companion animal health care and wildlife health and management.

Establishing Effective National Veterinary Accreditation System: Like many other countries, 'Veterinary Practice' as area of work in Bangladesh is protected by the 'Bangladesh Veterinary Practitioners Ordinance 1982'. This means that activities described as veterinary practice can only be carried out by veterinarians, with some exemptions. With rights come responsibility and the same legislation that protects the profession of veterinary practice also lays down the way in which the profession should be regulated. The Bangladesh Veterinary Council (BVC) acts as the regulatory body of the veterinary profession in Bangladesh and recently, BVC Standard for Veterinary Education has been adopted. In order to implement that standard, the BVC and National Veterinary Tripartite Forum are working together to bring all veterinary schools under evaluations for BVC Standard for Veterinary Education and then providing accreditation. FAO has also made a contract with Tufts University Cummings School of Veterinary Medicine to help develop and implement an accreditation system. To review and provide guidance on the implementation of the accreditation system, a three-member team led by Prof Deborah Kochevar, Dean Tufts University Cummings School of Veterinary Medicine will visit Bangladesh and organize three-day workshop on 11-13 October 2017. Other members of the team are Profs Norman Williamson and Sarah Baillie.

OIE Veterinary Education Twinning Project between Tufts Cummings School of Veterinary Medicine (TCSVM), USA and Chittagong Veterinary and Animal Sciences University (CVASU), Bangladesh: The OIE Veterinary Education Twinning Project between TCSVM and CVASU has been in operation since August 4, 2014. A number of activities have successfully been implemented through this project. The course curriculum of Doctor of Veterinary Medicine (DVM) program has been reviewed and revised along with identifying the list of Day1 skills (competencies) in line with the OIE recommended list. The Problem Based Learning (PBL) has newly been incorporated in the DVM syllabus curriculum and implementing successfully at CVASU. National DVM Intern Research Conference (NDIRC) has newly

been introduced in Bangladesh which has enabled to assess the students learning at workplace by getting feedback from students and placement providers including field veterinarians. The 3rd NDIRC is going to be held in November 2017.

The student and faculty exchange program between the institutes has given a different dimension of the project focusing on veterinary education and research. A total 16 veterinary students (8 of each institute: CVASU and TCSVM) and 15 faculty (8 CVASU and 4 TCSVM) have participated in the exchange program. The OIE project has also partially been supporting to the whole batch of intern students to have one month clinical attachment in the Teaching Veterinary Hospitals of Tamil Nadu Veterinary and Animal Sciences University, India.

The Continuous Education (CE) program for Bangladeshi field veterinarians is another important component of the OIE project to develop a functional link between Department of Livestock Services and CVASU. A total of seven training sessions, 15-25 veterinarians per session have so far been completed. This program is stimulating field veterinarians to be life-long learner.

Figure 4: Continual Education for Field Veterinarians at CVASU



Figure 5: PBL Session at CVASU



Veterinary Schools in India

- Anand Agricultural University College of Veterinary Science and Animal Husbandry, Anand, Gujrat
- Assam Agricultural University Faculty of Veterinary Science
- Birsa Agricultural University Ranchi College of Veterinary Science and Animal Husbandry
- Bombay Veterinary College
- Central Agricultural University College of Veterinary Sciences and Animal Husbandry, Selesih
- Chaudhary Charan Singh Haryana Agricultural University College of Veterinary Sciences, Hisar
- College of Veterinary Science and Animal Husbandry (Anjora)
- CSK Himachal Pradesh Agricultural University Dr. G.C. Negi College of Veterinary and Animal Sciences
- Desh Bhagat University Desh Bhagat School of Veterinary Sciences, Mandi Gobindgarh, Punjab
- G. B. Pant University of Agriculture and Technology College of Veterinary and Animal Sciences
- Guru Angad Dev Veterinary and Animal Sciences University
- Indian Veterinary Research Institute
- Karnataka Veterinary, Animal and Fisheries Sciences University
 - Veterinary College, Bangalore
 - Veterinary College, Bidar
 - Veterinary College, Hassan
 - Veterinary College, Shivamogga

- Kerala Veterinary and Animal Sciences University
 - College of Veterinary and Animal Sciences, Pookote
 - College of Veterinary and Animal Science, Thrissur
- Lala Lajpat Rai University of Veterinary and Animal Sciences, Hisar
- Madhya Pradesh Pashu Chikitsa Vigyan Vishva Vidyalaya
 - College of Veterinary Science & Animal Husbandry, Jabalpur^[116]
 - College of Veterinary Science & Animal Husbandry, Mhow^[116]
- Maharashtra Animal and Fishery Sciences University
 - College of Veterinary and Animal Science, Udgir^[126]
 - College of Veterinary and Animal Sciences, Parbhani^[127]
 - K.N.P. College of Veterinary Sciences^[128]
 - Nagpur Veterinary College^[129]
- N. T. Rama Rao College of Veterinary Science
- Navsari Agricultural University College of Veterinary Science and Animal Husbandry, Navsari, GUJARAT
- Rajasthan University Veterinary & Animal Science
- Rajendra Agricultural University
- Rajiv Gandhi College of Veterinary and Animal Sciences
- Sardarkrushinagar Dantiwada Agricultural University College of Veterinary Science & Animal Husbandry, GUJARAT
- SK University of Agricultural Sciences and Technology of Kashmir Faculty of veterinary Sciences and Animal Husbandry
- Sri Venkateswara University
 - College of Veterinary Science, Gannavaram
 - College of Veterinary Science, Hyderabad
 - College of Veterinary Science, Korutla
 - College of Veterinary Science, Tirupati
- Tamil Nadu Veterinary and Animal Sciences University
 - Madras Veterinary College^[136]
 - Veterinary College and Research Institute at Orathanau in Thanjavur
 - Veterinary College and Research Institute at Ramayanpatti in Tirunelveli
 - Veterinary College and Research Institute, Namakkal
- Uttar Pradesh Pandit Deen Dayal Upadhyaya Pashu Chikitsa Vigyan Vishwavidyalaya Evam Go College of Veterinary Science & Animal Husbandry
- West Bengal University of Animal and Fishery Sciences

Veterinary Schools in Nepal

- Tribhuvan University Institute of Agriculture and Animal Science
- Agriculture and Forestry University Faculty of Animal Science, Veterinary Science and Fisheries

- [Purba Himalayan College of Agricultural Sciences & Technology \(HICAST\)](#) ^{Chal} university: Nepal Polytechnic Institute and Himalayan College of Agricultural Sciences & Technology (HICAST)

Veterinary Schools in Pakistan

- [Bahauddin Zakariya University Faculty of Veterinary and Animal Sciences](#)
- [College of Veterinary and Animal Sciences, Jhang](#)
- [Gomal College of Veterinary Sciences](#)
- [Islamia University Faculty of Veterinary and Animal Sciences](#)
- [Lasbela University of Agriculture, Water and Marine Sciences Faculty of Veterinary and Animal Sciences](#)
- [Pir Mehr Ali Shah Arid Agriculture University Faculty of Veterinary and Animal Sciences](#)
- [Riphah College of Veterinary Sciences](#)
- [Sindh Agriculture University Faculty of Veterinary and Animal Sciences](#)
- [University of Agriculture, Faisalabad Faculty of Veterinary and Animal Sciences](#)
- [University of Agriculture, Peshawar](#)
- [University of Poonch Faculty of Veterinary and Animal Sciences](#)
- [University of Veterinary and Animal Sciences, Lahore](#)

Veterinary School in Srilanka

- [University of Peradeniya Faculty of Veterinary Medicine](#)
-