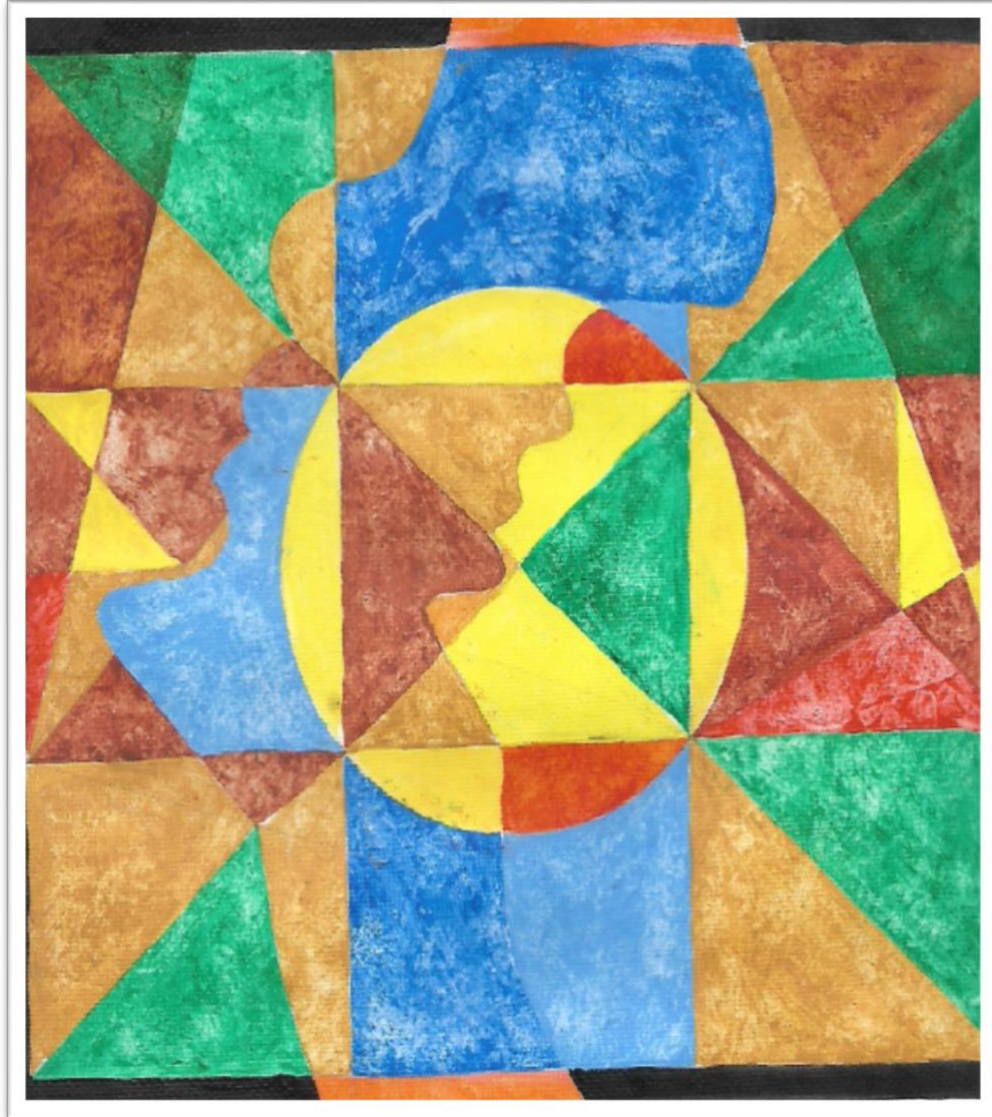




**Indian Psychiatric Society (IPS) &  
Indian Teachers of Psychiatry (IToP)**



*Consensus on Faculty mentorship for Psychiatry  
Postgraduates In India*

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IPS Postgraduate Education Subcommittee (2025-26) &  
Indian Teachers of Psychiatry (IToP)

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Consensus on Faculty mentorship for Psychiatry Postgraduates In India

IPS Postgraduate Education Subcommittee 2025-26

Report Submitted On 29<sup>th</sup> Jan 2026 at  
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Presented by

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## **Executive summary of the committee**

Mentorship is regarded as a vital component of medical education. It provides organised guidance for academic support, professional development, career advice, modelling, and personal well-being.

Although mentorship is often informal in postgraduate institutions and medical colleges, structured and formal mentorship programs are still uncommon in India. With the adoption of Competency-Based Medical Education (CBME) in 2019, the National Medical Commission (NMC) in India introduced a formal mentorship program for undergraduate medical students, but the same has not yet been implemented for postgraduate students.

Mentorship is a supportive, professional relationship in which a more experienced individual guides, advises, and nurtures the personal and professional development of a less experienced learner. Effective mentorship extends beyond academic supervision to include career guidance, professional identity formation, psychosocial support, and promotion of well-being. By fostering a safe space for reflection, feedback, and goal setting, mentorship helps postgraduate medical students develop clinical competence, resilience, ethical practice, and long-term career satisfaction, ultimately benefiting both the individual trainee and the healthcare system. Mentoring provides professional satisfaction and learning opportunities to the mentors as well. Postgraduate psychiatry residents begin their residency at postgraduate institutions or medical colleges for a period of two years (DPM) or three years (MD/DNB) to complete their training and earn their degree. During this time, they often live away from home (majority of postgraduates), undergo rigorous academic and clinical training and have long working hours (sometimes in stressful situations).

Although the formal postgraduate curriculum adequately addresses their academic requirements, many non-academic issues remain insufficiently addressed. These concerns include adjustment to a new environment, navigating the professional workplace, interpersonal challenges with seniors, juniors, and staff, career guidance, mental health concerns, and personal or relationship-related difficulties, among others. A recent National Medical Commission task force on mental health (NMC) reported (2024) on highlighted rising stress, interpersonal difficulties, and mental health concerns among PG medical students in general.

The Postgraduate Guide for research and MD theses can be considered a mentor already available within the existing structure. However, mentorship should include more than just research guidance, and the availability of co-mentors can help address other non-academic and non-research-based mentorship needs. Every training institution should conduct a survey to identify faculty members interested in volunteering as mentors and PG students who wish to enrol in the mentor-mentee program as mentees. However, wherever there is need for mentors, faculty from outside institution or senior faculty retired from institution, with experience of at least 10 years can be part of mentorship. Ideally, mentor- mentee program should be done at the start of the PG course ( within 8-12 weeks) during the induction period. Then, mentor-mentee pair can be assigned and maintained for a duration of 3 years. Mentors and mentees can meet one-on-one, with protected time allocated to ensure their schedules and clinical works do not interfere with the mentoring process. Additionally, a yearly survey can be conducted to assess the perceived needs of mentees, helping to identify major areas for support and tailor mentorship accordingly.

Indian Psychiatric Society (IPS) and Indian Teachers of Psychiatry (IToP) should provide resources and opportunities for mentorship skills training periodically that is tailored for psychiatry faculty addressing psychiatry postgraduate resident needs.