Abstract
Historically in India, persons with disabilities enjoyed co-existence, though at different times, the treatment and attitudes were at variance. Out of all the types of disabilities, an intellectual disability poses greater challenges than the other types. The families of persons with intellectual disabilities do also have needs different from others, which cannot be segregated from the needs of children with intellectual disability. Specific legislations have been put in place to ensure empowerment of persons with disabilities. Through Rehabilitation Council of India, human resource development programs are standardized. The National Institute for the Mentally Handicapped has developed many service models and contributed toward human resource development and research. Many Non-Government Organizations have started special education and vocational training programs. National Trust, a statutory body, supports the individuals and families and seeks to protect those individuals having no parents. Sarva Shiksha Abhiyan (Education for All), has special focus on education of children with disabilities. Vocational training centres have an obligation to develop eco-centric and commercially viable jobs. As per the National Policy, the Government of India envisages that every child with a disability should have access to appropriate preschool, primary and secondary level education by 2020.

Keywords
persons with disabilities; intellectual disability;
empowerment; human resource development; special education;
vocational training; India