

Abstract: Service-learning, as a pedagogy expounds service activities and civic engagement as part of academic learning experiences. Applying the ideals of Development Sociology as intervention-based, the research paper critically explores the relationship between sociological theories taught in class and service-learning practices in the field. Intersecting Development Sociology to service-learning pedagogy aims at augmenting students' understanding of sociological concepts promoting civic engagement, and further contributing to societal change facilitating intervention in public sphere. In this backdrop, the paper investigates how service-learning programs engage students in civil society initiatives, enabling them to apply sociological theories in real-world contexts questioning the 'real intellectual' space by taking up a reconstructive task. The paper, with primary research data collected from service-learning, framed and conducted as part of undergraduate sociology honours course for a semester between January and June this year, demonstrates the potential of this interaction in fostering civic engagement, promoting social change; concomitantly, providing a valuable platform for promoting 'specific intellectual spaces' catering to local development concerns of the real-world, fostering critical thinking and empathy on the part of the students.

Key words: Service-Learning, Development Sociology, Sociology of Intellectuals, Civic Engagement, Sociological Imagination